



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department: School of Humanities, Arts and Cultural Studies
Prefix: HST Number: 441 Title: Latin America & the World Economy Units: 3
Is this a cross-listed course? No If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course
Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials: (Required)

Course description: Globalization did not begin in the late twentieth century, but rather global trade has linked Latin America with the rest of the world for over five hundred years. The region has been an active and important participant in the world economy since Columbus's first voyage in 1492. This course explores the social, cultural, economic, and environmental impact of such participation on both Latin America and the rest of the world. It is organized both chronologically and thematically. We will study both colonial and post-colonial trade. The commodities studied include sugar, rubber, bananas, and cocaine. (NOTE: Approval for permanent catalog number HST 441 (formerly HST 494), is effective Spring 2016.)

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name: Julia Sarreal E-mail: julia.sarreal@asu.edu Phone: 602-543-6328

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis G. Mendoza Date: April 13, 2015

Chair/Director (Signature):  _____

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Syllabus and Table of Contents of books
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	Syllabus and Table of Contents of books
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	Syllabus and Table of Contents of books

Course Prefix	Number	Title	Designation
HST	441	Latin America and the Work Economy	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world OUTSIDE THE U.S.</p> <p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the CONTEMPORARY WORLD outside the U.S.</p>	<p>The subject matter deals with Latin America and leads to an understanding of Latin America's involvement in the world economy from the colonial period through the present-day.</p> <p>Three of the four monographs focus on twentieth and twenty-first century issues related to Latin America and the world economy. The other monograph (Sweetness and Power) has a significant section that relates the author's argument to present-day issues. Latin America continues to export large quantities of four of the five main commodities - silver, sugar, bananas, and cocaine - today. Issues of globalization, exports, and economic development are relevant to understanding present-day Latin America.</p>	<p>See highlighted sections in Course Description & Goals, Map Exam, Papers, Reading Materials, Lectures, and Films in the syllabus. Table of Contents of the books.</p> <p>See highlighted sections in Course Description & Goals, Map Exam, Papers, Reading Materials, Lectures, and Films in the syllabus. Table of Contents of the books.</p>

Global Awareness [G]

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<p>2a. In-depth area studies concerned with an examination of culture-specific elements of a region, country, or culture group.</p>	<p>The course looks at how Latin America's approach to the world economy has shaped and continues to shape its economic and social policies. These different policies, in turn, influence Latin American culture.</p>	<p>See highlighted sections in Course Description & Goals, Map Exam, Papers, Reading Materials, Lectures, and Films in the syllabus. Table of Contents of the books.</p>
<p>2a. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>See 1 above.</p>	<p>See 1 above.</p>
<p>2d. The course is a study of the cultural significance of a non-U.S.- centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</p>	<p>The course looks at the various ways that the world economy has influenced and continues to influence Latin America. The readings and lectures focus on different regions and countries in Latin America including, but not limited to the Caribbean, the Amazon, the Andes, Honduras, and Guatemala. Each of these regions/countries has a distinct culture and exhibits both similarities and differences in its approach to the world economy. With the final presentations, students choose a country and a commodity to study in greater detail.</p>	<p>See highlighted sections in Course Description & Goals, Map Exam, Papers, Reading Materials, Lectures, and Films in the syllabus. Table of Contents of the books.</p>

HST 441 Latin America & the World Economy

New catalog number HST 441 approved effective Spring 2016 (formerly HST 494)

New College of Interdisciplinary Arts & Sciences
Arizona State University

Dr. Julia Sarreal
julia.sarreal@asu.edu
(602) 543-6328
FAB N263

Fall 2013
Tuesdays, 4:30-7:15 pm
Sands 131

Office Hours: Tuesdays, 2:00-3:00 pm or by appointment

This course qualifies for General Studies L, G, and H credit

Course Description and Goals

Globalization did not begin in the late twentieth century, but rather global trade has linked Latin America with the rest of the world for over five hundred years. The region has been an active and important participant in the world economy since Columbus's first voyage in 1492. This course explores the social, cultural, economic, and environmental impact of such participation on both Latin America and the rest of the world. It is organized both chronologically and thematically. We will study both colonial and post-colonial trade. The commodities studied include sugar, rubber, bananas, and cocaine.

