

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	School of Humanities, Arts, and Cultural Studies
Prefix: HST	Number: 376	Title: Modern Latin America	Units: <u>3</u>

Course description: **In-depth examination of the development of independent Latin American republics since 1821.**

Is this a cross-listed course?	Yes	If yes, please identify course(s):	LAS 376 Modern Latin America
Is this a shared course?	Yes	If so, list all academic units offering this course:	School of Historical, Philosophical & Religious Studies

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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

Requested designation: Global Awareness–G **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: **October 5, 2018**

For Spring 2020 Effective Date: **March 8, 2019**

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 \(SQ/SG\)](#)
- [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 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.

Contact information:

Name	Julia Sarreal	E-mail	julia.sarreal@asu.edu	Phone	602-543-6328
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Louis G. Mendoza	Date:	10/29/18
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Chair/Director (Signature):	
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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: esp. Title and Course Description and Goals (page 1); Reading Materials (page 8); and Weekly Schedule (pages 10-11)
		<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>	
<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 type="checkbox"/>	<input checked="" 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>	

Course Prefix	Number	Title	Designation
HST/LAS	376	Modern Latin America	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>2a In-depth area study of Latin America that contributes to an understanding of the contemporary world.</p>	<p>The course studies the history of modern Latin America from independence to the present day. It addresses political, economic, social, and cultural topics.</p>	<p>SYLLABUS: esp. Title and Course Description and Goals (page 1); Reading Materials (page 8); and Weekly Schedule (pages 10-11)</p> <p>TABLE OF CONTENTS: Chasteen, Born in Blood & Fire: A Concise History of Latin America; Eisenbrandt, Assassination of a Saint: The Plot to Murder Óscar Romero and the Quest to Bring his Killers to Justice; and Muehlmann, When I wear my Alligator Boots: Narco-Culture in the U.S. Mexico Borderlands</p> <p>DESCRIPTION: The course covers Latin America from independence to the present day. The past explains contemporary Latin America.</p> <p>Additionally, I spend approximately 10 minutes per week discussing a current news article related to Latin America.</p> <p>The Eisenbrandt book (page 10 of syllabus and Table of Contents) discusses efforts in the 2000s to bring human rights violators to justice, specifically the murderers of Archbishop Romero who became a saint in 2018. Human rights violations continue to be an issue in much of Latin America today as do efforts to hold governments and the military accountable for past actions in an effort to move forward and prevent such atrocities in the future. A number of Latin Americans want a return to such military governments and an end to violence and a sense of lawlessness. Others oppose this</p>

		<p>and fear a repetition of past human rights' violations and persecution.</p> <p>The Muehlmann book (page 11 of syllabus and Table of Contents) deals with the present-day and how the Drug War affects the borderlands of Mexico. The reading is matched with newspaper articles related to Central American gangs and violence.</p> <p>I also spend a week focused on current Latin American culture (page 11 of syllabus), discussing my research on the meaning of consuming yerba mate and, if possible, a museum exhibit related to Latin America (for example, in 2017, Contemporary Brazilian Art; in 2018 Teotihuacan, both at the Phoenix Art Museum).</p>

HST 376: Modern Latin America

New College of Interdisciplinary Arts & Sciences

Arizona State University

Dr. Julia Sarreal, Associate Professor

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(602) 543-6328

FAB N263

Fall 2018

Friday 10:45-1:30

Sands 234

Office Hours: Fridays 9:30-10:30, Thursdays 1:45-2:45 or by appointment

Course Description and Goals

HST 376 is a survey course that provides an overview of modern Latin America from independence to the beginning of the twenty-first century. It is organized chronologically and examines a variety of specific political, economic, social, and cultural topics. The face-to-face meetings include a balance of lectures and discussions. Reading assignments (both primary sources and scholarly monographs) explore specific topics and countries in greater detail. During the semester, you will develop your ability to interpret and analyze both primary documents and scholarly texts. You will also build on your oral and written communication skills through class discussions and paper assignments.

