



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: @hYUwUbx7f]HW`-bei Jmf#L
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**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Grading section of Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus & 2 examples of paper assignments
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus & 2 examples of paper assignments
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus & Writing Workshops
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HST	441	Latin America and the World Economy	L

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)
1. At least 50 percent of the grade in the course should depend upon writing assignments.	As the syllabus describes, this course is writing intensive.	60% of the grade is based on 3 papers broken into 15% for outlines (thesis statement and topic sentences) and 45% for the paper. 10% of the grade is based on a thesis statement for a fourth paper assignment; the student will not actually write the paper. See Grading section of syllabus. Students also can receive extra credit points for taking attending any of three Writing Workshops for each paper assignment. Each Writing Workshop is conducted at the Writing Center outside of class time. They consist of 1) Thesis Statement Workshop; 2) Outline Workshop; and 3) Rough Draft Workshop. See Writing Workshop material.
2. The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	The papers are based on evidence gathered in the reading and the interpretation, evaluation, and analysis of this evidence. The papers are not opinion or reflection papers.	According to the Course Description and Goals as described in the syllabus, the course will advance students' ability to effectively construct and defend an argument using evidence in the readings. The description of the papers explicitly states that the papers should not summarize the book but rather provide the student's analysis. The two paper assignments (along with the grading criteria included in the first paper assignment) explicitly state that students need to provide both evidence and analysis in their papers.
3. The syllabus should include a minimum of 2 writing assignments...that are substantial in depth, quality, and quantity....	As the syllabus describes, this course is writing intensive.	As described above, the class includes 3 papers and a thesis statement. See the syllabus and the 2 paper assignments.
4. The substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the	The instructor is very involved in the writing process outside of class and gives detailed constructive feedback in a timely manner.  The timing of the assignments are such that students receive feedback on one assignment before beginning another	The professor gives guidance and feedback on writing as highlighted in the syllabus. Papers are generally graded within one week of submission, and always before the outline for the next paper is due.  As part of the course, I offer a series of 3 voluntary Writing Workshops in conjunction with the Writing Center for each of the papers. The first 1-hour workshop works with students on their thesis

<p>instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>assignment.</p>	<p>statement. The second 1-hour workshop works with students on their topic sentences. The third 1-hour workshop works with students on their rough draft. The instructor attends the first two workshops in each series and Writing Center tutors help with the third workshop. The instructor plans to continue this practice as long as enrollment numbers are reasonable. See Additional Materials for information about the Writing Workshops.</p>
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## 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](mailto: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*

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### Course Description and Goals

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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.

Comment [JS1]: C-2

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### Instructional Philosophy

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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.

Comment [JS2]: C-2

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.

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## Assessment

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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.

Comment [JS3]: C-2

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.

Comment [JS4]: C-2, C-3

Comment [JS5]: C-4

#### 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.

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### Some Basic Rules and Expectations

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\*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](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.

Comment [JS6]: C-4

\*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.

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## Helpful Hints

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\*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.

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## Grading

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

	<u>% of Total Grade</u>	<u># of Points</u>	<u>Total Points</u>
Class Participation	25%		250
Each of 5 postings		50	
Map Exam	5%		50
<b>Thesis Statement</b>	<b>10%</b>		<b>100</b>
<b>Papers</b>	<b>45%</b>		<b>450</b>
<b>Each of 3 papers</b>		<b>150</b>	
<b>Outlines</b>	<b>15%</b>		<b>150</b>
<b>Each of 3 outlines</b>		<b>50</b>	
<b>Total</b>	<b>100%</b>		<b>1,000</b>
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)

Comment [JS7]: C-1, C-3

<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

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## **Reading Materials**

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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.

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## **Weekly Schedule**

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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

Comment [JS8]: C-4

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 20<sup>th</sup> 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.**



## PAPER #1

## HST 494: Latin America and the World Economy

Professor Julia Sarreal

Fall 2013

### *Sweetness and Power* essay prompt

**Comment [JS9]:** The course has now been added to the course catalog as HST 441.

#### Important Dates & Instructions:

- 2:00-3:00 PM, Tuesday, September 17: *Optional* Thesis Workshop (read the entire assigned text and bring the essay prompt with a *completed* Thesis Statement Worksheet and the book).
- 2:00-3:00 PM, Tuesday, September 24: *Optional* Outline Workshop (bring the essay prompt with the Thesis Statement Worksheet, a *completed* Outline Worksheet, and the book)
- Tuesday, September 24: Outline (thesis statement and topic sentences) due electronically BEFORE class
- Set an appointment between September 26 and October 7 at the Writing Center for the *Optional* Rough Draft Workshop (bring the essay prompt with the Thesis Statement Worksheet, Outline Worksheet, a *completed* Rough Draft Worksheet, a *completed* rough draft, and the book)
- Tuesday, October 8: Submit the final paper to SafeAssign and bring a hard copy to class.