The learning outcomes of the course include the ability to explain and analyze how economic policy and the world economy have influenced the economy, living standards, politics, and societies of Latin American from the colonial period through the present-day. Throughout the course of the semester, students will gain a basic understanding of the commodities produced and sold internationally by various Latin American countries. They will use this information to analyze how the production and sale of these goods have impacted Latin American economies and people's lives. The information that students will process in this class will enable them to think more critically about globalization and its effects in developing countries. The strong focus on writing and discussion will advance students' ability to effectively construct and defend an argument using evidence in the readings.

Instructional Philosophy

Active learning is the primary teaching philosophy utilized in this course. Most classes will be discussion sessions guided by the professor. As such, all students are expected to actively participate, raise and answer questions, and make thoughtful comments about the material in every class meeting.

This reading- and writing-intensive course will work on honing the expression of your ideas through in-class discussion and out-of-class writing. You will be expected to support your verbal and written assertions with examples from the assigned readings and

to provide a clear presentation of your ideas in through in- and out-of-class writing. I am happy to work with any of you individually on specific writing problems and to give you feedback (and read drafts) during office hours. If you feel you need additional assistance, please see the Writing Center.

Just as it is a privilege to be a student, it is a privilege to be a professor. I take very seriously my commitment to this class and the opportunity I have to learn with you. I expect you to do the same. If you have questions or concerns, you should speak to me so we can deal with them. If you have any special needs that you wish me to address, please inform me as soon as possible.

Assessment

You must be prepared to do a lot of reading over the course of this semester. This will require a great deal of work on your part. You will need to carefully read complex, and often lengthy, monographs. Your writing for the course must also be a reflection of this kind of care. Your commitment to the course in terms of meeting deadlines and dedicating significant time and energy is absolutely essential.

Attendance

Regular attendance is mandatory. Class discussions will help you analyze and formulate ideas and do better on the writing assignments. You will learn the most in this course if you envision yourself as an empowered participant. Therefore, you must attend and *be prepared* for class. Students with two unexcused absences will have their final grade lowered by 1/3 of a letter grade. Each subsequent absence will lower the final grade an additional 1/3 of a letter grade.

Class Participation (25% of Total Grade)

Active class participation is a requirement for this course. Because people learn most effectively when they actively engage with material and intellectually challenge (though not assault) one another, I will work to create an environment that facilitates such practices. I will encourage intellectual rigor by inviting individuals to voice their ideas in class—I advise you to be prepared each day, so that you are up to this challenge. This is an upper-division course, and I expect you to demonstrate the skills you have learned throughout your academic career. You should be prepared to explain what the author is trying to communicate in the assigned reading and what evidence he/she uses to explain and support such claims. You should also be prepared to share both questions about the reading and 1-2 sentences that especially interested you. Reading the assigned materials beforehand and bringing the reading assignment with highlighting, notes, and/or annotations to class is a requirement. Failure to do so will lower your participation grade. Your grade will reflect attendance, promptness, reading notes, in-class discussion activities, and questions/answers posed during the class. The baseline participation grade is between a B- and a C. If you arrive to class on time, bring the reading and notes, but rarely speak you can expect to receive a B- or C participation grade. If your participation reveals a basic but not in-depth

understanding of the reading and topic, you can expect to receive a B or B+. If your questions and answers reveal a sophisticated understanding of the reading and insightful thoughts about the topic at hand, you can expect to receive an A or A+. Absences and tardiness will lower the participation grade since you did not participate in the class discussion. I will post participation grades five times throughout the semester.

