Latin America: History, Art, Literature

GENERAL EDUCATION, LFS 210
AMERICAN UNIVERSITY
DEPARTMENT OF LANGUAGE AND FOREIGN STUDIES
FALL 2009, MR 8-9:55 AM

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Office Hours: TBA

Course Description:

LAHAL is a general education course, designed to explore Latin America through various modes of representation. We will discuss how exchanges between Latin (Spanish, Portuguese, Islamic), African, and Indigenous cultural heritages are interwoven in the history, art, and literature of what today is known as Latin America, and the cross-cultural relationships that have developed between Latin and Anglo-America, especially, the United States. The objective of this course is to investigate cultural production of Latin America through an interdisciplinary approach, using art and literature to compliment the dialogue about the history of this culture-area. The student must have completed a foundational course from the approved cluster of multicultural experiences, listed in the general education handbook for the 2009-2010 academic year. These include ANTH-110, LIT-150, RELG-185, SIS-140, or SOCY-110. See your advisor if you have not completed the requirements to be in this course, so that you may be placed accordingly.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Dates due</th>
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</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>15%</td>
<td>Class 12</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>Class 24</td>
</tr>
<tr>
<td>Oral and written report</td>
<td>10% written + 5% presentation = 15%</td>
<td>Student Choice of Date, Topic corresponds with class discussion</td>
</tr>
<tr>
<td>Museum visit reaction paper</td>
<td>10%</td>
<td>Class 5</td>
</tr>
<tr>
<td>Textual analysis; Love in</td>
<td>10%</td>
<td>100 word summaries of 2</td>
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</tbody>
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~ 1 ~
Daily reading:

There will be approximately 30 pages of reading per class. The main text of the course to be followed is Jack Child’s Latin American History through Art and Literature. Individually, the student is expected to read Child’s text. However, the students will form study groups, amongst which they will divide the other texts to be read at home and collaborate on the division of group materials will be used in discussion during the following class. 100 word summaries should be turned in of Child and the text they received from their group should be turned in with answers to the comprehension evals.

The summaries are not meant to be well-written works, but rather comprehensible notes, with key terms and ideas, that will help the student remember the main ideas of each article for future reference in writing papers and taking exams. Each student will be able to use these notes on comprehension evals (not exams), and then they will turn them in with the answers to the questions on the bottom of the sheet. Some classes there will be a reading comprehension check, which will entail answering questions about the reading homework at the beginning of class.

Mid-term, final exams:

Comprehensive exams of material covered up to date, which will include all material read and discussed in class as well as any visits to museums or cultural pieces or videos asked to be viewed.

Oral/ written report:

Based on a topic approved by the instructor (related to a class period discussion), the student will use credible academic sources to develop a critical paper on a current cultural or historical issue or figure, which can include the
INVESTIGATION OF AESTHETIC REPRESENTATIONS, pertaining to Latin American culture. The instructor will provide a list of options, to which the students are not limited. Cultural objects, visual and or audio technological aids in the oral presentation are recommended. Part of academic development is public speaking, which means that a student CANNOT expect to get a grade above a B if the presentation is read. Note cards are acceptable for prompting a student. Students must also meet the time requirement of 10 minutes min and max. Going over or under the time limit is not courteous to fellow students or the instructor, which will again factor in to scoring because it is a basic requirement.

REACTION PAPER:

Based on exhibits at the Museum of the American Indian, or attendance to another cultural event related to the Latin American community of the Greater Washington metropolitan area, in relation to class topics, the student will develop a paper using 2 to 3 critical sources to evaluate the representation of an aspect of Latin American culture by placing it in context. The paper should be 4–5 pages in length.

TEXTUAL ANALYSIS:

Love in the Time of Cholera by Gabriel García Márquez will be read, and using credible academic sources, the student will complete a textual analysis of the work, 6–8 pages.