Instructional Philosophy

The course is a combination of lecture and discussion. As such, you are expected to come to class prepared to raise questions, express ideas, and make thoughtful comments about the material. The course is reading and writing intensive and will develop your critical analysis and communication skills through in-class discussion and out-of-class writing. You will be expected to support your verbal and written assertions with specific examples from the assigned readings, and to clearly present your ideas. To foster collaborative work and stimulate learning, the class will be divided into small groups for some projects and discussion activities. I am happy to work with students individually on specific writing problems and to give you feedback (and read drafts) during office hours and at the Writing Workshops.

According to the Arizona Board of Regents (ABOR, the organization that oversees higher education in the state of Arizona), a three-credit course requires approximately 135 hours of student work. Based on this guideline, you will need to dedicate approximately 5.5 hours per week outside of class to this course. In scheduling your time, note that the workload will be greater in the days leading up to a paper assignment.

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, please speak with 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 and writing over the course of this semester. The course will require a great deal of work on your part. Your commitment in terms of meeting

deadlines and dedicating significant time and energy is absolutely essential. **I strongly encourage you to take advantage of office hours.**

Attendance

Regular attendance is mandatory. Lectures provide valuable background information and contextualization that complement the readings; class discussions help you analyze and formulate ideas. You will learn the most in this course if you envision yourself as an empowered participant. You need to attend, arrive on time, and *be prepared* for class. I understand that emergencies, religious practices, university-sanctioned activities, or other legitimate reasons may prohibit you from attending class. You are allowed three absences before your grade is affected. Students with four 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. If you want to make up an absence, you need to alert the professor and complete make-up work assigned by the professor within a week of the absence. Students with one or fewer absences and who are not tardy receive 1/3 of a letter grade in extra credit points.

Class Participation (25% of Total Grade)

Active class participation is a requirement. 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. Students are expected to regularly voice their ideas in class – both in discussions and in small groups. Specific instructions to prepare for class discussions will be posted in Blackboard. In addition to the advanced preparation that you need to do beforehand and the specified materials that you need to bring to class, you also need to be prepared to share both questions about the reading and provide 1-2 specific sentences from the text that especially interested you. Reading the assigned materials beforehand and bringing any required materials described in Blackboard along with the reading assignment to class is a requirement. Failure to do so will lower your participation grade. You will be evaluated based on your contributions to class discussions, small-group work (evaluated by both the professor and your peers), and quizzes. 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 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. 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 three times during the semester (after October 5, October 26, and November 30).

The class will be divided into small groups to foster active participation in discussions by all students and encourage collaborative learning. These small groups of approximately 3 students will be used throughout the semester for some but not all of the class discussions. Each group member is expected to make meaningful contributions and be a full participant. Peer evaluations by fellow group members will factor into the participation grade.

Map Exam (5% of Total Grade):

Familiarity with geography is vital for understanding world history. Thus, the course includes a map exam. You will need to identify locations on a blank map.

Writing Assignments

Writing is an important means for communicating ideas and for understanding material at a deep level. Your papers should reveal the depth of your understanding of the materials, the sophistication of your analysis, and your ability to construct a convincing argument using evidence and analysis.

All papers must be submitted electronically through SafeAssign. They should be written in Times 12 font, double-spaced, and with 1 inch margins. Any citations should follow Chicago Manual of Style guidelines.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Tips about paper writing can be found on Blackboard under “Writing Tips & Workshops.” By submitting a thesis statement and topic sentences, I will give you feedback on your ideas before you write your paper. If you also want written feedback on your paper, you need to provide the professor with a hard copy, in addition the SafeAssign submission.

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. Copying a classmate’s work or something from the Internet is unacceptable. 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: <https://provost.asu.edu/academic-integrity> for more information.

Two Small-Group Writing Assignments (20% of Total Grade; 10% each):

Effective use of evidence and critical analysis are key to constructing a strong argument. Students will work in small groups of about 3 students on two writing assignments. These collaborative assignments are designed to help you learn from each other to build strong arguments through the effective use of evidence, critical analysis, and clear communication. Each student will need to prepare independently in advance and then work with the other members of the small group. The first is about *Sausage Rebellion* and focuses on gathering both primary source and secondary source evidence. The second is about *Dignifying*

Argentina and focuses on both analysis and evidence. Grading will be based both on individual contributions, peer evaluations, and the group submission. More detailed instructions will be posted on Blackboard.

