FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Sociology and Anthropology

Courses Covered by Signatures (please list all by acronym and number):
ANTH 201
ANTH 205
ANTH 328

Signatures:

[Signature]
Date: 3/7/16
Department Chair /Program Director

[Signature]
Date: 3/8/16
Dean

[Signature]
Date: 3/23/16
Faculty Coordinator for General Education

[Signature]
Date: 3/23/16
Chair, General Education Committee

[Signature]
Date
Faculty Senate Secretariat
The General Education Committee will meet on March 15 to consider these proposals to meet the March 24 agenda deadline for the April Senate meeting. The approved list of FLA courses will appear in the 2016-2017 Undergraduate Catalog.

FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Sociology and Anthropology

Course Acronym, Number, and Title: ANTH 328, Aztecs, Mayas, and Their Ancestors

Category (Check only ONE )

___ 1 The Role of Language in Culture
___ 2 Global and Cultural Awareness
___ X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course provides a more in-depth study of a region of the world.

Students will develop an appreciation for the many factors that combined to facilitate the rise of, encourage the long stability of, and finally contribute to the decline of complex societies in Mesoamerica. Students will have studied several important civilizations in moderate detail, and will have come to appreciate the ways before the modern world.

There are multiple assignments appropriate for the learning outcome: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

These include four writing assignments, and exams will require deep understanding of maps, artistic images, art styles, and other visual artifacts.
THE AZTECS, MAYA, AND THEIR ANCESTORS (ANTH 328)

Course Syllabus Spring 2016

Dr. Barbara Borg
Department of Sociology and Anthropology

My Office: #88 Wentworth, Room 101 (cream-colored brick building on corner of Wentworth and St. Philip.
Office hours: 1:45-2:45 p.m. T-Th, (10:45—noon may also work on T & Th), or by appointment MWF.
E-mail: borgb@cofc.edu. Phone: 953-5408 (my office & answering machine) or 953-5738 (Sociology/Anthropology secretary). Feel free to communicate with me by e-mail, but be advised that I may only check it once a day.

COURSE DESCRIPTION

Aztecs, Maya, and Their Ancestors is designed to explore the history of “Indian” Mexico and Central America. We begin with Carrasco’s summary of the basics of all Mesoamerican religion. Then we continue with the arrival of the first Native Americans, descendants of ancient Asian peoples, at least 15,000 years ago, and trace the history of their descendants from hunting and gathering peoples to the development of cities, kingdoms, and empires. The theme of this course is the rise and fall of complex societies in Mexico and Central America. These ancient societies include, among others, the Olmecs, Teotihuacán, the Zapotes, Maya, Toltecs, Mixtecs, and Aztecs of Mesoamerica. We will also include the Indian encounter with, and conquest by, Europeans in the sixteenth century A.D.

The reliance that historians schooled in the Western tradition place on written records is insufficient when studying Mesoamerica before Columbus; therefore, this course is multi-disciplinary in nature. Writing did emerge in Mesoamerica, but only recently have scholars begun to successfully decipher it. Even so, Mesoamerican writing tells us only about selected aspects of elite society—only about 10% of the entire population. So, until very recently, most historians left the study of ancient Mesoamerica to scholars in the disciplines listed below. Consequently, much of our knowledge of these varied ancient societies has come from

(1) archaeologists who analyze material evidence left in and on the ground by ancient societies;
(2) art historians who study the forms, styles, and iconography reflected in architecture, urban planning, sculpture, murals, and other artistic remains;
(3) epigraphers who decipher ancient forms of writing found on monuments and in codices (native books) written both before and after the Spanish conquest in 1519.
(4) ethnohistorians who look for insights into native societies by analyzing European eye-witness accounts and the transcriptions of native accounts recorded after the conquest;
(5) ethnographers who try to apply what we know of contemporary societies to help us explain past societies which appear to have been similar in social organization.

This course is an archaeology course in Anthropology and also satisfies the ANTH 320s "culture area course" requirement for anthropology majors. In addition, it is an elective course for Archaeology majors/minors and students enrolled in several other programs that focus on Latin America. However, interested non-majors also typically enroll in this course. By the end of the semester you will have developed an appreciation for the many factors that combined to facilitate the rise of, encourage the long stability of, and finally contribute to the decline of complex societies in Mesoamerica. You will have studied several important civilizations in moderate detail, and you will have come to appreciate the ways
in which multi-disciplinary scholarship has taught us "how we know what we know" about Mesoamerica before the modern world.

Language Alternatives Statement: This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

WELCOME!! I AM DELIGHTED TO HAVE EACH OF YOU IN THIS CLASS!

<table>
<thead>
<tr>
<th>BB AztecsSylSp16, p.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1: INTRODUCTION, The Basics of Mesoamerican Religion</td>
</tr>
<tr>
<td>TH 1/7 INTRODUCTION</td>
</tr>
<tr>
<td>VIDEO: New Worlds (Out of the Past, Pt. 1), 58 min.</td>
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<tr>
<td>T 1/12 Religions;</td>
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<tr>
<td>Mesoamerica and Shock of the New and</td>
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<td>Different.</td>
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<tr>
<td>TH 1/14 Religions: Histories.</td>
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<tr>
<td>Mesoamerica as a New Colonialism &amp; Religious Creativity.</td>
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<td>T 1/19 Ways of the Sage.</td>
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<tr>
<td>Religion of the Aztecs: Warrior, Words of the</td>
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<td>TH 1/21 Trees, Underworld</td>
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<tr>
<td>Maya Religion: Cosmic Sacred Kings, and the</td>
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<td>T 1/26 Borderlands:</td>
</tr>
<tr>
<td>VIDEO: Spirit World (Out of the Past, Pt. 7), 58 min.</td>
</tr>
</tbody>
</table>
TH  1/28  EXAM #1  IN CLASS over all of Carrasco, O of P videos, Pts. 1 & 7, Popol Vuh video, lectures.

DUE BY 12 NOON TODAY: Writing Assignment #1: Mesoamerican Religion. Submit your written work in the OAKS Dropbox. Use Microsoft Office, and documents in one of the following formats: .doc, .docx, .rtf, or .pdf, NOT .wps or .pages (which may not open in OAKS). Go to the Library computer lab if you do not have Microsoft Office, or you have any technical questions about how to do this (and don’t wait until the last minute!). Writing this summary is an excellent way to review for the exam over the Carrasco text and associated materials.

MEXICO FROM THE OLMECS TO THE AZTECS
INTRODUCTION: PALEOINDIAN AND ARCHAIC PERIODS

T  2/2
maize and
Settled life
Coe & Koontz: Preface, Chs. 1-3 (Preface - p. 38)  Archaic Period; Early
Introduction; Early Hunters; Archaic Period other cultigens; Sites;

FORMATIVE OR PRECLASSIC PERIOD: EARLY VILLAGERS AND EARLY CIVILIZATIONS

TH  2/4
Chiapas, Oaxaca,
villages of
Preclassic in C.
Mexico.
Coe & Koontz: Ch. 4, Preclassic (pp. 39-58)  Early villagers:
VIDEO: The Hearth (Out of Past, Pt. 2).  Tlatilco, Established
Tlatilco, Established
Mid-Preclassic; Late highlands; Mezcala; W.

BB
AztecsSylSp16, p.3

Reading Assignments (to be read by the class time listed)
readings;

General topics from
Lectures will often

differ.
T 2/9 Olmec; beyond.
Early civilizations: The
VIDEO: Excavations at LaVenta
La Mojarra stone and
early writing.

TH 2/11 EXAM #2 IN CLASS over Coe & Koontz Chs. 1-5. Of P video 2, LaVenta video, and lectures.
DUE BY 12 NOON TODAY: Writing Assignment #2: The Mesoamerican Formative. Submit your
written work in the OAKS "Dropbox". Completion of this assignment is designed to assist you in
preparing for Exam #2.

THE CLASSIC PERIOD: CENTRAL MEXICO, VERACRUZ, AND OAXACA

T 2/16 Coe & Koontz: Ch. 6 Classic Period (pp.103-135) Rise of great
civilizations; Urban
Teotihuacán; Cholula;
Cerro de
VIDEO: Artisans and Traders (Out of the Past, Pt.3)
las Mesas and Classic
Veracruz;
Monte Albán; the
Classic downfall.

TH 2/18 Coe and Koontz: Ch. 7, Epiclassic (pp. 136-156) The Epiclassic
(competing cities fill the
vacuum); Maya connection: Cacaxtla &
Cantona; El Tajin;
Oaxaca Valley;
Northwest Mexico; End of Epiclassic.