Map Exam (5% of Total Grade):

Familiarity with geography is vital for learning about Latin America. Thus, there will be a map exam. Students will need to identify place locations on blank maps.

Papers:

Writing is an important means for communicating one's ideas and for understanding material at a deeper level. For this class, you will produce four papers that will show the depth of your understanding and analysis of the assigned readings. When writing papers, you need to focus on using evidence to support an argument and writing clearly.

I strongly encourage you to submit a draft of your writing assignments to the Writing Center. You will receive extra credit points and it will probably help you to get a higher grade! The Writing Center is located in the basement of Fletcher Library. Setting an appointment beforehand is recommended. 602-543-6169. You can also schedule an appointment for online writing tutoring through the Writing Center.

All papers must be submitted electronically through SafeAssign. If you want written feedback, you need to also provide the professor with a hard copy. Only include your name on a separate page at the end of your essay so that the professor is not biased when grading.

Under special circumstances, I will accept late essays. However, late submissions will be penalized and arrangements must be made in advance of the deadline.

Academic honesty – the cornerstone of teaching and learning – lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all assignments for this class. All information – examples, ideas, evidence, or quotations – found in a primary or secondary source must be cited. Students must cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. You need to cite material in footnote form following the Chicago Manual of Style. Any instance of cheating, plagiarizing, or otherwise presenting someone else's work as your own will result in a failure of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Always cite any arguments,

thoughts, or observations that are not your own. Please seek clarification if you are uncertain about what is and is not considered plagiarism.

See: <http://www.asu.edu/clas/ssfd/undergrad/honesty.html> for more information.

Three Papers & Outlines (60% of Total Grade):

Students will write three papers discussing three of the four assigned books. You will be given an essay prompt. Each paper should be 1,250 to 2,100 words (5-7 pages) in length. Your paper must show your own thoughts, demonstrate that you understand the reading, and be well written. **The paper is not a summary of the book. Instead, your analysis of the book should form the bulk of this essay.** Two weeks before each paper is due, you will need to submit an outline (*thesis statement and topic sentences*) of the paper. The professor will give you detailed feedback on the outline so that you can write a better paper and receive a higher grade. Details for the assignment and tips about paper writing will be provided.

Thesis Statement (10% of Total Grade):

For one of the four assigned books of their choice, students will submit a thesis statement instead of a paper in response to the essay prompt. The thesis statement is due on the same date as the paper.

Extra Credit

Students who are not tardy and are absent one time or less during the entire semester will receive 1/3 of a letter grade in extra credit.

Students can receive up to 50 points in extra credit for participating in Writing Workshops. See hand-out for details. If you cannot attend the Writing Workshops but would like to earn these extra credit points, please see the professor.

Some Basic Rules and Expectations

*Everything that you submit to me that is a product of outside class work must be typed. Studies have shown that readers of written work are adversely impacted by handwriting, so this policy is for your own benefit. It is a good strategy for any class since this will you will always have clean text to work from for redrafting or if your assignment is lost. Always keep a back up!

*Citations must follow Chicago Manual of Style guidelines.
http://www.chicagomanualofstyle.org/tools_citationguide.html

*I expect you to be prepared. In college, you should expect to be challenged and to have your professors demand the best of you. I will be rigorous because I care about you and your learning experience. You cannot participate in an active intellectual discussion if you are not adequately prepared. There will necessarily be some weeks that will be easier than others, so plan ahead and be prepared to take responsibility for your choices.

*Absenteeism hurts your grade both indirectly and directly. Your grade will drop when you miss class, and, because class is an opportunity to learn, your grade will be indirectly affected by your absence as well.

*Do not expect to raise your grade by rewriting a paper. You should *never* simply expect a professor to offer you an opportunity to make up for work that you did not do carefully the first time. Neither should you expect that any work you do after the deadline counts for the same credit as assignments finished on time. You *do* have the right to see your professor before the paper is due if you have questions, difficulty, or concerns about the material. If you take the responsibility to see me before an assignment is due, we may arrange an alternate deadline. You may also see me if you have questions about my comments or you want to talk about how you might improve your performance. In some cases, I allow students to re-write papers, but doing so will require a significant amount of work on your part.