Two Papers & Outlines (50% of Total Grade; 5% each Thesis Statement & Topic Sentences; 25% each Paper):

Students will write two 6-page papers based on *Assassination of a Saint* and *When I Wear My Alligator Boots*. The essay prompts will be posted on Blackboard. 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. To help you write a better paper and receive a higher grade, you will submit a thesis statement and topic sentences in advance and the professor will grade it and give you detailed feedback. Both the outline and the paper must be submitted via SafeAssign. Students have the option of participating in three different Writing Workshops for each paper. These are designed to help students with both their analysis and writing skills. The Writing Workshops are held outside of class and participation earns extra credit.

Extra Credit

Students who are not tardy and are physically present for all or all but one class will receive 1/3 of a letter grade in extra credit.

Students can receive up to 1/3 of a letter grade in extra credit for participating in Writing Workshops (.5 points for each workshop). If you cannot attend the Writing Workshops but would like to earn these extra credit points, please see the professor.

Optional Writing Workshops

I know that all of the writing for this course can seem overwhelming. I am here to help! In addition to the in-class session about writing papers, there are also a series of sessions outside of class to provide extra assistance. By participating in these sessions, not only will you receive extra credit, 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 (Thesis, Essay Planner, and Rough Draft). The first workshop focuses on your argument; 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). I will run the first two workshops at the Writing Center during specified date and time. For the third workshop (Rough Draft), you will need to set an appointment with a Writing Tutor at the Writing Center. If you cannot attend the scheduled Writing Workshops, you can make an individual appointment with a Writing Tutor at the Writing Center or meet with me during office hours.

Please note that Writing Center Tutors have **not** read the assigned readings. Thus, they **cannot** evaluate the sophistication of your argument or the 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 it and the essay prompt with a *completed Thesis Statement Worksheet*. I will work with you one-on-one to revise your thesis statement. We will work on both your analysis and your writing. 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 my signed approval. Such approval will give you a good roadmap for developing your essay.

Session 2: Essay Planner Workshop

For the second session, you need to bring the assigned text, the essay prompt, and a *completed Essay Planner*. I 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 my signed approval. Such approval will give you a plan for writing your rough draft.

Session 3: Rough Draft Workshop

For the third session, you need to schedule an appointment with the Writing Center. To this meeting, you need to bring the essay prompt with 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). Setting an advanced appointment with a Writing Tutor is recommended (602-543-6169 or online). The Writing Center hours are: Monday and Tuesday: 10am – 7pm; Wednesday and Thursday: 10am – 5pm; and Friday: 10am – 3pm.

To receive extra credit, you need to include the Writing Workshop worksheets with your final paper. Doing so 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 376, you will also learn writing skills that will benefit you throughout college and beyond.

Some Basic Rules and Expectations

*Everything that you submit to me that is a product of work outside of class 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!

*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.

* I want you to succeed in this class and in college. Thus, I actively try to help students utilize ASU's resources and I maintain a close relationship with academic advisors and the Dean's Office at New College.

*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.

* Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, cell phones and other electronic devices should not be used in class. Laptops and tablets can be used for note taking.

*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 to count 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 72 hours before the deadline. Revisions based on my recommendations do not count toward rough draft extra credit points.

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

* Please make an appointment with me anytime you have questions. **Do not** wait until you 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 is the best way to contact me. I will try to respond to email messages within 24 hours except on weekends or holidays. You may always drop in during my office hours.

* Please look ahead in the syllabus and the readings to prepare for paper assignments and long or challenging reading assignments. Compare the syllabi for all your classes so that you can best schedule your time.

* Check your ASU email account and the course Blackboard site regularly. 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.

* Students requesting accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC (<https://eoss.asu.edu/drc>). If you have any questions or experience any difficulties with this process, please contact the DRC office for assistance at 602-543-8171. In addition, I encourage you to meet with me during office hours or by appointment to discuss how best to meet your needs.