T 2/23 Coe & Koontz: Ch. 8, Postclassic (pp.157-180) Toltec state; Time of
troubles;
Northern barbarians;
Tula and the
Archaeological
Tula; Tula and Chichén Itzá.
Toltecs; Toltec Annals;

THE POST-CLASSIC PERIOD: TOLTECS, RIVAL STATES, AND AZTECS

TH 2/25 Coe & Koontz: Ch. 9, Postclassic (pp. 181-197) Post-classic rival states;
Mitla Zapotecs;
Coe & Koontz: Ch. 10, Aztecs in 1519 (pp. 198-232) and Epilogue, (pp. 233-239) an Aztec; Marriage; Triple Alliance and empire; Food and agri-sacrifice; architecture; Thought world; Mexico; Aftermath.

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TH 3/3 EXAM #3 IN CLASS over Coe & Koontz Chs. 6-10, Epilogue, O of P video. Pt. 3, and lectures

DUE BY 12 NOON TODAY: Writing Assignment #3: Central Mexican Classic and Postclassic, to OAKS Dropbox.

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BB AztecsSylSp16, p.4

Reading Assignments (to be read by class time listed) readings; General topics from Lectures will often differ.

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T 3/8 and TH 3/10 NO CLASSES! SPRING BREAK.

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MEXICO'S YUCATAN AND CENTRAL AMERICA: THE MAYA
T 3/15 Coe: Preface, Ch. 1: Introduction (pp. 7-40) Setting; Natural resources; Areas; Periods; Peoples and languages; Climate change and its cultural impact.

AND

collectors and cultivators; Early Preclassic villages; Middle Preclassic expansion; Preclassic Kaminaljuyú; Maya Lowlands.

TH 3/17 Coe: Ch. 3: Rise of Maya Civilization, (pp. 61-92) Early hunters; Archaic Calendar; Izapa and Hero and Maya highlands; Petén and Maya Lowlands; Mirador Region; San Bartolo; Preclassic to Classic in Maya lowlands.

T 3/22 Coe: Ch. 4: Classic Splendor: Early Period, (pp. 93-123) Defining Early Classic:
Teotihuacan; Esperanza culture; Cerén; Tzakol culture in Central Area; Copán in Early VIDEO: Power, Prestige, Wealth (Out of the Past, Pt. 5) Classic; Northern Area.

TH 3/24 Coe: Ch. 5, Classic Splendor: Late Period, (pp. 124-173) [lots of illustrations] Classic sites in Central Area; Copán and Quirigua; Tikal; Calakmul; Yaxchilan, Piedras Negras, and Bonampak; The VIDEO: Realms (Out of the Past, Pt. 6). Comalcalco and Petexbatun; Palenque; Toniná; Classic sites in Northern Area: Río Bec, Chenes, Cobá; Late Classic Art

3/29 EXAM #4 IN CLASS over Coe Chs. 1-5, O of Past videos, Pts. 4, 5 & 6, lectures.

DUE BY 12 NOON TODAY: Writing Assignment #4: Maya Classic, to OAKS Dropbox

TH 3/31 Coe: Ch. 6: The Terminal Classic, The Great Collapse; (pp. 174-198) Maya; Puuc sites in Northern Area;
Terminal Classic at Chichén Itzá; Ek’ Balam; Cotzumalhuapa problem; The end of an era.

Reading Assignments (to be read by class time listed)

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>4/5</td>
<td>Coe: Ch. 7: The Post-Classic, (pp. 199-229)</td>
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<tr>
<td></td>
<td>Chichén Itzá; The Itzá and city of Mayapán; Independent states of Yucatán; Central Area in the Post-Classic; Maya-Mexican dynasties in the Southern Area; Spanish conquest.</td>
</tr>
<tr>
<td>4/7</td>
<td>Coe: Ch. 8: Maya Life on Eve of Conquest, (pp.230-236)</td>
</tr>
<tr>
<td></td>
<td>Industry and cycle; Society and</td>
</tr>
<tr>
<td>4/12</td>
<td>Coe: Ch. 9: Maya Thought and Culture (pp. 237-278)</td>
</tr>
<tr>
<td></td>
<td>[This chapter reviews much that you already know.]</td>
</tr>
<tr>
<td></td>
<td>Ordering the Universe; Gods and Spirits; Numbers &amp; Calendar; Celestial Wanderers and</td>
</tr>
<tr>
<td>4/14</td>
<td>Coe: Ch. 10: The Enduring Maya (pp. 279-301)</td>
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<td></td>
<td>Highland Maya</td>
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<td>Tzotzil Maya and</td>
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</tbody>
</table>

VIDEO: The

BB AztecsSylSp16, p.5

General topics from Lectures will often

Toltec invasion and

The farm and the chase; commerce; The life Politics.

Being religious; Sun and Moon; Stars; Maya writing; History in stone; Great game; Possessed world.

New Spanish order: yesterday and today;

Zinacantan; Yucatec Maya; Chan Kom Maya; Lakandon; Chiapas Uprising; The Great Terror; The Maya Future.
T 4/19  EXAM #5 over Coe, chapters 6-10, Out of the Past video, Pt. 8, Contemporary Maya video, and lectures.

DUE BY 12 NOON TODAY: Writing Assignment #5: The Classic Maya "Collapse", and Aftermath, to OAKS Dropbox.

NOTE: There is no comprehensive final exam during final exam week in this course. If you have finished all written work in the course you are done!

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BB AztecsSylSp16, p.6

GENERAL COURSE INFORMATION

Required Course Materials (available in College Bookstore on Calhoun St. and University Books on King St.):
NOTE: You need to get these editions (and not try to use older ones) as there have been many changes and updates.

(1) Carrasco, David

(2) Coe, Michael D. and Rex Koontz
    (paperback)
Attendance Policy:

You are expected to attend all classes, barring serious and well-documented emergencies. Your excuse must state that you could not be in class at that specific time on that day, and be documented by the office of the Dean of Students (who will send an e-mail). Please understand that an e-mail from the Dean of Students does not automatically excuse your absence; only your professor can do that. Attendance will be taken regularly. Four unexcused absences may result in your being dropped from the course without further notice. Please do not arrive late as we will begin class on time, and any quizzes will be given at the beginning of class. If you arrive too late to finish you will not be allowed to take the quiz. This class meets only twice a week, and much of the Mesoamerican material is very new and "exotic" for students. It includes terms and names in foreign languages that are not easy to spell, pronounce, or remember! If you must miss a class, ask other students about the missed class work, as well as any assignments, quiz announcements, etc. for the upcoming class. Be sure to also check the "News" portion of your class's OAKS section for updates and announcements. Do NOT call or e-mail your professor and ask her to repeat for you the basic information you have missed by not being in class. Ask a fellow student, preferably one who takes good notes!

Honor Code:

Every student is expected to adhere to the Honor Code. Note that it is a violation to cheat—but it is ALSO a violation to fail to report someone who is violating the Honor Code. Plagiarizing (quoting, paraphrasing or taking ideas from someone else without giving proper credit to them) is a form of theft, and it is also a violation of the Honor Code. See the college catalog and the student handbook for full statements. Ask your instructor if you do not understand them!

Reading Your Assignments:

This is a "reading intensive" class. It is crucial that you read—and carefully think about—the readings before coming to class. The material in this course is "exotic" and, though fascinating, is very new to most students. It also includes many foreign language terms, and some must simply be learned. Therefore the readings require extra attention. Discussion in class is encouraged, because it makes class more interesting for everyone and helps you to learn how to think about the material. Maps, artistic images, art styles, and visuals in general are very important to our understanding of Mesoamerica. Some visual images will be included on exams. Lectures cannot cover all the readings, but the exams and other assignments will. You, as adults, are responsible for doing the reading on time and coming to class prepared. Lectures will contain some new material, and there will be regular short quizzes over the readings.

Major Examinations (worth 70% of the final grade):

There are five exams in this course, one over Carrasco, two over the Mexican materials, and two over the Maya materials. Examinations cover all the readings and lecture materials, including: slides, videos, other visuals, map work, quizzes, and writing topics. You must have an "ironclad" excuse,
documented by the office of the Dean of Students and satisfactory to your professor, before you will be allowed to take a make-up exam. You may arrange to take an exam before the scheduled time, provided there is a valid reason to do so and the instructor agrees. Please plan ahead. There will be a review guide, available on OAKS, for each exam. Reviewing in small groups (3 people is ideal) is highly recommended.

Written Assignments (worth 20% of the final grade):
There will be a five written assignments consisting of short written essays. You will submit these assignments by the stated deadline to our class's OAKS "Dropbox". The writing assignments are strategically placed in the course to allow you to simultaneously (1) summarize an important epoch, and (2) review for the exam. Thus it is very important for you to stay on schedule. Late papers will not be accepted, except for documented emergencies, because finishing assignments on time is part of your grade. I will be able to grade your assignments within OAKS and give you feedback within the OAKS system.

Quizzes (worth 10% of the final grade):
There will be frequent short quizzes over the reading assignments. IF you have a valid reason AND at the discretion of the instructor, you may make arrangements to take a quiz early. I will drop the lowest quiz grade at the end of the semester.