PARTICIPATION:

Respect and active interest in the class are required, using critical thinking skills to approach the material. There will be some use of BlackBoard, when outside the class, to continue discussions in the virtual realm and to post additional materials. Active participation does not mean that the instructor must ask for a response. Volunteering and effort are necessary for learning. No cell phones or laptops or other electric devices unless authorized.

COMPREHENSION EVALUATIONS:

There may or may not be evaluations on the student's completion and comprehension of nightly reading, and the instructor is not required to give notice of these in
ADVANCE. THEY WILL RANGE BETWEEN THREE AND FIVE QUESTIONS ADMINISTERED AT THE BEGINNING OF CLASS, AND WILL TAKE NO MORE THAN TEN MINUTES TO FINISH.

- **Community service learning project (LFS 294):** The student can complete a service project in connection with the course, which will provide them with another credit (4). It is evaluated as a PASS/FAIL project, and it will require 40 hours of service throughout the semester to a facility or organization that is involved in the local Spanish-speaking community. The instructor must approve the project. Inquire for further details.

- **Extra credit:** If the student is concerned with their performance in class, see the instructor, who will be more than happy to help. Please ask for options, such as a 6-8 page reaction or research paper after the mid-term exam, which will be due a week before the final exam.

**Attendance is required.**

More than 3 unexcused absences will result in the lowering of your grade by one entire grade: A to A-, A- to B+, etc. Each additional unexcused absence will result in further lowering. Excused absences include religious observance, doctor’s appointments, university approved activities, and cases of extreme emergency that can be documented.

**Late work is NOT accepted,** with the exception of excused absence only.

**Academic integrity:**

As a scholar, the student is bound to the University’s Academic Code of Ethics. Dishonesty of any kind, in exams, quizzes, and plagiarizing in papers and presentations will not be tolerated. Books, notes, and consulting with fellow students are NOT permitted during exams and quizzes. Work is to be done individually, except during group activities.

The Academic Integrity Code is available at [http://www.american.edu/academics/integrity/index.htm](http://www.american.edu/academics/integrity/index.htm).

"In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago. Quoted and paraphrased material should be “sandwiched,” a clear beginning and ending to the material should be indicated by quotation marks, or, in paraphrases, by the source name at the beginning and the
citation at the end.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases.

You must receive prior permission from me if you want to submit a paper or part of a paper that you have written for a previous class.

I expect all work that you do on homework, on take-home exams, and on in-class exams to be your own work. Consulting with and sharing answers with other students violates the Academic Integrity Code, so too does consulting outside resources such as notes, textbooks, and the Internet,” (Michael Manson, the Academic Affairs Administrator for the College of Arts and Sciences, email 8/19/09).

ASSISTANCE:

IF THE STUDENT FINDS THE MATERIAL IN ANY WAY DIFFICULT OR CONFUSING, CONSULT THE INSTRUCTOR AS EARLY AS POSSIBLE. THERE ARE ALSO A WIDE RANGE OF SERVICES AVAILABLE ON CAMPUS TO SUPPORT STUDENTS.

THE ACADEMIC SUPPORT CENTER (x3360 AT MGC 243) OFFERS WORKSHOPS ON STUDY SKILLS, INDIVIDUAL INSTRUCTION, TUTORIAL REFERRALS, AND SERVICES FOR STUDENTS WITH LEARNING DISABILITIES.

THERE IS A COUNSELING CENTER (x3500 AT MGC 214) THAT OFFERS INFORMATION AND SUPPORT REGARDING PERSONAL MATTERS, WITH COUNSELING AND CONSULTATION SESSIONS, AS WELL AS SELF-HELP INFORMATION AND CONNECTIONS TO MENTAL-HEALTH RESOURCES.
Accommodations:

Disability support services (x3315 at MGC 206) is a center, in which technical and practical support, and assistance with accommodations are provided for students that physical or psychological disabilities. If the student has a disability and requires accommodations, a letter from DSS or LS should be provided to the instructor at the beginning of the semester. Every student will have as much time as necessary for them to complete exams. There will also be review sheets provided for preparation in advance.