* Per ASU policy, all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.

* Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

* If you find any of the content of this class offensive, please bring your concerns to me immediately.

Helpful Hints

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

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

* Do not multi-task (message, look at Facebook, or watch a video) while reading.

* 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 if you do *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 parts that seem hazy to you.

* Review your notes on the readings immediately before class, especially on discussion days.

Grades

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

Participation	25%
Map Quiz	5%
Small-Group Writing Assignments (2)	20%
Thesis statement & Topic Sentences (2)	10%
Papers (2)	40%

Grading Scale

A+ = 100 - 97.5	A = 97.49 - 94.5	A- = 94.49 - 90.0
B+ = 89.99 - 87.5	B = 87.49 - 83.5	B- = 83.49 - 80.0
C+ = 79.99 - 77.5	C = 77.49 - 73.5	C- = 73.49 - 70
D+ = 69.99 - 67.5	D = 67.49 - 63.5	D- = 63.49 - 60
E = 59.99 - 0		

Reading Materials

Required texts:

- Chasteen = John Charles Chasteen, *Born in Blood & Fire: A Concise History of Latin America* (New York: W.W. Norton, 2016). A previous edition of this textbook is acceptable.
- Pilcher = Jeffrey M. Pilcher, *The Sausage Rebellion: Public Health, Private Enterprise, and Meat in Mexico City, 1890-1917* (Albuquerque: University of New Mexico, 2006).
- Elena = Eduardo Elena, *Dignifying Argentina: Peronism, Citizenship, and Mass Consumption* (Pittsburgh: University of Pittsburgh Press, 2011).
- Eisenbrandt = Matt Eisenbrandt, *Assassination of a Saint: The Plot to Murder Óscar Romero and the Quest to Bring his Killers to Justice* (Berkeley: University of California Press, 2017).
- Muehlmann = Shaylih Muehlmann, *When I wear my Alligator Boots: Narco-Culture in the U.S.-Mexico Borderlands* (Berkeley: University of California Press, 2013).

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

Aug. 17: Introduction to the Class

Reading: 1) Syllabus (BB); 2) Chasteen, Chapter 3 or 4: Independence.

Discussion: *Latin America & the US.*

Lecture about independence.

Aug. 24: Independence & Post-Colonial Blues

Reading: 1) Chasteen, Chapter 4 or 5: Postcolonial Blues; 2) Pilcher, pp. 1-87.

Lecture/discussion about post-independence

Group work about Sausage Rebellion: Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Aug. 31: The Lost Century

Reading: 1) Chasteen, Chapter 5 or 6: Progress; 2) Pilcher, pp. 89-195.

In-class Writing Workshop.

Group work about Sausage Rebellion: Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

* **Map exam.**

Sept. 7: Progress & Consequences

Reading: 1) Chasteen, Chapters 6 & 7 or 7 & 8: Neocolonialism & Nationalism; 2) Channing Arnold and Frederick J. Tabor Frost, "Pofirio Díaz Visits Yucatán," in *The Mexico Reader*, 273-278 (BB); 3) B. Traven, "Scenes from a Lumber Camp," in *The Mexico Reader*, 279-284 (BB); 4) James Creelman, "President Díaz: Hero of the Americas," *Pearson's Magazine* (March, 1908), pp. 231-245 and 273-277 (BB or

http://www.emersonkent.com/historic_documents/creelman_interview_1908_pdf.htm); 5)

William O. Jenkins, "Mexico Has Been Turned into a Hell," in *The Mexico Reader*, 357-363; 6) Articles 27 and 123 of the Mexican Constitution of 1917,

<http://www.latinamericanstudies.org/mexico/1917-Constitution.htm>

Lecture.

Discussion of readings: Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

* **Group Work – Sausage War due through SafeAssign on BB 9:00AM Wednesday, Sept 5.**

Sept. 14: Populism

Reading: Elena, pages.

Lecture.

Group work about Dignifying Argentina. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Sept. 21: Industrialization & Economic Growth

Reading: Elena, pages.