*Essay Prompt:* Why do we need to study both production and consumption in order to fully understand the growing importance of sugar between the seventeenth and the nineteenth centuries? In other words, make an integrated argument where both consumption and production together explain a change in one aspect of daily life, culture, politics, economics, or society.

Between the seventeenth and the nineteenth centuries, the world underwent significant changes in many respects. As Sidney Mintz shows, sugar played an influential role in these changes. Both the production *and* the consumption of sugar were involved. In *Sweetness and Power: The Place of Sugar in Modern History*, Mintz dedicates separate chapters entirely to the production of sugar and consumption of sugar.

Before answering the essay question, you should re-visit your notes about the book. Pay close attention to chapters two and three. What is the argument of each of these chapters? In other words, what is Mintz trying to communicate to the reader in chapter two and chapter three? Reviewing and summarizing Mintz's arguments should help you answer the essay prompt.

Your essay should be 1,250 to 2,100 words (5-7 pages) in length. The paper should be double-spaced with 12-point Times font. It must show your own thoughts, demonstrate that you understand the reading, and be well written. The paper is **not** a summary of the book or the two chapters. Instead, **your analysis** of the book should form the bulk of this essay.

Your conclusion should not simply restate or summarize your argument. Instead, your conclusion should attempt to explain the significance, the broader meaning, or a contextualization of the argument made in your paper.

Academic honesty is of utmost importance. 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. All information – examples, evidence, ideas, or quotations – found in the assigned book or elsewhere must be cited. You 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. Please seek clarification if you are uncertain about what is and is not considered plagiarism. For guidelines about footnote citations following the Chicago Manual of Style format, see [http://www.chicomanualofstyle.org/tools\\_citationguide.html](http://www.chicomanualofstyle.org/tools_citationguide.html)

Make sure to organize your essay in a coherent manner. I recommend doing a reverse outline or having someone read your paper to see if the way that you organized your essay makes sense. The “Writing Tips” folder in Blackboard gives guidance about organization and other aspects of paper writing.

### *Outline*

You are required to submit an outline (*thesis statement and topic sentences*) of the paper two weeks before the final deadline. Doing so will give the professor the opportunity to provide you with feedback and guidance before you draft the entire paper. You should pay close attention to the professor’s comments and use

the detailed feedback on the outline to write a better paper and receive a higher grade.

### *Writing Workshops*

There will be three Writing Workshops for this paper. I will oversee the first two workshops with the assistance of two tutors from the Writing Center. The workshops are recommended but not required. I grade papers based on the quality of analysis and writing. Some of the best essays that I have received in the past were from students who never sought my assistance when writing their papers.

The workshops are designed to help improve your writing skills by giving you guidance and feedback about your analysis *and* writing. For each Writing Workshop that you complete, you will receive 5 extra credit points. If you cannot attend the scheduled Writing Workshops, you can make an individual appointment with a Writing Tutor at the Writing Center (10:00-5:00 M-Th and 10:00-3:00 F). I highly recommend Haley Marshall (10:00-2:00 on Mondays and Wednesdays).

The first Writing Workshop focuses on your thesis statement; the second focuses on the structure of your paper; and the third assesses your paper as a whole. All Writing Workshops will be held at the Writing Center (located in basement of Fletcher Library). The first two workshops for each paper will be held from 2:00 to 3:00 on Tuesdays. You will need to set an appointment with a Writing Tutor at the Writing Center for the third workshop (the Rough Draft Workshop).

### *Grades*

Your essay will be graded based on the "Evaluation of Writing" rubric that is used for all writing assignments. It is included below.

- Essay demonstrates that the student fully understood and analyzed the reading (SOPHISTICATION).
- The thesis statement is a clearly stated, one-sentence argument. It is the final sentence at the end of the introductory paragraph. The thesis is a debatable argument. It does not use unclear words such as "interesting" or "important" (THESIS).
- The essay answers the assigned question (ARGUMENT).