Web Site: www.mesoweb.com  A rich resource on Mesoamerican sites and subjects! There are other sites, too!

Grade Distribution:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>70%</td>
<td>Average of the five &quot;unit&quot; exams.</td>
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<tr>
<td>20%</td>
<td>Average of the five written summaries submitted to the OAKS Dropbox.</td>
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<tr>
<td>10%</td>
<td>Average of periodic small quizzes over daily reading assignments.</td>
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</table>

Final Grade Scale (This reflects the addition of the D+ and four "minus" grades—and their GPR weighting—to the College's grade scale, beginning in Fall 2006):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>3.0</td>
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<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<td>C-</td>
<td>1.7</td>
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<td>D+</td>
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<tr>
<td>D</td>
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<td>F</td>
<td>0.0</td>
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<tr>
<td>XF</td>
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The X signifies a student was failed because of academic dishonesty. The X stays on your transcript for at least two years; the F is permanent.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: __HISTORY______________________________

Courses Covered by Signatures (please list all by acronym and number):

<table>
<thead>
<tr>
<th>HIST 103*</th>
<th>HIST 262</th>
<th>HIST 341</th>
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<tbody>
<tr>
<td>HIST 104</td>
<td>HIST 263</td>
<td>HIST 343</td>
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<tr>
<td>HIST 230</td>
<td>HIST 270</td>
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<td>HIST 231</td>
<td>HIST 272</td>
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<td>HIST 232</td>
<td>HIST 273*</td>
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<td>HIST 234</td>
<td>HIST 276*</td>
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<td>HIST 235</td>
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<td>HIST 241</td>
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<td>HIST 336</td>
<td>HIST 366</td>
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<tr>
<td>HIST 261</td>
<td>HIST 337</td>
<td>HIST 370</td>
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</tbody>
</table>

*Approved contingent upon submission of syllabus containing FLA statement

Signatures:

Phyllis [Signature] 3 March 2016
Department Chair/Program Director  Date

Maureen [Signature] 3-3-16
Dean  Date

Facility Coordinator for General Education  Date

Chair, General Education Committee  3/23/16

Faculty Senate Secretariat  Date
1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

HIST 262 is a survey of Spanish and Portuguese colonial America up to 1825. Topics include native populations on the eve of conquest, European exploration and conquest, the development of multiracial societies, colonial economies, and the social, economic, and intellectual roots of revolution and independence movements. Typical readings include books like Kenneth Andrien’s *The Human Tradition in Colonial Latin America*; a typical writing assignment for the course is a research paper that explores an important issue in the history of colonial Latin America.
Course Description (from the catalog): “A survey of Spanish and Portuguese colonial America to 1825. Topics include native populations on the eve of conquest, exploration and conquest by Europeans, the development of multiracial societies, the colonial economies, the institutions of Ibero-American empires, the social, economic, and intellectual roots of revolution and independence movements.” This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Prerequisites: History 115 and 116.

Organization, Objectives, and Grading:
The organization of this class is based on thematic units, with lectures and discussion days as outlined below. The requirements do not assume a familiarity with (or previous coursework in) Latin America, nor do they assume the student speaks Spanish or Portuguese. This is an introductory survey.

The objectives are to:
1. Introduce students to major economic, political, and social themes in colonial Latin American history;
2. Increase students’ awareness and appreciation of the rich cultural past of Latin America;
3. Develop critical skills in reading for content, effective writing, listening, and speaking;
4. Encourage students to explore an independent topic related to this course;
5. Promote additional study of Latin America and the wider globe in additional courses in History, Political Science, Anthropology, foreign languages and other areas, especially for a major or minor in Latin American and Caribbean Studies.

Grading will be based on **145 points**, distributed as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>First Biweekly Assignment (map)</td>
<td>R September 1</td>
<td>10</td>
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<tr>
<td>Second Biweekly Assignment (discussion)</td>
<td>R September 15</td>
<td>10</td>
</tr>
<tr>
<td>Third Biweekly Assignment (Cortes and Pizzaro)</td>
<td>R September 29</td>
<td>15</td>
</tr>
<tr>
<td>Fourth Biweekly Assignment (take home quiz)</td>
<td>R October 13</td>
<td>20</td>
</tr>
<tr>
<td>Thesis Statements and First Bibliography</td>
<td>R October 25</td>
<td>5</td>
</tr>
<tr>
<td>Fifth Biweekly Assignment (paper and discussion)</td>
<td>T November 1 (10 and 5)</td>
<td>15</td>
</tr>
<tr>
<td>Sixth Biweekly Assignment (discussion)</td>
<td>T November 15</td>
<td>10</td>
</tr>
<tr>
<td>Seventh Biweekly Assignment (AKA “final exam”)</td>
<td>T December 13 before 10:00 AM</td>
<td>20</td>
</tr>
<tr>
<td>Oral presentations on primary source</td>
<td>as scheduled</td>
<td>10</td>
</tr>
<tr>
<td>Research Paper</td>
<td>T November 22</td>
<td>30</td>
</tr>
</tbody>
</table>

Scale in percentages: 100-94= A, 93-90= A-, 89-87= B+, 86-84= B, 83-80= B-, 79-77= C+, 76-74= C, 73-70= C-, 69-67= D+, 66-64= D, 63-60= D-, less than 60= F.

General Requirements for All Written Work
Margins must be **less** than one inch on the sides, top, and bottom and must be written in twelve-point type (this is twelve point). The margin is the distance from the body of the text (not your name) to the edge of the paper. One-page papers are single-spaced; research papers are double-spaced; Papers that do not conform to these basic guidelines will be returned to the student without a grade or comment. Late papers will be penalized five points for each day late.

During the course, you will be required to write a number of one-page papers. A one-page paper has a **total of one page**. It does not have a cover page; it does not have a second page. Thus, it has the name “one page
paper.” Put your name at the top of the page. Use all the space available on the page, with less than 1" margins on the top, sides, and bottom. If you submit more than one page for such an assignment, you will receive zero points. For your bibliography and citations, use Turabian and place the information on the BACK of the one page assignment. Refer to the Written Assignment Grading Rubric for more details.

Each student will need to select a topic in consultation with me and write a research paper on it for this class. Your completed research paper should be 5-7 pages, double-spaced. Sources must extend beyond the course readings and the Internet to include a maximum of two Internet sources and a minimum of two articles from academic journals and three books. That is the minimum. If you expect to receive a grade higher than the minimum (D), then read more. Students who use only course readings and Internet sources will receive zero points for this assignment. By Internet sources, I mean sources that ONLY exist on the Internet not items that you find on the Internet that also exist in reality. Note that your thesis statements are due on Thursday October 25 and the completed essays are due before the Thanksgiving break. With these deadlines, you will receive your graded essay at the end of class. I want you to select a topic of interest to you but this topic MUST be approved by me and MUST be on a subject that relates to Latin America in the colonial era. For example, if you write on WWII in North Africa, you will receive zero points. (Yes, in the past some students have done this and then were surprised when they got zero points.)

The Oral Presentation.

Each student in the class will identify one primary source on colonial Latin American history in the library and present it to the class in a three to five-minute oral report. If it is something in print, bring it to class. If it is something you found on the Internet, be prepared to pull it up on the classroom computer to show it to the class. Each report should address: Who wrote this, when, and for what audience and why? What were the historical circumstances that surround this document?

The schedule for these presentations will be determined during the first weeks of the semester.

You will benefit most from the class and avoid a number of potentially serious problems if you:
1. Complete the assigned readings before, not after, each lecture.
2. Keep up with readings--do not allow yourself to fall behind. Reserve a special time in your weekly schedules for the readings.
3. Borrow notes from a friend in the class in the event you miss a lecture. Please do not come to my office and ask me for a synopsis of a lecture you did not attend. Attend class if you want to know what we are doing. If you do not come to class, then live with the decision that you made.
4. Visit me during my office hours to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time. Students who make appointments with me and then do not show up are not only being rude and inconsiderate but are wasting my time. Any student who does will lose 10 points. I will not make any future appointments; the student will have to see me during my office hours.
5. Review this syllabus carefully and note the dates when essays are due. Reserve a couple of days just for writing the essays for this class. If you plan your time in this fashion, you will be able to avoid being rushed at the last minute trying to complete the required readings and write an essay over material that is new. The results will actually be less work completed over a longer period. Your essay will reflect a better understanding of the material.
6. Submit your own work on time. That may sound easy, but it means your work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term plagiarism. Students guilty of plagiarism will be reported to the honor board of the College. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail in the Student Handbook. Late work will be penalized five points for each day late.

This syllabus is the guide to this course. Keep it handy and note the due dates of assignments. This syllabus also clearly outlines the course requirements and expectations. Very important: If you feel that the
readings are too long or too hard or the requirements are too demanding, then drop this class. When you return on the second day of class, you have agreed to the assignments outlined in this syllabus.

Eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. The place for lunch is the cafeteria, not the classroom. In particular, students are asked not to bring liquids (such as coffee or soda) into the classroom since they have the potential to make large messes that I will then have to clean up. Turn off your telephones and pagers before entering class.

All College of Charleston students are required to follow the rules for classroom behavior outlined in the Student Handbook. These include (but are not limited to): entering class on time, paying attention in class, being quiet during films and lectures as well as when other students are speaking, leaving when the class is over, not before. The classroom is not the place to apply make up, make telephone calls, read newspapers or eat and drink. I will greatly appreciate it if students would remember this and not require me to bring this to their attention a second time.

I will permanently remove students from this class if they engage in disrupting activities, such as those listed above.

Attendance Policy

This course covers a huge geographical area and spans three centuries. Yet, we only meet twice per week for fourteen weeks. As a result, each of our sessions is important. My lectures will cover material that is not in any of the textbooks for this class. I strongly urge you at attend each class, since there is an immediate and obvious connection between attendance and your grade. If you decide to pay for this class and not attend it, that is your decision and you will have to face the consequences. You will note that part of your grade is based on discussion sessions. Obviously, if you are absent, you cannot participate in a discussion session, nor is there any possible make up. If you are absent on a discussion day, you will receive zero points for that session. It does not make any difference why; the fact of the matter is that you did not participate in that discussion. Students are responsible for all the readings, not just the portions assigned for a discussion. Students who discuss their assigned readings and who then leave the class will receive zero points and will be encouraged to learn some basic classroom manners. If the discussion exercises do not generate the interest and discussion they are designed to, they will be replaced with written quizzes over the material.

Each semester I have 100 or more students in my various classes. Please do not call the History Department secretaries or me to say that you will be absent on a given day. Even if I did take attendance (which I do not) it would be impossible for me to keep up with 100 students and their daily attendance record.

Required materials (7 items)

At the College of Charleston bookstore on Calhoun Street and University Books on King Street:

1. Lockhart and Schwartz, *Early Latin America*,
3. Alvar Nuñez Cabeza de Vaca. *Castaways*.
5. Map of Latin America (distributed in class)
6. Draft copy of a section of *Brazil at the Dawn of the Eighteenth Century*

Students will also select one of the following two books:

7.a Kris Lane. *Quito 1599* or
7.b Cook and Cook. *Good Faith and Truthful Ignorance*.

Schedule of Lectures and Required Readings
Please note that the schedule as outlined below is subject to change in case of unforeseen or extenuation circumstances (e.g. hurricanes, power outages, flooding classrooms, air-conditioning failures, jackhammers being used on the street outside, etc.). Films may or may not be used, as time allows. Students are encouraged to review films in the media laboratory on the second floor of the Education Center. Please note that students are responsible for all the material in the readings, announcements made in class, and what is presented in each lecture, whether they attend or not.

**Session number/day/date/month/theme(s)/readings/assignments**


4. R September 1. Unit 1-Before. The Americas Before Being Latin. **First biweekly assignment due (completed map).**


8. R September 15. Unit 2-Contact and Conquest. **Second biweekly assignment. Discussion of the readings.** *Human Tradition, 1 Human Tradition, 2 Human Tradition, 3 Human Tradition, 4 Human Tradition, 5*

*Early Latin America* pp. 1-30
*Early Latin America* pp. 31-58
*Early Latin America* pp. 59-85
*Early Latin America* pp. 86-121
*Broken Spears* pp. ix-12

*Broken Spears* pp. 13-36
*Broken Spears* pp. 37-61
*Broken Spears* pp. 62-90
*Broken Spears* pp. 91-126
*Broken Spears* pp. 127-145

*Broken Spears* pp. 145-174
Oral presentation: _____________________________ and _____________________________

Oral presentation: _____________________________ and _____________________________

11. T September 27. Unit 3: Ruling New World Empires. For this section, read: Early Latin America pp. 181-201.
Oral presentation: _____________________________ and _____________________________

12. R September 29. Unit 3: Ruling New World Empires. Third biweekly assignment due
Oral presentation: _____________________________ and _____________________________
Using all the readings assigned to this point, in a single-spaced one page paper make an argument that Cortes and Pizarro were either heroic conquerors or destroying villains. Support your views with specific actions and events from the readings.

Oral presentation: _____________________________ and _____________________________

Oral presentation: _____________________________ and _____________________________

Oral presentation: _____________________________ and _____________________________

Oral presentation: _____________________________ and _____________________________

FALL BREAK OCTOBER 17-18


Students will need to select one of the following two books for the assignment on November 15th:
Kris Lane. Quito 1599 or
Cook and Cook. Good Faith and Truthful Ignorance
Oral presentation: _____________________________ and _____________________________

Oral presentation: _____________________________ and _____________________________

20. T November 1. Fifth biweekly assignment due. Your section of Brazil at the Dawn of the Eighteenth Century is now due, with comments.
Oral presentation: _____________________________ and _____________________________
21. R November 3. Unit 5: Production, Exchange, and Defense. For this unit, read:
Oral presentation: _________________________________ and _________________________________

Oral presentation: _________________________________ and _________________________________

23. R November 10. Unit 6: Living in an Empire. For this unit, read *Early Latin America*, pp. 253-304,
Oral presentation: _________________________________ and _________________________________

24. T November 15. Unit 6: Living in an Empire. **Sixth biweekly assignment** due on your selected reading.
Class discussion of the two books. Your one page paper, after briefly reviewing the outline of your selected work, should answer the following questions:
1. What is the author's main thesis?
2. What is it based on?
3. Does the author prove his or her point? Why do you think so?
4. What are the sources, especially the primary sources?

Oral presentation: _________________________________ and _________________________________


**THANKSGIVING BREAK NOVEMBER 23-24-25**

27. T November 29. Unit 8: Crisis and Collapse.
Oral presentation: _________________________________ and _________________________________

28. R December 1. **Last Day of Classes. Sixth discussion session. Final exam distributed.**

*Early Latin America* pp. 305-368


Final exam due no later than Tuesday December 13 at 10:00 AM. Turn into my box in the History Department or slip it under my office door. If you would like to know your grade for the class, look on Cougar Trail. If you would like to know why you received the grade that you did, you need to come see me in person at the beginning of the Spring 2012 semester. Professors cannot discuss students’ grades over the telephone or Internet due to Federal privacy laws.
Knowledge of the basics of Latin American geography is critical for understanding its history. For this reason, you should familiarize yourself with the location of the places that follow. Most of these will be mentioned in the lectures or appear in the required readings for this course.

Atlases are located in the library reference room. *Rand-McNally, The National Geographic*, and *The Times* are three of the many excellent atlases available. *Shepherd's Historical Atlas* is one of the numerous historical atlases, which will help you complete this exercise. Many of these terms also appear in maps in your readings. **The objective of this exercise is to recreate what Latin America looked like during the colonial era**, so do not put modern political names (such as Ecuador, a modern country) or modern political boundaries on your map. For this assignment, imagine that the year is 1770.

   - **Rivers**: St. Lawrence; Mississippi and its major tributaries including the Ohio, Missouri, Tennessee, Arkansas, and Red; Columbia; Snake; Sacramento; Colorado (North America); Rio Grande (North America); Orinoco; Magdalena; the Amazon and its major tributaries including the: Marañon, Ucayali, Negro, Madeira, Branco, Juruá, and the Tocantins; São Francisco (South America); and the Rio de la Plata and its system including the: Uruguay, Paraná, Pilocomayo, and the Paraguay Rivers.
   - **Lakes**: Titicaca, Maracaibo, Nicaragua, and Managua.
   - **Gulfs**: Panama, Mexico, California, and Tehuantepec.
   - **Seas and Oceans**: Pacific, Atlantic, and Caribbean.
   - **Straits**: Magellan, Juan de Fuca.
   - **Capes**: Horn, São Roque.

2. Mountain Ranges, Peaks, Deserts, Other Specific Regions.
   - **Mountains**: Rocky, Sierra Madre Occidental, Sierra Madre Oriental, Sierra Maestra (Cuba), Guiana Highlands, Brazilian Highlands and Andes.
   - **Peaks**: McKinley, Pikes, Long’s, Whitney, Popocatépetl, Orizaba, Irazú. Barú, Cocuy, Huila, Cayambe, Chimborazo, Huascaran, and Aconcagua.
   - **Deserts**: Death Valley, Arizona-Sonoran, Peruvian coastal, and Atacama.
   - **Other Specific regions/areas**: Florida, Alto and Baja California, Yucatán, N.E. Brazil, The Gran Chaco, The Pampas, Patagonia (Argentina), Minas Gerais, and Tierra del Fuego.

3. **Islands** (some of these you will have to draw in by hand on your North American map): The Bahamas, Cuba, Jamaica, Hispaniola, Puerto Rico, Trinidad, The Greater Antilles, The Lesser Antilles, Barbados, Caymans, Tortue, Falklands/Malvinas, and Galapagos.