Guest lecture by Dr. Donna Guy.

Group work about Dignifying Argentina. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Sept. 28: Nationalism & Latin American Left

Reading: 1) Chasteen, Chapter 8 or 9: Revolution; 2) Ursinio Rojas, "Life at the Mill," in *The Cuba Reader*, 226-233 (BB); 3) Rosalie Schwartz, "The Invasion of the Tourists," in *The Cuba Reader*, 244-252 (BB); 4) Julio Antonio Mella, "Where Is Cuba Headed?" in *The Cuba Reader*, 265-269 (BB); 5) Medea Benjamin, Joseph Collins, and Michael Scott, "How the Poor Got More," in *The Cuba Reader*, 344-353 (BB); 6) Oscar Lewis, Ruth M. Lewis, and Susan M. Rigdon, "The Literacy Campaign," in *The Cuba Reader*, 389-394 (BB); 7) Elizabeth Dore, "Cuban's Memories of the 1960s," *ReVista: Harvard Review of Latin America* (Winter 2009), <http://revista.drclas.harvard.edu/book/cubans-memories-1960s>

Film: Motorcycle Diaries.

Discussion of readings. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

*** Group Work – Dignifying Argentina due through SafeAssign on BB before class.**

Oct. 5: Cold War in Latin America

Reading: 1) Chasteen, Chapter 9 or 10: Reaction; 2) "The Election of 1970" in *The Chile Reader*, pp. 376-379 (BB); 3) "The Election of Salvador Allende" in *The Chile Reader*, pp. 380-385 (BB); 4) "Revolution in the Factory," in *The Chile Reader*, pp. 393-399 (BB); 5) Salvador Allende Gossens, "The Chilean Revolution One Year In," in *The Chile Reader*, pp. 400-405 (BB); 6) "United States Policy and Covert Action against Allende," in *The Chile Reader*, pp. 422-425 (BB); 7) "Diary of a Coup," from *The Chile Reader*, pp. 443-449; 8) "In the Eyes of God and History," in *The Chile Reader*, pp. 450-453 (BB); 9) "Pinochet's Caravan of Death," in *The Chile Reader*, pp. 454-458 (BB).

Discussion of Readings. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Begin Brazil work.

Oct. 12: Military Dictatorships & the Dirty War

Reading: government documents #29, 32, 37, 39, and 41-43 from <http://www.cnv.gov.br/index.php/outros-destaques/498-documentos>

Guest lecture by Dr. Ligia Bezerra.

Group work about the readings. Assignment will be described in advance.

Oct. 19: Central America

Reading: Eisenbrandt, pages.

Film Viewing of Romero.

Discussion of Assassination of a Saint.

Quiz on the reading.

Oct. 26: Central America

Reading: Eisenbrandt, pages.

Massacre at El Mozote.

Discussion of Assassination of a Saint.

Quiz on the reading.

Nov. 2: Beyond History. Teotihuacan & Yerba Mate

Prior to class, you need to visit the *Teotihuacan: City of Water, City of Fire* exhibit at the Phoenix Art Museum (the exhibit opens on Oct. 6, voluntary-donation admission on Wednesdays, 3:00-9:00pm). Bring your ticket stub to class.

Guest lecture by Dr. Seonaid Valiant.

Share yerba mate.

Optional Thesis Statement Workshop at the Writing Center. Tuesday, time to be determined.

Optional Essay Planner Workshop at the Writing Center. Thursday, time to be determined.

*** Thesis statement and topic sentences for *Assassination of a Saint* essay due via SafeAssign by 5:00PM on Thursday, Nov. 1.**

Nov. 9: Economic Breakdown

Reading: 1) Mercedes González de la Rocha, "Economic Crisis, Domestic Reorganisation and Women's Work in Guadalajara, Mexico," *Bulletin of Latin American Research* 7, No. 2 (1988): 207-223 (JSTOR); 2) Judith Adler Hellman, "The City," in *Mexican Lives*, pp.15-42 (BB)

Lecture.

