LALS 1: Introduction to Latin American and Latino Studies  
Summer 2017 Session 1

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Tu. & Th. 9-12:30  
Office Hours: Monday 12-2, Merrill 141  
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Course Description
This course is designed as a general introduction to important topics in the study of Latin America and Chicanx and Latinx in the U.S. The course will focus on a wide range of subjects, including: Latina/o social theory, US foreign policy in Latin America, Latin American dictatorships and revolutions, Latin American political thought, political economy and the recent left turn in Latin America. While the material is presented chronological order, students will be asked to think critically about the present and its relationship to the past. The course also utilizes novels, memoirs and documentary films in order to provide as much exposure as possible to the different worlds that make up our object of study.

Learning Objectives
- Acquire a basic understanding of Latin America’s historical and political context, including its relationship to the United States.
- Understand the complexity and diversity of the Latina/o experience in the United States.
- Become familiar with the many contributions to political thought and social theory among Latin American and Latina/o authors and scholars.
- Draw connections between historical and contemporary conditions in Latin America.
- Develop and strengthen critical thinking skills, especially with respect to communicating complex ideas and arguments in writing.

Assigned Course Materials
Books to purchase:
Course Reader for LALS 1.
Select a novel or memoir from this list:
- Isabel Allende – The House of the Spirits
- Julia Alvarez – In the Time of the Butterflies
- Omar Cabezas – Fire From the Mountain
- Rigoberta Menchú – I... Rigoberta Menchú
- Manuel Puig – Kiss of the Spider Woman

*All of these (with the exception of Fire From the Mountain) are available at the Literary Guillotine in downtown Santa Cruz.

Course Requirements:  
Informed attendance at all classes is required. “Informed attendance” means that students have done the reading for that day and therefore have a sense of what will be covered in lecture. Classes will also include quizzes, activities and discussions with classmates as well as film
screenings. There is no way to "make up" a missed class since it is a collective activity that cannot be recreated in another setting.

1. Attendance: I will take attendance at least once every day and note absent and late students. Having a perfect attendance record is a great way to boost your final grade.
2. Participation: The best way to get a good participation grade is to bring the reading every day and contribute to class discussions both after in-class documentaries and during discussion section. Actively paying attention and asking questions during lecture can also improve your participation grade.
3. Quizzes: There will be a map quiz on the second day of class on Latin America and the Caribbean. There will also be surprise reading quizzes happening throughout the quarter.
4. Presentation: Each student will present one reading during the discussion section of the class. The presentation will be 5 minutes long and will consist of a summary of the reading, an explanation of the author’s main argument and your own reaction to the piece, including 1-2 understanding questions and 2 solid discussion questions. Sign-up for presentations will be passed around on the first day.
5. Film Responses: Write a two-page response to each of the films that we watch outside of class. Provide your reaction to the films and relate them to the class material (either readings or lectures). Due dates for out of class film responses can be found in the schedule of readings below.
6. Midterm essay: At the beginning of the fourth week (July 18) there will be a 4-5-page paper due on a particular theme of the course. Essay questions and prompts will be provided at a week ahead of time.
7. Final Essay: Choose a novel or memoir from the list above to read for the quarter. The final essay, due at the end of the quarter, should be 5-6 pages and should discuss how the themes from class appear in the book. More information will be provided in class.

**Grade Distribution:**

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**Academic Policies and Resources:**

**Accommodations for Students with Disabilities:**
If you have any additional needs within the classroom, please get an Accommodation Authorization from the Disability Resource Center (DRC) and give it to me in person within the first week of the quarter. See http://drc.ucsc.edu/ for more information on the qualifying criteria and the general process.

**Academic Integrity:**
Any form of academic dishonesty plagiarism will be met with a failing grade and referral to the university for further discipline. As always, consult the following website if there is any question as to what constitutes plagiarism: http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/.

**Citation and Documentation of Sources in Papers:**
Please choose one of the two following ways citing academic work for this course: (1) parenthetical
or in-text citations and (2) footnotes. For the in-text system the department follows the *Modern Language Association* (MLA). For footnotes, the *Chicago Manual of Style*. The style guides for the two systems can be found on the Politics website at [http://politics.ucsc.edu/undergraduate/citation.php](http://politics.ucsc.edu/undergraduate/citation.php).