Required texts:


- Keen Hayes and other selected readings will be available on BlackBoard, which will be indicated by (BB) on the syllabus or mentioned in class.

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<tr>
<th>Class</th>
<th>Class overview, Readings</th>
<th>Love in the Time of Cholera readings (suggested pages to keep up)</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Readings distributed and discussed in class: “Of Cannibals” by Montaigne, Kamen intro Class overview: “collaboration” Homework: Todorov (BB), Edict of Expulsion (BB)—just skim to see language, Child 3-12, Natella 3-14. Correction—No Nebrija, (BB) Aristotle and Keen Hayes</td>
<td>3-22. Who, what, when, where, why Structure of city, social, historical, political, and religious references, experience of diseases, race, death.</td>
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<tr>
<td>Class 2</td>
<td>Class overview: “Latin America” Discussed in class: Todorov, Edict of Expulsion, Child 3-12, Natella 3-14, Nebrija in Mignolo</td>
<td>23-42. Characters, events, social classes, emotions, city, death, importance of correspondence.</td>
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| Class 3 | Class overview: Pre-Columbian World, Mayan civilization  
Discussed in class: Child 3-22, Keen Hayes 5-12 & 22-28 (BB), Natella 15-28, “The One Who Came to Save Me” by Virgilio Piñera in Fuentes 35-39  
| Class 4 | Class overview: Aztec and Incan civilizations  
Discussed in class: Child 23-36, Keen Hayes 12-22 & 28-36 (BB), “The Wardrobe, the Old Man and Death” by Julio Ramón Ribeyro in Fuentes 114  
| Class 5 | Class overview: Voyage and Encounter  
REACTION PAPER (MUSEUM OF THE AMERICAN INDIAN)  
Discussed in class: Keen & Hayes 52-62 (BB), Child 37-46  
| Class 6 | Class overview: Aztecs and Cortés  
| Class 7 | Class overview: Pizarro brothers | 123-142. Characters, gender, |
| Class 8 | Class overview: Bartolomé de las Casas  
Discussed in class: Child 67-76, Bartolomé de las Casas 1-12, Gustavo Verdesio in Merédez “Images and War: The Representation of Violence in Colonial Times and Today” 73-80 (BB), Rolena Adorno in Merédez “The Intellectual Life of Bartolomé de las Casas: Framing the Literature Classroom” 21-32 (BB).  
Homework: Summaries for critical sources, Child 77-92, Keen & Hayes 94-102 (BB) | 143-152. Characters, war, love, politics, family relationships, financial and social status, city. |
| Class 9 | SUMMARIES OF CRITICAL SOURCES FOR LOVE IN THE TIME OF CHOLERA  
Class overview: Colonial life  
Discussed in class: Child 77-92, Keen & Hayes 94-102 (BB)  
| Class 10 | Class overview: Colonial life and Independence  
Discussed in class: Child 93-108, Eakin 107-122 (BB)  
<p>| Class 11 | Class overview: Decline of Iberian power in Latin America | 193-212. Characters, house life, social classes, finances, |</p>
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<thead>
<tr>
<th>Class</th>
<th>Class Overview</th>
<th>Page Ranges</th>
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<td>Midterm Exam</td>
<td>213-231</td>
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<td>13</td>
<td>Wars of Independence</td>
<td>232-251.</td>
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<tr>
<td>14</td>
<td>Civilization and Barbarism</td>
<td>252-271.</td>
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<td>15</td>
<td>Romanticism</td>
<td>272-290.</td>
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<td>16</td>
<td>Costumbrismo</td>
<td>291-310.</td>
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<tr>
<td>17</td>
<td>Positivism, Realism, Naturalism</td>
<td>311-330.</td>
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**Homework:**
- **Prepare for Exam, Child 121-132, Eakin 133-162 (BB)**
- **Eakin 163-200 (BB)**
- **Child 133-148, Natella 55-66, "El Aleph" by Jorge Luis Borges in Fuentes 3-16**
- **Child 133-148, Natella 42-54, Eakin 203-213**
- **Child 149-160, Eakin 213-230**
- **Child 161-170, Natella 155-164, "Panther eyes" by Luisa Valenzuela in Fuentes 198-201, "Notes from Buenos Aires" by Mario Levrero in Fuentes 245-255**
- **Child 149-160, Eakin 213-230**
- **Child 161-170, Natella 155-164, "Panther eyes" by Luisa Valenzuela in Fuentes 198-201, "Notes from Buenos Aires" by Mario Levrero in Fuentes 245-255**
- **Child 149-160, Eakin 213-230**
- **Child 161-170, Natella 155-164, "Panther eyes" by Luisa Valenzuela in Fuentes 198-201, "Notes from Buenos Aires" by Mario Levrero in Fuentes 245-255**