Discussion of readings. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Optional Rough Draft Workshop (you need to set an appointment at the Writing Center) before Friday.

*** *Assassination of a Saint* essay due via SafeAssign by 5:00PM on Friday, Nov. 9.**

Nov. 16: Drug War & Mexico

Reading: Muehlmann, pp. 1-106

Discussion about gangs. Bring to class the articles found in "Weekly Postings" in Blackboard.

Discussion of Alligator Boots. Quiz on the reading.

Nov. 23

No Class. Thanksgiving.

Nov. 30:

Reading: Muehlmann, pp. 107-190

Discussion of Alligator Boots. Quiz on the reading.

Wrap up of the semester.

Optional Thesis Statement Workshop at the Writing Center. Tuesday, time to be determined.

Optional Essay Planner Workshop at the Writing Center. Thursday, time to be determined.

*** Thesis statement and topic sentences for *Alligator Boots* essay due via SafeAssign by 5:00PM on Thursday, Nov. 30.**

Optional Rough Draft Workshop on Monday or Tuesday (you need to set an appointment at the Writing Center).

*** *Alligator Boots* essay due via SafeAssign by 9:00AM on Wednesday, Dec. 5.**

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HISTORY / MEXICO

One of the great food fads of the 1980s, fajitas, brought widespread acclaim to Tex-Mex restaurants, but this novelty was simply the traditional Mexican method of preparing beef. Hispanic carne asada, thin cuts of freshly slaughtered meat cooked briefly on a hot grill, differed dramatically from thick Anglo-American steaks and roasts, which were aged to tenderize the meat. When investors sought to import the Chicago model of centralized meatpacking and refrigerated railroad distribution, these cultural preferences for freshness inspired widespread opposition by Mexican butchers and consumers alike, culminating in a veritable "sausage rebellion."

Through a detailed examination of meat provisioning, this book illuminates the process of industrialization in the final two decades of the Porfirio Díaz dictatorship and the popular origins of the Revolution of 1910 in Mexico City. Archival sources from Mexico and the United States provide a unique perspective on high-level Porfirian negotiations with foreign investors. The book also examines revolutionary resistance, including strikes, industrial sabotage, and assassination attempts on the foreign managers. Unlike the meatpacking "Jungle" of Chicago, Mexican butchers succeeded in preserving their traditional craft.



JEFFREY M. PILCHER is associate professor of history at the University of Minnesota. He is also author of the award-winning *¡Que vivan los tamales! Food and the Making of Mexican Identity* (UNM Press), *Cantinistas and the Chaos of Mexican Modernity*, *The Human Tradition in Mexico*, and *Food in World History*.

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DIGNIFYING ARGENTINA

PERONISM, CITIZENSHIP, AND
MASS CONSUMPTION

Eduardo Elena

PITT LATIN AMERICAN SERIES

John Charles Chasteen and Catherine M. Conaghan, Editors

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LATIN AMERICAN HISTORY

“Eduardo Elena’s study is a major contribution to Argentine historiography; it represents one of the most important studies of the last decade. *Dignifying Argentina* presents a cogent analysis of state policies and their reception, the nature of Peronism, and modern Argentine history itself.”

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“This is a compelling account of how consumption became a central focus of state policy, popular demands, and political struggles in Peronist Argentina. Built on solid research and advanced by clear argument, Elena’s book not only opens up new questions for the Argentine case but also places this case into an important comparative conversation.”

—Mark Healey, University of Connecticut

During the mid-twentieth century, Latin American countries witnessed unprecedented struggles over the terms of national sovereignty, civic participation, and social justice. Nowhere was this more visible than in Peronist Argentina (1946–1955), where Juan and Eva Perón led the region’s largest populist movement in pursuit of new political hopes and material desires. Eduardo Elena considers this transformative moment from a fresh perspective by exploring the intersection of populism and mass consumption. He argues that Peronist actors redefined national citizenship around expansive promises of a *vida digna* (dignified life), which encompassed not only the satisfaction of basic wants but also the integration of working Argentines into a modern consumer society.