**Late Policy:**
Given the short nature of summer session courses late work will not be accepted unless there are exceptional circumstances.

**Learning Support Services:**
Learning Support Services helps students find the resources they need to succeed academically. While there is no tutor specifically designated for this course, there are writing tutors available to all students; you should consider trying to use this service as you prepare to turn in the required paper. Learning Support Services are free of charge.
For more information, please see: [http://www2.ucsc.edu/lss/](http://www2.ucsc.edu/lss/)

**Participation in Lecture and Discussion:**
Apart from active participation in lecture and discussion there are two specific rules that I will be enforcing this quarter.

1. Bring physical copies of the readings to class every day and have them out and ready during discussions. It will be difficult to refer to the reading during discussion (and convince me that you have done the reading) if you do not have a physical copy with you.
2. There will be no laptops (or tablets or phones) allowed in class. New studies show that students learn best when they listen carefully and take notes by hand instead of typing everything they hear in lecture.

**Schedule of Readings and Meetings**

**Week 1.1: Introduction: Race, Power and Identity**
*Tuesday June 27*
Gloria Anzaldúa. "The Homeland, Aztlan" and "Movimientos de rebeldía y culturas que traicionan" from *Borderlands/La Frontera: The New Mestiza* (23 pages)
Elizabeth Martínez. "Seeing more than black and white" from *De Colores Means All of Us* (16 pages)
Eduardo Galeano. "The Invisible Sources of Power" from *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (36 pages)

**In-Class Documentary: Viva la Causa (1995) Dir. Elizabeth Martínez**

**Week 1.2: Latin America and Latinos in Political and Historical Context**
*Thursday June 29: In-class Map Quiz: Latin America and the Caribbean*
Cecilia Menjívar and Néstor Rodríguez. "State Terror in the U.S.-Latin American Interstate Regime" from *When States Kill* (20 pages)
Lisa García Bedolla. "Mexican Americans,” and “Puerto Ricans,” from *Latino Politics* (82 pages)

**In-Class Documentary: Hidden in Plain Sight (2003) Dir. John Smihula**
Out of Class Viewing: *Infancia Clandestina* (2011) Dir. Benjamin Ávila (Film response #1 due Tuesday July 4)

**Week 2.1: Latin American Social and Political Thought: Liberation Theology**
**Tuesday July 4: Film response #1 due in class.**
"The Gospel According to Saint Mark." from *The Jerusalem Bible*. (23 pages)
Ernesto Cardenal. Ch. 1, 7, 43, 71, 76, 82, 95, 100, 108 from *The Gospel in Solentiname* (62 pages)
Julio Cortázar. "Apocalypse in Solentiname" from *Nicaraguan Sketches* (8 pages)

**In-class Documentary: La Palabra en el Bosque* (2011) Dir. Jeffrey Gould & Carlos Henriquez

**Week 2.2: Latin American Social and Political Thought: Conscientização**
**Thursday July 6**
Paulo Freire. “Preface” “Chapter 1” and “Chapter 2” from *Pedagogy of the Oppressed* (50 pages)
Ernesto Che Guevara. "Man and Socialism in Cuba" (22 pages)

**In-class Documentary: Uso mis manos, uso mis ideas* (2003) Omar Neri, Mónica Simoncini

**Out of Class Viewing: The Motorcycle Diaries* (2004) Dir. Walter Salles (Film response #2 due Tuesday July 11)

**Week 3.1: Revolution in the Air**
**Tuesday July 11: Film response #2 due in class.**
Ruis. *Marx for Beginners* (143 quick pages)
Richard Gott. “Introduction” from *Guerrilla Movements in Latin America* (27 pages)