* I will read and give feedback on a rough draft submitted at least 48 hours before the deadline. Revisions based on my recommendations do not count toward rough draft extra credit points.

*Feel free to make an appointment with me anytime you have questions. **Do not** wait until you have become frustrated and confused. I want you to learn, I want you to do your best, and I will do what I can to help you meet those goals.

*Email messages are an easy way to contact me. You may always drop in during my office hours.

*You should plan in advance if you think you will need assistance with a paper. Do not hesitate to talk to me at any time if you have an emergency.

* Please look ahead in the syllabus and in the texts to prepare for paper assignments and long or challenging reading assignments. You might want to compare the syllabi in all your classes to see when you will need to plan ahead most carefully. You must take responsibility for this preparation!

* Students should regularly check their ASU email account and the course Blackboard site. The Blackboard site includes a Weekly Postings section with information about each class meeting and an Assignments section. Grades will be entered regularly into Grade Center. The Professor will try to respond to email messages within 24 hours except on weekends and holidays.

Helpful Hints

*Start reading and writing assignments early. Do not wait until the last minute.

* Do not try to read anything either in one sitting *or* in very short snatches of time. Set off blocks of time of about an hour.

* Read carefully. Do not just skim, or you will miss something important. If something stands out to you, make a note of it and try to figure out why.

* Underline, highlight, and make notes in the margins when reading. Use sticky notes to flag interesting or important sections.

* Do not be afraid to *not* understand everything. If something interests or confuses you, mark it. This will make it easier to find when you re-read, to explore it in your writing, and to discuss it in class.

* Give yourself time to go back and re-read any parts that seem hazy to you.

Grading

Failure to complete any assignment may result in an E for the class.

	<u>% of Total</u> <u>Grade</u>	<u># of</u> <u>Points</u>	<u>Total</u> <u>Points</u>
Class Participation	25%		250
Each of 5 postings		50	
Map Exam	5%		50
Thesis Statement	10%		100
Papers	45%		450
Each of 3 papers		150	
Outlines	15%		150
Each of 3 outlines		50	
Total	100%		1,000
Writing Workshops (extra credit)	5%		
Per workshop		5	50
Perfect attendance or one absence (extra credit)	3%		30
Two unexcused absences (grade lowered)	-3%		(30)
Each additional absence (grade lowered)	-3%		(30)

<u>Letter Grade</u>	<u>Minimum Points</u>
A+	970
A	940
A-	900
B+	870
B	840
B-	800
C+	760
C	700
D	600
E	0

Reading Materials

Required Texts:

- Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, Penguin Books, 1986 (ISBN: 978-0140092332)
- Greg Grandin, *Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City*, Picador, 2010 (ISBN: 78-0312429621)
- John Soluri, *Banana Cultures: Agriculture, Consumption, and Environmental Change in Honduras and the United States*, University of Texas Press, 2005 (ISBN: 978-0292712560)
- Paul Gootenberg, *Andean Cocaine: The Making of a Global Drug*, University of North Carolina Press, 2008 (ISBN: 978-0807859056)

*Please get these editions of the books, so you will not have difficulty following along in class.

If you forget your copy at home, you can bring the copy that is on reserve at Fletcher so as not to lose participation points.

Weekly Schedule

August 27: Introduction to the Class

Lecture: Overview of Latin America's economic trajectory.

In-class reading of a current article about Latin American economies

September 3: Sugar

Lecture: Sugar's trajectory & slavery

Discussion: Reading

Reading: Mintz, *Sweetness and Power*, pp. 1-73.

September 10: Sugar

Lecture: Colonial influence on economic growth

Discussion: Reading

Reading: Mintz, Sweetness and Power, pp. 74-150.