Drawing on documents such as the correspondence between Peronist sympathizers and authorities, Elena sheds light on the contest over the *vida digna*. He shows how the consumer aspirations of citizens overlapped with Peronist paradigms of state-led development, but not without generating great friction among allies and opposition from diverse sectors of society. Consumer practices encouraged intense public scrutiny of class and gender comportment, and everyday objects became charged with new cultural meaning. By providing important insights on why Peronism struck such a powerful chord, *Dignifying Argentina* situates Latin America within the broader history of citizenship and consumption at midcentury and provides innovative ways to understand the politics of redistribution in the region today.

Eduardo Elena is assistant professor of history at the University of Miami.

PITT LATIN AMERICAN SERIES

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Assassination of a Saint

THE PLOT TO MURDER ÓSCAR ROMERO
AND THE QUEST TO BRING
HIS KILLERS TO JUSTICE

Matt Eisenbrandt

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UNIVERSITY OF CALIFORNIA PRESS

ON MARCH 24, 1980, THE ASSASSINATION OF EL SALVADOR'S ARCHBISHOP Óscar Romero rocked that nation and the world. Despite the efforts of many in El Salvador and beyond, those responsible for Romero's murder remained unpunished for their heinous crime. *Assassination of a Saint* is the thrilling story of an international team of lawyers, private investigators, and human-rights experts who fought to bring justice for the slain hero. Matt Eisenbrandt, a lawyer who was part of the investigative team, recounts in this gripping narrative how he and his colleagues interviewed eyewitnesses and former members of death squads while searching for evidence on those who financed them. As the team worked toward the only court verdict ever reached for the murder of the martyred archbishop, they uncovered information with profound implications for El Salvador and the United States.

"This is critical reading for those of us who lived through those turbulent and terrifying times, and for those born after the war who are now trying to come to grips with it."

CRAIG PYES, human-rights investigator and Pulitzer Prize-winning investigative reporter

"Matt Eisenbrandt strives to reveal that hidden truth, a vital missing link in understanding not just the death of Romero, but the history of Central America and the role of the United States in shaping that history."

DOUGLAS FARAH, coauthor of *Merchant of Death: Money, Guns, Planes, and the Man Who Makes War Possible*

"A rich story that has cried out for a proper telling."

STEPHEN KINZER, author of *Overthrow: America's Century of Regime Change from Hawaii to Iraq*

MATT EISENBRANDT is a human-rights attorney who has devoted his career to finding legal means to prosecute war crimes. In the early 2000s, he served as the Center for Justice and Accountability's Legal Director and a member of the trial team against one of Óscar Romero's killers. He is an expert in the field of U.S. human-rights litigation and now works for the Canadian Centre for International Justice.

Cover design: Nicole Hayward.

Cover image: Mourners at the funeral of Archbishop Óscar Romero, March 30, 1980. © Harry Mattison.

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PREFACE

SAN SALVADOR, EL SALVADOR—MARCH 24, 1980

On the surface, the advertisement buried in the middle pages of El Salvador's largest dailies was no more than a notice about a Catholic mass. A service that Monday night, the announcement said, would commemorate the first anniversary of the death of Sara Meardi de Pinto, the mother of Jorge Pinto, an outspoken publisher of a small Salvadoran newspaper. The ad began with a quote from Doña Sarita, as she was affectionately known, saying that her greatest hope in life had been to foster unity, love, and understanding. Farther down the page, a list of families sponsoring the mass comprised the elite sector of society from which Doña Sarita came. The names were instantly recognizable to any Salvadoran as a roster of the rich and famous who controlled the nation's economy. Doña Sarita, though, had led a charitable life.

The announcement included an invitation to the mass, to be officiated by the archbishop of San Salvador, the country's capital and largest city, in the chapel of the Divina Providencia hospital at 6:00 P.M. Óscar Romero, the ad's unnamed archbishop who would lead the mass, was troubled by the announcement. He was well aware that paid advertisements—*campes pagados*—were a common mode of political speech in El Salvador, and in those bloody days they carried grave significance. "Terrorists" were often unmasked in bold typeface and "fascists" were denounced in block letters. Even though El Salvador was overwhelmingly Catholic, Romero himself was a frequent target of print attacks because he dared to denounce the rampant injustices in the country. His detractors regularly called Romero a Marxist, and one publication ludicrously claimed that he ran his own terrorist cell. Now the newspaper ad broadcast to the entire country—and, more importantly, to the extremists who wanted him dead—Romero's precise location at 6:00 P.M. that night.