- Evidence (quoting, paraphrasing, or summarizing) from the text supports your thesis. All evidence is properly cited (EVIDENCE).
- Evidence is fully explained, analyzed, and thoughtfully discussed. In general, you should have equal amounts of evidence and explanation/analysis (ANALYSIS).
- Several sentences explaining the significance, broader meaning, or contextualization of your thesis (CONCLUSION).

#### Revising the Paper

- The first sentence of each paragraph both summarizes the paragraph and directly relates to the thesis statement (TOPIC SENTENCES).
- The thesis is fully developed and defended using evidence from the reading and within the assigned page limit. All points are thoroughly discussed and do not leave the reader with questions (DEVELOPMENT).
- All parts of the essay – except for maybe the introduction and conclusion – remain focused on answering the essay prompt (FOCUSED).
- All points are organized logically and effectively. Each point has its own paragraph and remains focused on the thesis (ORGANIZATION).

#### Finishing the Paper

- All sentences are complete. Sentences flow smoothly (READABILITY).
- Words are used correctly. Grammar and spelling are correct (CLEAN COPY).

#### **"A" papers have the following qualities: *[truly insightful analytic thesis]***

These are top of the line papers that have a thoughtful, original, persuasive, insightful and narrowly focused analytic claim (THESIS) that answers the essay prompt (ARGUMENT). In the body of the essay, the first sentence of each paragraph summarizes the point of the paragraph and clearly relates to the thesis statement (TOPIC SENTENCE). The concluding paragraph explains the significance, broader meaning, or contextualization of your argument (CONCLUSION). "A" papers have sound support in the way of quotations and examples and the relevance of such evidence should be fully explained (EVIDENCE & ANALYSIS). Everything discussed pertains to their thesis; they do not stray from their main point and maintain the reader's interest throughout (FOCUSED). They are organized logically and effectively (ORGANIZATION). All the

main ideas and the sentences flow smoothly. They thoroughly discuss all points and because they are clear and direct, they do not leave the reader with questions (DEVELOPMENT). Sentences are complete, flow smoothly, and are easy to read (READABILITY). Words are used correctly and they are free from grammatical and spelling errors (CLEAN COPY). They also have pizzazz, spunk or bite to them. They go beyond the "average" in ideas and presentation (SOPHISTICATION).

**"B" papers will be a lot like "A" papers, but . . . [good analytic thesis]**

These papers may not have the same pizzazz as an "A" paper, although they are still very good papers. Their thesis may not be as refined, their choice of words may not be as perfect, and they may not express points as well. *They still go beyond the routine response* and show thought and planning that lead to good analysis, diction, organization, development and support. They avoid careless repetition and maintain the interest of the reader. These papers are between average and excellent.

**"C" papers will have some of the following qualities: [some analysis, some unanalyzed description]**

These essays *still meet the requirements of the assignment*, but don't exceed them. They are often admirable efforts and may be early drafts of an "A" paper. They sometimes rely on repetition or shifts in focus rather than analysis or development to make their points. They may not be wholly unified because their ideas are not fully analyzed. There may be areas in which the author may not provide evidence for his/her claims or may indulge in sweeping unsupported generalizations. They can still speak to their audience and do not have serious grammar problems. The essay is not polished. The phrasing and ideas lack the originality of an "A" or "B" paper.

**"D" papers will have these qualities: [descriptive thesis]**

These are not awful papers. They are usually in an early phase of drafting and development, like a "C" papers. They tend to describe rather than analyze patterns. These papers are sometimes difficult to read because of grammar problems, word choice and/or syntactical problems. They often repeat themselves and might repeat familiar ideas—in other words they fail to offer new insights or they rely on work others have done. They sometimes talk down to their audience. They may also use filler techniques (those things that make a paper longer when it does

not meet the page requirement). They have a tendency to stray off of the main idea, delving into material that isn't relevant.

**"E" papers may have the following qualities:** [*thesis may be difficult to discern or very surface*]

These are again papers that require a lot of work. They might be very difficult to read and often do not have support for the ideas within. They intensify the problems of the "D" paper. This may also be a paper that has not fulfilled the assignment or has been plagiarized because it shows no thought (on the part of the author).