4. **Political Units**: Viceroyalties of: New Spain, New Granada, Peru, and La Plata/Buenos Aires; State of Maranhão e Pará, Brazil, Guianas (British, Dutch, and French) British Honduras (Belize), British North America, and French North America.

5. **Cities** (modern country where located for smaller or more confusing names): In the modern USA: Boston, Newport, New York, Charleston, Savannah, St. Augustine, New Orleans, St. Louis, San
1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

As a study of Latin American history in the nineteenth and twentieth centuries, this course clearly explores a region of the world in accordance with the requirements for an alternative to the foreign language requirement. Specifically, it takes a comparative approach, emphasizing the broader political, economic, and cultural themes that connect or differentiate particular national histories within Latin America. The course aims to provide students with a better understanding of Latin America’s historical trajectory. A typical assignment for the class is an essay analyzing one of the books assigned for the course, such as Gioconda Belli’s *The Country Under My Skin: A Memoir of Love and War*. 
Themes and Goals of the Course
Although contemporary issues such as the debates over immigration and the war on drugs keep Latin America in the news cycles, few people in the United States understand their southern neighbors’ historical struggles to attain political stability, economic growth, and social justice, or the complex role the United States has played in those processes. These struggles have historically transcended national borders and have had important implications for U.S. foreign and domestic policies, giving Americans a clear stake in learning more about the Latin American nations. Building upon the legacies of the colonial era, this course focuses on the history of Latin America from the wars of independence to the present. “Latin America” encompasses Mexico, Central and South America, as well as the Caribbean. Because of the large geographical and chronological scope, this course will not concentrate solely on specific events and leaders. Rather, it will take a comparative approach with an emphasis on the broader political, economic, and cultural themes that connect or differentiate particular national histories. Ultimately this course seeks to provide students with a better understanding of Latin America’s historical trajectory and, as a result, a better understanding of the integral role Latin America plays in the world today. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Humanities Student Learning Outcomes to be assessed in the final exam:
Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

Course Requirements
This course combines lecture with discussion, films, and other interactive assignments. The final grade will be based on course participation (20%), a map quiz (5%), a paper (25%), a midterm exam (25%), and a final exam (25%).

Participation: Consistent and thoughtful participation will determine a substantial part of your final grade. Participation opportunities may take the form of discussion, group activities, or other in-class assignments. Attendance will be taken during each class session. Absence from class for any reason precludes participation and may have an adverse effect on your grade. If you do miss a class meeting you will be responsible for getting notes from a classmate. Absence Memos do not automatically excuse your absence from class. If a documented illness, injury, or other emergency prevented you from attending a class, please notify me via email or during my office hours in addition to
contacting the Absence Memo office. If you will likely miss multiple classes due to chronic health conditions, work conflicts, family obligations, travel for athletic competitions, or any other reason, please come to my office hours to discuss this ASAP.

Map Quiz: An in-class map quiz on January 19 will ask you to identify key regions, cities, and geographic features of modern Latin America. You may only make-up the quiz if you make arrangements with the instructor prior to the quiz date or if you have a documented excuse for your absence on that date.

Paper: A 5-7 page paper analyzing the book The Country Under My Skin (see below) in the context of the themes of the course is due on April 5. Papers must be uploaded to the designated dropbox on OAKS before class begins on the due date and must be formatted accordingly: 1-inch margins, 12-point font, double-spaced, page numbers in the header or footer. Hard copies will not be accepted unless you made arrangements with me prior to the due date. Late papers will not be accepted unless you made arrangements with me prior to the due date or you have documentation for a medical emergency that prevented you from completing the paper on time. More details to follow.

Midterm Exam: This in-class exam on February 23 will cover topics from the first half of the course and will consist of short answer questions and two essay questions. More details to follow.

Final Exam: The final exam will consist of short answer and essay questions similar to those on the midterm; more details to follow. The exam will be held on April 26 between 4pm and 7pm.

Academic Honor Code: You may not represent the words or ideas of another as your own - intentionally or unintentionally. All cases of plagiarism will be reported to the Honor Board and may suffer consequences ranging from a zero on the assignment to expulsion from the university depending on the severity of the offense. If you have any questions about how to avoid plagiarism or how to properly cite sources, please come discuss this during my office hours.

SNAP Accommodations
If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP, please come and discuss this with me during my office hours.

Grading Scale
A: 94-100
A-: 90-93
B+: 87-89
B: 84-86
B-: 80-83
C+: 77-79
C: 74-76
C+: 70-73
D+: 67-69
D: 64-66
D-.: 60-63
F: 0-59

Assigned Readings
The following required texts are available for purchase at the bookstore:
Alma Guillermoprieto, *Looking for History: Dispatches from Latin America* (Guillermoprieto)

Other assigned readings can be located on OAKS.

All assessments in this class will be based on the above texts and lecture. However, those students who would like to supplement the assigned readings with a traditional textbook should speak with me for recommendations.

Course Schedule and Reading Assignments
*Please note: The readings listed for each class should be completed by the beginning of that class.

Week 1:  Jan. 7  **Introduction/Colonial Legacies and Paths to Independence**
Readings: LAV, 1-3, 25-27, skim through the documents in these first chapters

Week 2:  Jan. 12  **Liberals and Conservatives in the Latin American Context**
Jan. 14  **Plantation Societies and the Long Road to Emancipation**

Week 3:  Jan. 19  **MAP QUIZ**
Nineteenth-Century Social and Cultural Life

Jan. 21 Order and Progress: Modernizing the Nation

Week 4: Jan. 26 Export Economies and the Triumph of Neocolonialism

Jan. 28 U.S. Gunboat Diplomacy in the Caribbean Basin
Readings: LAV, José María Vargas Vila, “Facing the Barbarians,” 140-143; LAUS, “Platt Amendment,” 82-83; OAKS, O’Brien, “Liberal Revolutions and Corporate Culture” from The Revolutionary Mission: American Enterprise in Latin America, 1900-1945

Week 5: Feb. 2 Defining Citizens: The Challenge of Race and Gender

Feb. 4 Origins of the Mexican Revolution

Week 6: Feb. 9 The Constitution of 1917 and the Consolidation of Mexico’s Revolutionary State
Readings: OAKS, “Constitution of 1917,” from Mexico Reader, 398-402; Plutarco Elías Calles, “Mexico Must Become a Nation of

**Feb. 11**  
**Latin America’s Twentieth-Century Cultural Renaissance**  

**Week 7: Feb. 16**  
**Depression, Nationalism, and Populism**  

**Feb. 18**  
**Experiments with ISI**  

**Week 8: Feb. 23**  
**MIDTERM**

**Feb. 25**  
**Guatemala: Reform and Reaction**  

**Week 9: Mar. 1**  
**Cuba: The Road to Revolution**  

**Mar. 3**  
**Cold War: A New Logic for Old Conflicts**  

**Week 10:**  NO CLASS, Spring Break

**Week 11:**  Mar. 15  NO CLASS (Dr. Covert research presentation in Colombia)
              Mar. 17  Southern Cone Dictatorships

**Week 12:**  Mar. 22  Revolutionary 1968
              Mar. 24  Central American Crucible

**Week 13:**  Mar. 29  The Rise and Fall of the Sandinistas
              Mar. 31  Discussion: *The Country Under My Skin*
              Readings: Belli, 226-369

**Week 14:**  Apr. 5  PAPER DUE
              Transnational Networks of Revolution and Counterrevolution
              Apr. 7  Paths to Democratization
Week 15:  Apr. 12  Indigenous Groups Reclaim the Nation

Apr. 14  Drug Wars: Colombia and Mexico

Week 16:  Apr. 19  Latin America’s Pink Tide

Apr. 26, 4-7 pm  FINAL EXAM
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 364: Sugar & Slaves in Colonial Brazil

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

X ___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is an overview of the history of Brazil from the arrival of the Portuguese in 1500 to Brazilian independence in the 1820s. It especially emphasizes colonial society and the themes of slavery and sugar and how colonial Brazilian society was linked with the Atlantic economy of Portugal and Africa and the greater Portuguese Empire. Assignments include completion of a ten-page essay on a colonial Brazilian topic selected in consultation with the instructor, which will be based on analysis of both primary and secondary sources relevant to the period.
The College of Charleston

Sugar and Slaves in Colonial Brazil

Professor Timothy Coates
Office: 324 Maybank Hall; Telephone 953-8031

Office Hours: W and R 11-12 and W 1:30-3:30, and by appointment

E-mail: coatest@cofc.edu

Do NOT send assignments via email or fax because they will get lost.

Course Description and Prerequisites:
This course provides an overview of the history of Brazil from the arrival of the Portuguese in 1500 to Brazilian independence in the 1820s. I place emphasis on colonial society, especially the themes of slavery and sugar and how colonial Brazilian society was linked with the Atlantic economy of Portugal and Africa (especially Angola) and the greater Portuguese Empire.