Map Exam on Tuesday

September 17: Sugar

Paper Writing Workshop

Discussion: Reading

Reading: Mintz, Sweetness and Power, pp. 151-214.

Optional: Writing Workshop 1 (Thesis Statement), 2:00-3:00 at Writing Center

September 24: Rubber

Lecture: Global production and consumption of rubber

Discussion: Reading

Reading: Grandin, Fordlandia, pp. 1-96.

Outline for *Sweetness and Power* due electronically before class.

Optional: Writing Workshop 2 (Outline), 2:00-3:00 at Writing Center

October 1: Rubber

Lecture: Early 20th century Latin American economics

Discussion: Reading

Reading: Grandin, Fordlandia, pp. 97-179.

October 8: Rubber

Film: *Children of the Amazon*

Discussion: Reading

Reading: Grandin, Fordlandia, pp. 180-275.

Final Paper for *Sweetness and Power* due before class electronically via SafeAssign and in hard copy.

October 15: Fall Break

No class

October 22: Rubber

Paper Writing Workshop

Discussion: Reading

Reading: Grandin, Fordlandia, pp. 276-372.

Optional: Writing Workshop 1 (Thesis Statement), 2:00-3:00 at Writing Center

October 29: Bananas

Lecture: Post WW2 Latin American economics

Discussion: Reading

Reading: Soluri, Banana Culture, pp. 1-74.

Outline for *Fordlandia* due electronically before class.

Optional: Writing Workshop 2 (Outline), 2:00-3:00 at Writing Center

November 5: Bananas

Lecture: Foreign companies, economics & politics

Discussion: Reading

Reading: Soluri, *Banana Culture*, pp. 75-160.

Final Paper for *Fordlandia* due before class electronically via SafeAssign and in hard copy.

November 12: Bananas

Visual images: Bananas, marketing & consumption

Discussion: Reading

Reading: Soluri, *Banana Culture*, pp. 161-245.

Optional: Writing Workshop 1 (Thesis Statement), 2:00-3:00 at Writing Center

November 19: Cocaine

Lecture: Drug production & trafficking in Latin America

Discussion: Reading

Reading: Gootenberg, *Andean Cocaine*, pp. 1-102.

Outline for *Banana Culture* due electronically before class.

Optional: Writing Workshop 2 (Outline), 2:00-3:00 at Writing Center

November 26: Cocaine

Film: *Cocaine Cowboys*

Discussion: Reading

Reading: Gootenberg, *Andean Cocaine*, pp. 105-240.

Final Paper for *Banana Culture* due before class electronically via SafeAssign and in hard copy.

December 3: Cocaine

Film: *Life and Debt*

Discussion: Reading

Reading: Gootenberg, *Andean Cocaine*, pp. 245-324.

Optional: Writing Workshop 1 (Thesis Statement), 2:00-3:00 at Writing Center

December 6

Outline for *Andean Cocaine* due electronically by 2:00PM.

Optional: Writing Workshop 2 (Outline), 1:00-2:00 at Writing Center

December 12, 9:00 am

Final Paper for *Andean Cocaine* due electronically via SafeAssign.

SIDNEY W. MINTZ

**SWEETNESS
AND POWER**

THE PLACE OF SUGAR
IN MODERN HISTORY



PENGUIN BOOKS

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FORDLANDIA

The Rise and Fall of Henry Ford's Forgotten Jungle City

Greg Grandin

Picador

Metropolitan Books • Henry Holt and Company • New York

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Banana Cultures

*Agriculture, Consumption, and Environmental
Change in Honduras and the United States*

JOHN SOLURI

University of Texas Press  Austin

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ANDEAN

THE MAKING OF A

COCAINE

GLOBAL DRUG *Paul Gootenberg*

THE UNIVERSITY OF
NORTH CAROLINA PRESS
Chapel Hill

Property Of
Arizona State University



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