There are some qualities that *EVERY* paper must have to earn a passing grade:

1. The paper must have a clear and narrow thesis or **main point**.
2. The whole paper must direct itself to and talk about this main point; it must be **focused**.
3. The paper must provide **evidence** for its claims.

## **PAPER #2**



## HST 494: Latin America and the World Economy

Professor Julia Sarreal

Fall 2013

*Fordlandia* essay prompt

**Comment [JS10]:** The course has now been added to the course catalog as HST 441.

### Important Dates & Instructions:

- 2:00-3:00 PM, Tuesday, October 22: *Optional* Thesis Workshop (read the entire assigned text and bring the essay prompt with a *completed* Thesis Statement Worksheet and the book).
- 2:00-3:00 PM, Tuesday, October 29: *Optional* Outline Workshop (bring the essay prompt with the Thesis Statement Worksheet, a *completed* Outline Worksheet, and the book)
- Tuesday, October 29: Outline (thesis statement and topic sentences) due electronically BEFORE class
- Set an appointment between October 31 and November 4 at the Writing Center for the *Optional* Rough Draft Workshop (bring the essay prompt with the Thesis Statement Worksheet, Outline Worksheet, a *completed* Rough Draft Worksheet, a *completed* rough draft, and the book)
- Tuesday, November 5: Submit the final paper to SafeAssign and bring a hard copy to class.

*Essay Prompt:* Why does so much of *Fordlandia* discuss Ford's operations and activities in the United States when the book is about Ford's rubber investment in the Amazon?

Before answering the essay question, you should re-visit your notes about the book. First, make a list of the different things that Grandin tells the reader about Ford's operations and activities in the United States. Second, think about how each of these things helps you to better understand Grandin's arguments about Ford's rubber investment in the Amazon. Third, based on what you have written, craft a thesis statement that synthesizes your ideas into an argument. Remember, the thesis statement should answer the essay prompt and be a roadmap for the rest of the essay.

Your essay should be 1,250 to 2,100 words (5-7 pages) in length. The paper should be double-spaced with 12-point Times font. It must show your own thoughts, demonstrate that you understand the reading, and be well written. The paper is **not** a summary of the book or the two chapters. Instead, **your analysis** of the book should form the bulk of this essay.

Your conclusion should not simply restate or summarize your argument. Instead, your conclusion should attempt to explain the significance, the broader meaning, or a contextualization of the argument made in your paper.

Academic honesty is of utmost importance. 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. All information – examples, evidence, ideas, or quotations – found in the assigned book or elsewhere must be cited. You 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. Please seek clarification if you are uncertain about what is and is not considered plagiarism. For guidelines about footnote citations following the Chicago Manual of Style format, see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Make sure to organize your essay in a coherent manner. I recommend doing a reverse outline or having someone read your paper to see if the way that you organized your essay makes sense. The “Writing Tips” folder in Blackboard gives guidance about organization and other aspects of paper writing.

### *Outline*

You are required to submit an outline (*thesis statement and topic sentences*) of the paper two weeks before the final deadline. Doing so will give the professor the opportunity to provide you with feedback and guidance before you draft the entire paper. You should pay close attention to the professor’s comments and use the detailed feedback on the outline to write a better paper and receive a higher grade.

### *Writing Workshops*

There will be three Writing Workshops for this paper. I will oversee the first two workshops with the assistance of two tutors from the Writing Center. The

workshops are recommended but not required. I grade papers based on the quality of analysis and writing. Some of the best essays that I have received in the past were from students who never sought my assistance when writing their papers.

The workshops are designed to help improve your writing skills by giving you guidance and feedback about your analysis *and* writing. For each Writing Workshop that you complete, you will receive 5 extra credit points. If you cannot attend the scheduled Writing Workshops, you can make an individual appointment with a Writing Tutor at the Writing Center (10:00-5:00 M-Th and 10:00-3:00 F). I highly recommend Nicole, Elizabeth, and Haley Marshall (10:00-2:00 on Mondays and Wednesdays).

The first Writing Workshop focuses on your thesis statement; the second focuses on the structure of your paper; and the third assesses your paper as a whole. All Writing Workshops will be held at the Writing Center (located in basement of Fletcher Library). The first two workshops for each paper will be held from 2:00 to 3:00 on Tuesdays. You will need to set an appointment with a Writing Tutor at the Writing Center for the third workshop (the Rough Draft Workshop).