The prerequisites for this class are the completion of History 100 level general education requirements. Students will normally have taken at least one course in History numbered 200 or higher before taking this class. I assume you have completed or are currently registered in History 299: The Historian’s Craft. However, I do not assume that students have completed other course work in Latin American history or Portuguese even though such background would obviously be very helpful. Students who can read Portuguese will be encouraged to use sources written in it.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Written Requirements:
The course will be a combination of lectures, seminars, films, and other activities. Each student will write a ten-page (double-spaced) essay a colonial Brazilian topic that he/she will select in discussions with me. Each student will also complete the map exercise, two one-page (single-spaced) reaction papers, a midterm, and the final exam.

Margins for all papers should be less than one inch on the sides, top, and bottom and papers must be written in twelve-point type (this is twelve point). One-page papers are single-spaced; your ten-page research paper is double-spaced. Research papers should have a maximum of ten pages and should follow the guidelines in Turabian. Papers that do not conform to these basic guidelines will be returned to the student without comment or a grade. It is very important that you turn in your assignments in class on the day and time they are due. DO NOT FAX OR EMAIL ME YOUR WRITTEN ASSIGNMENTS. DO NOT TAPE NOTES OR ASSIGNMENTS TO MY OFFICE DOOR. Why? There are over 25 faculty members who use the one department fax machine. Emails may or may not arrive in my in box. Papers taped to my door fall off on the floor in the hallway and are thrown away. The result is the same: I do not receive your work. All of this is unnecessary and can be avoided by turning in your work in class on the day and time it is due. Late papers will be penalized five points for each day late.

During the course, you will be required to write several one-page papers. A one-page paper has a total of one page and is single-spaced. It does not have a cover page; it does not have a second page. Put your name at the top of the page. If you submit more than one page for such an assignment, you will receive zero points, since a major objective of a one-page paper is to be concise. A one-page paper will be graded on: 1. The links that you establish between the two or three sources assigned; 2. The focus of the assignment; and 3. How well your essay is constructed. Good links can be established by citing specific terms or concepts from the two or three sources under review. For example, contrasting how an institution is shown in a film and in a
reading and providing a couple of direct quotes to support your points. A strong focus can be obtained by narrowing your topic to something manageable in the limited space of one page. For example, religion is too broad a topic for a one-page paper but you can discuss the impact of one or two Yoruba orixás in Brazil. How well your essay is written depends on how much time you put into writing it. The Writing Lab can help you with this assignment as well. Make each word count in your essay and proofread your work to ensure it says exactly what you mean.

Pay particular attention to the following in your writing:

1. Use active rather than passive voice. Example: Sugar was made on plantations. This is a weak sentence because it is vague and especially because we do not know who made the sugar or how they did it. Slaves made sugar on plantations. Now this is still a bit vague but at least we know who did the action. Note how this sentence can be improved by adding just a couple more details: Slaves toiled fifteen hours a day to make sugar on plantations. Notice that I changed work to toil to give it more emphasis and note also how much more information is contained in this new sentence. Since some students do not recognize these terms, let’s see what I mean:

   Passive Voice= a form of “to be”+ the main verb   Active Voice= actor is stated, uses only main verb
   Sugar was made. Slaves made sugar.
   Portuguese is considered to be beautiful. Portuguese is beautiful.

2. Avoid repetition and wordiness. Example: “She tried to put her ideas into practice.” To put something into practice... can you think of one word that means that? “She went round and round the issue without ever answering the question.” Verses “She evaded answering the question.” In a one-page paper, being concise is critical.

3. Use your spell check always.
4. Proof read your work always.
5. Use all the space available on the page.

Your grade for a one-page paper will automatically be lowered ten percent if you fail to use the spell check feature on your computer. It will be lowered another ten percent if you fail to edit and proofread the text. Every time you use a passive voice construction, you will lose one point. So, for example, a C paper, which the student failed to edit or use the spell check, will receive an F.

Course Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Map exercise</td>
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<td>January 19</td>
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<tr>
<td>Discussion exercises/exams 5 points each</td>
<td>15</td>
<td>January 28, March 15, April 12</td>
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<tr>
<td>Reaction paper to Léry/Staden and film</td>
<td>15</td>
<td>February 2</td>
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<tr>
<td>Oral Reports on a selected text</td>
<td>5</td>
<td>February 11 and 25</td>
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<tr>
<td>Midterm</td>
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<td>Reaction paper on Quilombo and readings</td>
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<td>March 15</td>
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<td>Sugar mills in operation, based on Brazil at the Dawn of the Eighteenth Century</td>
<td>15</td>
<td>March 24</td>
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<tr>
<td>Research paper</td>
<td>40</td>
<td>April 7</td>
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<tr>
<td>Final exam</td>
<td>25</td>
<td>April 26 before 11:00 am</td>
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</table>
| Total:                                               | 165


Course grades will be based on percentages of the following scale: 100-94=A; 93-90=A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+; 76-74=C; 73-70=C-; 69-67=D+; 66-64=D; 63-60=D-; less than 60=F.

**Special Offer on Final Exam:**
Students who achieve 100% (20/20 points) on the midterm and research paper (40/40 points) will automatically get the 25 points for the final exam and do not need to take it. Note that you must obtain 100% on both the midterm and the research paper, not just one.

**Discussion Exercises/Exams:**
As you will note (above) we will have three days during the semester devoted to discussion/exams on assigned readings. On these days, the class will either have a discussion or an exam. If it is a discussion exercise, students will not know which section of the readings they will discuss until they walk into class that day. Students are responsible for completing ALL the assigned readings up to that date. These discussions/exams have two main purposes: to ensure that all students are caught up with the assigned readings and to stimulate discussion among students. Students who are absent or who come unprepared to the discussion sections will not receive any points. If there is an exam, it will test any section or all the readings assigned up to that point.

**Attendance Policy:**
We meet only twice a week and the material in this course will span three centuries for colonial Brazil, half the continent of South America. As a result, your attendance at each session is important. Students will be allowed to miss two classes; the third absence will result in a grade of WA (F) for the course. Please do not call the History Department secretaries or email me to say that you will be absent on a given day. It is pointless. You are allowed two absences with no questions asked. An attendance sheet will circulate each session; you are absent if your signature is not on it. It is your responsibility to sign your name on the sheet and then pass it to the next student. Students who hold onto the sheet, take it home, put it on empty chairs, or otherwise fail to pass it along will receive 10 negative points. The last student with the sheet should hand it to me. I will report students to the honor board if they sign the attendance sheet and then leave, since they claim to be present but are not. Your third absence will result in a grade of WA. Students absent on discussion days receive zero points. There is no possibility of making-up a discussion day and there are no excused absences from class other than a serious illness, which will have to be documented with the Dean of Students.

You are responsible for all the material in the readings and what is presented in each lecture, and any announcements or changes made in class, posted on oaks, or sent via email, whether you attend (or read them) or not.

**GENERAL EDUCATION STUDENT LEARNING OUTCOMES**
This course meets the following General Education requirements for Humanities:
Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in an essay forming part of the final exam.

**Disability Statement:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for
accommodations are responsibility for notifying me, during my office hours, as soon as possible and for contacting me one week before accommodation is needed.

You will benefit most from the class and avoid a number of potentially serious problems if you:

1. Complete the assigned readings **before the end of each unit**. See the schedule below.

2. Keep up with readings--do not fall behind. Reserve a special time in your weekly schedule for the readings.

3. Borrow notes from a friend in the class in the event that you miss a class. If you are concerned about your grade and want to improve, **attend class**. Please do not come to my office and ask me for a synopsis of a missed class or lecture. **If you want to know what we do in class, attend!** However, you should feel free to come to me to ask questions if you do not understand something.

4. Visit me **during my office hours** to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time. I am also on e-mail (see the top of page 1) and this is frequently the easiest way to get a quick response to a simple question. Notice that I said a **simple question**, not something like, “What should I write my research paper on?” If you come to my office outside of office hours, I may or may not be there and probably will not be able to see you. If you make an appointment to see me and then do not appear, this is rude and unacceptable behavior and it will result in 10 points deducted from your grade. For students who do this, I will not reschedule an appointment.

5. Review this syllabus carefully and note the dates when assignments are due. Reserve time just for reading and writing for this class. If you plan your time in this fashion, you will be able to avoid rushing at the last minute to complete the required readings and writing an essay over material that is new. The results will actually be **less work**, completed over a longer period. Your essay will reflect a better understanding of the material.

6. Submit your own work on time. That may sound easy, but it means **your work** (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term **plagiarism**. I will and frequently do report students guilty of plagiarism to the honor board of the College. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail on pages 46-47 of the **Student Handbook**. Students guilty of plagiarism or **any other violation of the honor code** (such as being disrespectful or lying to other students or the professor) will automatically receive an F in this class.