**Discussed in class:**
- Child 109-120, Natella 85-107
- Child 121-132, Eakin 133-162 (BB)
- Child 133-148, Natella 55-66, "El Aleph" by Jorge Luis Borges in Fuentes 3-16
- Child 133-148, Natella 42-54, Eakin 203-213
- Child 149-160, Eakin 213-230
- Child 161-170, Natella 155-164, "Panther eyes" by Luisa Valenzuela in Fuentes 198-201, "Notes from Buenos Aires" by Mario Levrero in Fuentes 245-255

**Love, foreign influence, music.**
| Class 18 | Class overview: Modernism  
| Class 19 | 2 Page Summary of Love in the Time of Cholera  
Class overview: The US emerges  
Discussed in class: Child 183–192, Natella 77–84, “Blow-up” by Julio Cortázar in Fuentes 62–75  
Homework: Child 193–210, Eakin 239–252, “The Queen” by José Emilio Pacheco in Fuentes 202–210 | Done! |
| Class 20 | Class overview: The Mexican Revolution  
Discussed in class: Child 193–210, Eakin 239–252, “The Queen” by José Emilio Pacheco in Fuentes 202–210  
Homework: Rough draft of 2 pages, Child 211–228, Keen & Hayes 187–198 | Write |
| Class 21 | Rough draft of 2 pages (with thesis statement) for textual analysis of Love in the Time of Cholera  
Class overview: Power structures in late 19th and early 20th centuries  
Discussed in class: Child 211–228, Keen & Hayes 187–198  
Homework: Child 229–248, Keen & Hayes 245–259 | Write |
| Class 22 | Class overview: Reform and Revolution  
Discussed in class: Child 229–248, Keen & Hayes 245–259  
Homework: Final paper, Child 249–259 | Write |
| Class 23 | Final Draft Textual Analysis of Love in the Time of Cholera  
Class Overview: Central American Instability  
Homework: Prepare for exam | Done! |
| Class 24 | Final Exam |

How to do well in this class:

Read, attend, ask questions, take notes in and outside of class.

“EVALUATION OF A STUDENT’S PERFORMANCE IN THIS COURSE AS A WHOLE WILL BE GUIDED BY THE FOLLOWING CRITERIA:

A: Demonstration of superior work (written and oral) in fulfillment of course requirements; improvement during the semester will be weighed in evaluation.

B: Excellent work (written and oral) in fulfillment of course requirements; improvement during the semester will be weighed in evaluation.

C: Satisfactory work (written and oral) in fulfillment of course requirements. Must have a C or above to receive a pass upon taking the course using the Pass/Fail option.

D: Assigned work is not satisfactory or not completed and/or student fails to meet minimum attendance requirements. Meets gened requirements for course credit but not sufficient for a pass.

F: Failure to meet minimum course goals -- written assignments, class participation, and other course requirements.” (GENED syllabus requirements, 8/22/09)

¡Buena suerte!