### *Grades*

Your essay will be graded based on the "Evaluation of Writing.docx" rubric that is used for all writing assignments. "Paper Grade Rubric A to E paper.doc" lists the components of A, B, C, D, and E papers.

## **WRITING WORKSHOP**

I know that all of the writing for this course can seem overwhelming. I am here to help! In addition to the in-class sessions about writing papers, I also created a program to provide extra assistance outside of class. By participating in these sessions, not only will you receive the Writing Center extra credit but I am almost certain that you will also receive a higher grade on your paper. Attending the Writing Workshops does not guarantee an “A”; such a grade will depend on the quality of your ideas, analysis, and writing.

For each paper, there will be three writing workshops. The first focuses on your thesis statement; the second focuses on the structure of your paper; and the third assesses your paper as a whole. All Writing Workshops will be held at the Writing Center (located in basement of Fletcher Library). The first two workshops for each paper will be held from 2:00 to 3:00 on Tuesdays. I will oversee these workshops with the assistance of a tutor from the Writing Center. You will need to set an appointment with a Writing Tutor at the Writing Center for the third workshop (the Rough Draft Workshop). If you cannot attend the scheduled Writing Workshops, you can make an individual appointment with a Writing Tutor at the Writing Center (10:00-5:00 M-Th and 10:00-3:00 F). I highly recommend Haley Marshall (10:00-2:00 on Mondays and Wednesdays).

Please note that Writing Center Tutors have **not** read the book. Thus, they **cannot** evaluate the sophistication of your argument or quality of your ideas. Any questions about the sophistication of your argument or the quality of your ideas should be addressed to the professor. Writing Tutors **can** help you with the communication of your ideas in writing, in other words they will help you develop your written communication skills.

#### *Session 1: Thesis Statement Workshop*

For the first session, you need to have read the entire assigned text and bring the essay prompt with a *completed* Thesis Statement Worksheet. The instructor and/or Writing Tutor will work with you one-on-one to revise your thesis statement. You will receive guidance to make sure you have a strong thesis statement that answers the essay prompt, is specific and debatable, and shows a sophisticated understanding of the reading. Before leaving the meeting, you should have a thesis statement that has received the signed approval of the instructor. Such approval will give you a good roadmap for developing your essay.

- September 17, 2:00-3:00: *Sweetness and Power*
- October 22, 2:00-3:00: *Fordlandia*
- November 12, 2:00-3:00: *Banana Culture*
- December 3, 2:00-3:00: *Andean Cocaine*

#### *Session 2: Essay Planner Workshop*

For the second session, you need to bring the essay prompt with your Thesis Statement Worksheet from Session 1 and a *completed* Essay Planner. The instructor and/or Writing

Tutor will work you one-on-one on the development of your argument. The goal is to make sure that each paragraph makes a distinct point that is supported by evidence and directly related to the argument (thesis statement). Before leaving the meeting, your topic sentences should have the signed approval of the instructor. Such approval will give you a plan for writing your rough draft.

- September 24, 2:00-3:00: *Sweetness and Power*
- October 29, 2:00-3:00: *Fordlandia*
- November 19, 2:00-3:00: *Banana Culture*
- December 6, 1:00-2:00: *Andean Cocaine*

### *Session 3: Rough Draft Workshop*

For the third session, you need to schedule an appointment with the Writing Center. I highly recommend Haley Marshall (10:00-2:00 on Mondays and Wednesdays). To this meeting, you need to bring the essay prompt with your Thesis Statement Worksheet from Session 1, your Essay Planner from Session 2, a full rough draft of your essay, and a completed Rough Draft Worksheet. A Writing tutor will work with you one-on-one to make sure that your essay stays focused on the approved thesis statement and the approved topic sentences. Additionally, the tutor will look to see if the evidence and analysis in your essay stay focused and fully explain the paper's argument (thesis statement).

When you turn in your final paper, you need to include the Thesis Statement Worksheet from Session 1, the Essay Planner from Session 2, and the rough draft and Rough Draft Worksheet from Session 3. This will enable the professor to trace your progress.

I strongly encourage anyone who wants to improve his or her analysis, communication, and writing skills to participate in these writing sessions. Not only will you almost certainly get a higher grade in HST 494, you will also learn writing skills that will benefit you throughout college and beyond. If you are unable to participate in the Workshops, you should still consider taking a rough draft to the Writing Center.

SIDNEY W. MINTZ

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**SWEETNESS  
AND POWER**

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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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