**In-class Documentary: When the Mountains Tremble* (1983) Dir. Pamela Yates

**Week 3.2: Chicano and Latinx Activism**
**Thursday July 13**
Maylei Blackwell. "Chicana Insurgencies: Stories of Transformation, Youth Rebellion and Campus Organizing” from *Chicana Power! Contested Histories of Feminism in the Chicano Movement* (48 pages)
Norma Stoltz Chinchilla, Nora Hamilton and James Loucky. “The Sanctuary Movement and Central American Activism in Los Angeles” (26 pages)
Elizabeth Martinez. "Walking with Cesar” from *De Colores Means All of Us* (9 pages)

**In-class Documentary: Palante, siempre palante! The Young Lords* (1996) Dir. Iris Morales

**Out of Class Viewing: Walkout* (2006) Dir. Edward James Olmos (Film response #3 due Thursday July 20)

**Week 4.1: Neoliberalism as Restoration**
**Tuesday July 18: Midterm Essay Due in class.**
Mathew Sparke. “What is Neoliberalism?” (3 pages)
William Robinson. “Promoting Polyarchy in Latin America: The Oxymoron of ‘Market Democracy’” (23 pages)
William Robinson. “Promoting Polyarchy 20 years later” (7 pages)
Yarimar Bonilla and Rafael A. Boglio Martínez. “Puerto Rico in Crisis: Government Workers Battle Neoliberal Reform” from *NACLA* (3 pages)
Ed Morales. “Puerto Rico’s Dance with Debt” from Jacobin (6 pages)
Heriberto Martínez-Otero & Ian J. Seda-Irizarry. “The Origins of the Puerto Rico Debt Crisis” from Jacobin (5 pages)

**In-Class Documentary:** Granito de Arena (2005) Dir. Jill Freidberg

**Week 4.2:** *Contemporary Issues in Latina/o Politics*
**Thursday July 20:** Film response #3 due in class.
Lisa García Bedolla. “Conclusion The Context of Latino Migration and Mobilization” from Latino Politics (15 pages)
Leo Chavez. “The Immigrant Marches of 2006 and the Struggle for Inclusion” from The Latino Threat: Constructing the Immigrant, Citizens and the Nation (24 pages)
Arlene Dávila. “To stop tip-toeing around race: what Arizona’s Battle against ethnic studies can teach academics” (7 pages)
Emma Pérez. “So Far from God, So Close to the United States: A Call for Action by U.S. Authorities” (4 pages)

**In-class Documentary:** Maria en Tierra de Nadie (2011) Dir. Marcela Zamora

**Week 5.1:** *Social Movements and Progressive Governments in Latin America*
**Tuesday July 25**
Jorge Castañeda. “Latin America’s Left Turn” from Foreign Affairs (20 pages)
George Ciccariello-Maher. “Constituent Moments, Constitutional Processes” from Latin America’s Radical Left (18 pages)
William Robinson. “Transformative Possibilities in Latin America” (18 pages)

**In-class Documentary:** South of the Border (2009) Dir. Oliver Stone

**Week 5.2:** *Social Movements and Progressive Governments in Latin America*
**Thursday July 27:** Final essay due in class.
from Dispatches from Latin America:
Guillermo Delgado-P. “The Making of a Transnational Movement”
Raúl Zibechi. “Worker-Run Factories: From Survival to Economic Solidarity” (33 pages)

**In-class Documentary:** The Take (2004) Dir. Avi Lewis
Countries and Territories/Colonies to know for the Map Quiz

1. Antigua and Barbuda
2. Argentina
3. Bahamas
4. Barbados
5. Belize
6. Bolivia
7. Brazil
8. Chile
9. Colombia
10. Costa Rica
11. Cuba
12. Dominica
13. Dominican Republic
14. Ecuador
15. El Salvador
16. Falkland Islands (Malvinas)
17. French Guiana
18. Granada
19. Guatemala
20. Guyana
21. Haiti
22. Honduras
23. Jamaica
24. Martinique
25. Mexico
26. Nicaragua
27. Panama
28. Paraguay
29. Peru
30. Puerto Rico
31. St. Kitts & Nevis
32. St. Lucia
33. St. Vincent and the Grenadines
34. Suriname
35. Trinidad & Tobago
36. Uruguay
37. Venezuela