7. Read this syllabus carefully. It is somewhat long and detailed and answers many questions students ask. **Each time you ask me a question I have already answered on this syllabus, I will deduct 10 points from your grade.**

The **Student Handbook** from the College of Charleston very clearly states that eating, drinking, and smoking are prohibited in classrooms and hallways at the College of Charleston. Students are specifically requested not to make or receive telephone calls on cell phones during the class period. **Please turn off your telephones before class begins.** Students are also reminded that the classroom is not the appropriate place to read newspapers, apply make up, comb hair, or other similar activities of personal grooming. If necessary, on the first day of class, I will be happy to explain why these activities are not appropriate in a class. I will appreciate not being required to ask students a second time to refrain from any of the above. I will permanently remove students from this class if they insist upon engaging in these or similar disruptive activities, such as arriving late or leaving early or checking their cell phones.
Required materials (in the College of Charleston Bookstore, at University Books on King Street, available on the internet, and on reserve at the circulation desk in the library):
1. Hammond Student Project Map of South America (distributed the first day of class)
2. Antonil, André João. *Brazil at the Dawn of the Eighteenth Century*
3. Schwartz, Stuart, ed. *Early Brazil*
4. Diffie, Bailey W. *A History of Colonial Brazil, 1500-1792*
5. Sweet, James *Recreating Africa*

Oral report on a selected text:
For this assignment, you will need to select a scholarly text on colonial Brazil or the Portuguese Empire and make a **five-minute** oral report on it beginning on **February 11th**. In your report, you will want to be sure to state the thesis of the work, the primary sources the author used to support it, and if the author convinced you of his/her thesis and why or why not. I have posted my bibliography on Oaks and this is a good place to start looking for a title or theme that interests you. The major objective of this assignment is for you to begin to review some of the secondary works on colonial Brazil and (ideally) select one that will get you started on your research paper. Many of the works I have listed are not in the College library, so you need to start this assignment early to request works from other libraries.

**Course Schedule**
Please note that this schedule is subject to change in the event of unforeseen circumstances, such as hurricanes, electrical outages, flooded classrooms, a broken air-conditioning system, a leaking roof or windows, road repair involving jackhammers and huge trucks, construction crews working across the street, and other factors that are obviously beyond my control. *Yes, folks all these things have really happened (sometimes in combinations), and many other things, too!*


   **Unit 1: Becoming a Colony.** Reading for this unit: Diffie, *History of Colonial Brazil*, chapters 1 and 2, pp. 1-52; and Schwartz, *Early Brazil*, pp.1-36.

   **Students need to select either Léry or Staden for the next unit.** Léry, *History of a Voyage to the land of Brazil*, pp. 1-50 or Staden, *True History*, pp. I-CIV (introduction).

2. Tuesday January 12
3. Thursday January 14. At this point, you should be done with the readings in Unit 1.


4. Tuesday January 19. **Completed maps due.**
5. Thursday January 21.
6. Tuesday January 26. Film: *How Tasty was my Little Frenchman* (80 minutes).
7. Thursday January 28. Finish film; At this point, you should be done with the readings in Units 1 and 2.

**Discussion exercise #1:** all readings assigned to this point. Bring Diffie, Schwartz, and either Léry to Staden to class. One page single-spaced reaction paper to Léry/Staden and the film, assigned.
**Some questions to consider in your paper:** Who was the author, why did he write this work, and who was his audience? What is his view and understanding of Brazil and its natives? Does the film match his work? How or how not? Did seeing the film help or hinder your appreciation of the text? Be specific and explain how and why it did or did not.


8. Tuesday February 2. First paper is due.
10. Tuesday February 9.
11. Thursday February 11. **Oral reports on your selected text.** In your report, you will want to discuss the thesis of the work, its sources, its intended audience, and how it compliments (or does not complement) the assigned readings for this class. At this point, you should have completed the readings assigned for Unit 3.

**Unit 4: Aspects of Brazilian Slavery.** Readings for this unit: Diffie, *History of Colonial Brazil*, chapters 16-18, pp. 307-346; Schwartz, *Early Brazil*, pp. 264-270; Sweet, *Recreating Africa*, chapters 4-8, pp. 87-190

14. Tuesday February 23. **Midterms due.**
15. Thursday February 25. **Oral reports on your selected text, continued.**
16. Tuesday March 1. *Quilombo.* (114 minutes). Second one page paper assigned. **Some questions to consider in your paper:** How is the institution of slavery depicted in the movie and does this fit with your readings? Discuss specific social and political aspects of African culture shown in Palmares. How accurate did you find the movie? Why?

17. Thursday March 3. Floating day, activity TBD.

**Spring Break March 7-12, 2016**

**Unit 5: Sugar Mills in Operation.** Reading for this unit, Antonil, *Brazil at the Dawn of the Eighteenth Century*, up to p. 121. The class will be divided into sugar mills, which will run for three class periods, each class period representing a one-year cycle. At the end, the accountant on each mill (the group will select its accountant, plantation owner, overseer, sugar master, and chaplain) will have to make an oral report to the rest of the class and answer questions on the losses and profits the mill has made in the three year period. Using the Antonil text, each mill will calculate the financial impact of each factor.

18. Tuesday March 15. **Second one page paper is due. Discussion exercise #2:** bring Diffie, Schwartz, and Sweet texts to class. Division of class into mills, factors 1-2-3 occur, end of year one.
19. Thursday March 17. Factors 4-5-6, end of year two. **Research paper worksheets are due.**
20. Tuesday March 22. Factors 7-8-9, end of year three. Books are closed after calculating factor 9.
21. Thursday March 24. **Oral reports from the accountants due in class.** (15 points possible for each student in mill/group). Accountants must turn in a written summary of profits and losses for each of the factors for the three years, along with the names of the students running each mill. At this point, you should have completed the readings for Unit 5.
22. Tuesday March 29.
23. Thursday March 31.
24. Tuesday April 5. At this point, you should be done with the readings for Unit 6.

25. Thursday April 7. Research papers due. There are no extensions—do not ask, the answer is no.
26. Tuesday April 12. Discussion exercise #3: bring Diffie, Antonil, Schwartz texts to class. Graded research papers are returned to students.
27. Thursday April 19. Graded research papers are returned to students.
28. Tuesday April 21. Complete all readings by this date. Last day of class

Final exams distributed, due Tuesday April 26 by 11:00 am. Please turn them in to my box in the History Department Office (Maybank 202) or my office (Maybank 324) by 11:00 am.

Terms for map exercise, Colonial Brazil.

Knowledge of the basics of Brazilian geography is critical for understanding the area's history. For this reason, you should familiarize yourself with the location of the places that follow. Most of these will be mentioned in the lectures or appear in the required readings for this course.

I suppose you can try to Google these terms, but the Internet will not help you very much with this assignment and it will give you a lot of wrong answers. I suggest the old fashioned method of going to the library and looking at the atlases, located in the library reference room. Rand-McNally, *The National Geographic*, and *The Times* are three of the many excellent atlases available. *Shepherd's Historical Atlas* is one of the numerous historical atlases that will help you complete this exercise. Many of these terms also appear in maps in your readings. The objective of this exercise is to recreate what Brazil and South America looked like during the colonial era, so do not put modern political names on your map. For example, Venezuela is the name of a modern country that became independent in the early nineteenth century. Since this class deals with the colonial era, that name should not appear on your map. Got it? Make this map as if you were living in 1700-1750. A secondary objective of this assignment is for you to get acquainted with other students in this class and to work with them. As a result, you should underline your name on your map and list the names of at least three other students you got to know/worked with on this exercise. If you fail to underline your name, I will not know whose map it is and you will get zero points. If you do not list any other students, I will assume you worked by yourself and you will get a maximum of half the points possible.