When I Wear My
Alligator Boots

*Narco-Culture in the U.S.-Mexico
Borderlands*

Shaylih Muehlmann

☐

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When I Wear My Alligator Boots examines how the lives of dispossessed men and women are affected by the rise of narcotrafficking along the U.S.-Mexico border. In particular, the book explores a crucial tension at the heart of the "war on drugs": despite the violence and suffering brought on by drug cartels, narcotrafficking represents one of the few promises of upward mobility for the rural poor in Mexico's north and is a powerful source of cultural meanings and local prestige.

"This book is a rare gem. In contrast to today's often overheated and sensationalized accounts of 'drug cartels' and 'kingpins,' Shaylih Muehlmann instead draws our attention to the too-often overlooked stories of the ordinary people at the margins of the drug economy in the U.S.-Mexico borderlands. Through fearless ethnographic research, she exposes the real 'trenches' of the drug war along the border." —PETER ANDREAS, author of *Smuggler Nation: How Illicit Trade Made America*

"This is an outstanding book... deeply moving in parts and simply fascinating in others. It makes clear interventions, but in a language that a general readership would enjoy even as scholars will assign this book in their classes." —ALEXANDER DAWSON, author of *First World Dreams: Mexico since 1989*

"This work provides an original and incredibly important contribution to a wide body of literature on the drug war, particularly the escalation of drug war violence over the past decade." —ADRIENNE PINE, author of *Working Hard, Drinking Hard: On Violence and Survival in Honduras*

SHAYLIH MUEHLMANN is Assistant Professor of Anthropology and Canada Research Chair in Language, Culture and the Environment at the University of British Columbia.

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From: [Marissa Timmerman](#)
To: [Tracy Encizo](#)
Cc: [Alexander Avina](#)
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Date: Thursday, October 25, 2018 2:07:56 PM
Attachments: [image001.png](#)
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Tracy,

Good afternoon! Please see below message from our Director of Undergraduate Studies for History – Alex Avina – in support of the general studies proposal for HST 376.

Best,
Marissa

--

Marissa R. Timmerman
Manager, Academic Support
Arizona State University
[School of Historical, Philosophical, and Religious Studies](#)
College of Liberal Arts and Sciences
P.O. Box 874302 | Tempe, AZ 85287-4302

From: Alexander Avina
Sent: Thursday, October 25, 2018 1:53 PM
To: Marissa Timmerman <Marissa.R.Timmerman@asu.edu>
Subject: Re: GS Proposal for HST 376

Hi Marissa,

Yes, we support the request. Thank you!

Best,
Alex

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From: Marissa Timmerman
Sent: Thursday, October 25, 2018 1:39:05 PM
To: Alexander Avina
Subject: FW: GS Proposal for HST 376

Alex,

Good afternoon! Please see the below message and attached proposal from Tracy Encizo in SHArCS

pertaining to courses HST 376. Do we support this request?

Thank you!
Marissa

From: Tracy Encizo
Sent: Thursday, October 25, 2018 1:11 PM
To: Marissa Timmerman <Marissa.R.Timmerman@asu.edu>
Subject: GS Proposal for HST 376

Dear Marissa:

One of SHArCS history faculty, Dr. Julia Sarreal, would like to submit a proposal for the Global Awareness (G) general studies designation for HST 376 Modern Latin America. Because we share this course, we will need a letter of support from SHPRS indicating that you support our proposal and that your faculty will teach the course in a manner that meets the criteria for the “G”.

I have attached the G checklist and Dr. Sarrel’s syllabus. Please let me know if you have any questions.

Thank you,
Tracy

Tracy A. Encizo
Program Coordinator
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