Colonial political units outside Brazil, with their important cities: The region of the Guianas (it was pretty vague during colonial times) and the cities of Cayenne, Paramaribo, and Georgetown; The Viceroyalty of New Granada, Caracas, Cartagena, Bogotá, Quito, Guayaquil, Callao, Lima, Cuzco, and Potosí; Viceroyalty of Peru, Lima, La Paz, Potosí, Chile, Santiago; Viceroyalty of Rio de la Plata, Asunción, and Buenos Aires.
<table>
<thead>
<tr>
<th>Regions of Brazil</th>
<th>Their important cities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grão Pará e Maranhão</td>
<td>Tabatinga, Belém do Pará, Manaus, São Luiz</td>
</tr>
<tr>
<td>Piauí</td>
<td></td>
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<tr>
<td>Ceará</td>
<td>Fortaleza</td>
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<tr>
<td>Rio Grande do Norte</td>
<td>Natal</td>
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<tr>
<td>Paraíba</td>
<td>João Pessoa</td>
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<tr>
<td>Pernambuco</td>
<td>Recife, Olinda</td>
</tr>
<tr>
<td>Sergipe</td>
<td>Aracaju</td>
</tr>
<tr>
<td>Bahia</td>
<td>Salvador</td>
</tr>
<tr>
<td>Minas Gerais</td>
<td>Belo Horizonte, Ouro Preto, Diamantina</td>
</tr>
<tr>
<td>Espírito Santo</td>
<td>Vitória, Porto Seguro</td>
</tr>
<tr>
<td>Rio de Janeiro</td>
<td>Rio de Janeiro</td>
</tr>
<tr>
<td>São Paulo</td>
<td>São Paulo</td>
</tr>
<tr>
<td>Mato Grosso</td>
<td></td>
</tr>
<tr>
<td>Santa Catarina</td>
<td></td>
</tr>
<tr>
<td>Rio Grande do Sul</td>
<td>Colônia do Sacramento</td>
</tr>
</tbody>
</table>

**Rivers:** Orinoco; Magdalena; the Amazon and its major tributaries: Marañon, Ucayali, Negro, Branco, Madeira, Japurá, Juruá, Tocantins, Purus, Aripuanã, Tapajós, and Xingu; São Francisco; and the Rio de la Plata and its system including the: Uruguay, Paraná, Pilocomayo, and the Paraguay Rivers.

**Lakes:** Titicaca, Maracaibo.

**Seas and Oceans:** Pacific, Atlantic, and Caribbean.

**Straits:** Magellan.

**Capes:** Horn, São Roque.

**Other features:** Rio de la Plata (bay), Lagoa dos Patos, Lagoa Mirim, Guiana Highlands, Amazon Basin, Brazilian Highlands, Mato Grosso Plateau, the Northeast of Brazil.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 365: Modern Brazil

Category (Check only ONE )
_____ 1 The Role of Language in Culture
_____ 2 Global and Cultural Awareness
_____X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course provides an overview of modern Brazilian history from independence to recent times. Emphasis will be on social issues and will include the Brazilian monarchy and nineteenth-century society, the first republic, the impact of President Vargas, industrialization, the military, race, and regionalism. A major assignment for this course is production of a research paper on some aspect of modern Brazilian history, based on critical analysis of both primary and secondary sources.
instructor: Timothy Coates

course_title: HIST_365_080

number: Modern Brazil

phone_number: 3-8031

email_address: coatest@cofc.edu

course_level: Undergraduate

Description: The College of Charleston
History 365.080 Modern Brazil
Professor Timothy Coates
Spring 2005 Express I
Telephone 953-8031
M/W 4-6:45, Maybank 302
Office: 325 Maybank Hall;
Telephone 953-8031
and by appointment
Fax 953-6349. E-mail:
coatest@cofc.edu

If you fax me something, be sure my name is on it in big letters on the top. Please note, VERY IMPORTANT do not send assignments via email.

Course Description and Prerequisites:

This course provides an overview of modern Brazilian history from independence to recent times. Emphasis will be on social issues and will include: the Brazilian monarchy and nineteenth century society, the first republic, the impact of President Vargas, industrialization, the military, race, regionalism, and other aspects of modern society. This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

The prerequisites for this class are the completion of History 101 and 102, or 103 and 104. Students will normally (but not necessarily) have taken at least one course in History numbered 200 or higher and usually will have taken at least one course dealing with Latin America. The expectations and requirements for this course do not assume that students have completed other course work in Latin American history or Portuguese.

Requirements and Grading:
The course will be a combination of lectures, seminars, films, and other activities. Each student will complete the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings exercises (40 @ 5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>and 14</td>
<td>8</td>
</tr>
<tr>
<td>Map exercise</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>First reaction paper on Tropical Versailles</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Second reaction paper on Vassouras/Revolt</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
Course grades will be based on percentages of the following scale: 100-90= A; 89-86= B+; 85-80= B; 79-76= C+; 75-70= C; 69-60= D; less than 60= F.

The reading exercises are intended to stimulate discussion. Students should prepare for these by first reading all the assigned readings for that day and being prepared to discuss them. Those absent on discussion days will not receive any points, nor is it possible to make up or repeat discussion sessions. Students who attend but say nothing will receive one point. If these discussion sessions do not stimulate discussion, I will substitute them with written quizzes.

Late assignments lose 5 points for each day late. Each student will write a ten page (double-spaced) research paper on a topic, which he/she will select in discussion with the professor. Your paper must be original research and can include no more than two sources available exclusively on the Internet. Papers should have a minimum of 10 sources other than readings assigned for class, at least 6 articles from academic journals and a minimum of 4 books. This is the minimum (i.e. a C- or D paper).

This is a three hundred-level course in history. This class will require a lot of reading, thinking (I hope), and writing. If you are unprepared for this or otherwise do not have the time for a class with several required texts, there is a simple solution: drop the class.

Attendance Policy:

We meet only twice a week and the material in this course will span two centuries of Brazilian history, a country that occupies half the continent of South America. Therefore, your attendance at each session is important. I cover material in class that is not in any of your texts. I do not take attendance. Some students have misinterpreted this policy as "I do not care about attendance." That is not correct. What this policy means is that is a college (not high school); you are adults (not children) and can make your own decisions and live with the consequences. If you wish to pay for this class and not attend it, that is your business. I strongly urge you to attend class. There is a direct and obvious link between attendance and grades. Please do not call me or the History Department secretaries to say that you will be absent on a given day. I have over 100 students each semester and cannot handle the telephone calls. There are no excused absences from this class. There is no need or purpose in calling.

You are responsible for all the material in the readings, what is presented in each lecture, and for meeting all deadlines, whether you attend class or not.
Required materials in the College of Charleston Bookstore, at University Books (on King Street) and available on the Internet. All books, including the materials in the photocopy packet, are also on reserve in the library so you do not have to buy any or all of these if you do not wish to.

1. Student Project Map of South America
   This is the main text for the class. It is a standard history of modern Brazil written by a distinguished specialist of 19th century Brazil. It is one of the few general histories in English. We will use this text during the entire semester.
   This is a collection of very short readings that we will use for discussion sessions all semester.
   This is a great new study of the beginnings of independence in Brazil. We will use it at the beginning of the semester.
   You will need to read, discuss, write a critique, and link with your other readings either 5a. Stein, Stanley. Vassouras: A Coffee County in Brazil  
   or
5b. Reis, João José. Slave Rebellion in Brazil.

Course Schedule

This schedule is subject to change due to unforeseen circumstances, such as flooding, storms, unavailable films, etc.

1. W 12 January. First Day of Class. Introductions and course expectations. Map assigned, see p. 6 of this syllabus for details.

   Unit 1: The Colonial Legacy and Independence.
   Reading for this unit (97 pp.): Burns, History of Brazil, chapters 1 and 2. Begin reading Schultz, Tropical Versailles, pp. 1-67.

   Please be sure to bring Brazilian Mosaic to class. For this and all discussion exercise days, you should read and prepare all the readings, not just the one assigned to you. Bring questions/issues to discuss and ask of the others.
   Burns, History of Brazil, chapter 1
   Burns, History of Brazil chapter 2

Brazilian Mosaic, article 1
Brazilian Mosaic, article 2
Brazilian Mosaic, article 3
Brazilian Mosaic, article 4
Brazilian Mosaic, article 5
Brazilian Mosaic, article 6

4. W 26 January. Unit 2: The Empire of Brazil and The Neo-Colonial Nineteenth Century. Readings for this unit: Burns, History of Brazil, Chapters 3 and 4; Schultz, Tropical Versailles, pp. 67-276.


6. W 2 February. Exercise #2: Please be sure to bring Brazilian Mosaic to class.
Burns, History of Brazil, chapter 3

Burns, History of Brazil, chapter 4

Brazilian Mosaic, article 7
Brazilian Mosaic, article 8
Brazilian Mosaic, article 9
Brazilian Mosaic, article 10
Brazilian Mosaic, article 11
Brazilian Mosaic, article 12
Brazilian Mosaic, article 13
Brazilian Mosaic, article 14
Brazilian Mosaic, article 15
Brazilian Mosaic, article 16
Brazilian Mosaic, article 17
Reaction paper on Tropical Versailles due.

7. M 7 February. Unit 3: The End of Slavery; Immigration; The First Republic. Reading for this unit: Burns, History of Brazil, chapters 5 and 6. Select either Reis, Slave Revolt or Stein, Vassouras.

8. W 9 February
Burns, History of Brazil, chapter 5

Burns, History of Brazil, chapter 6

Brazilian Mosaic, article 18
Brazilian Mosaic, article 19
Brazilian Mosaic, article 20
Brazilian Mosaic, article 21
Brazilian Mosaic, article 22
Brazilian Mosaic, article 23
Brazilian Mosaic, article 24
Brazilian Mosaic, article 25
Brazilian Mosaic, article 26
Brazilian Mosaic, article 27
Brazilian Mosaic, article 28
Brazilian Mosaic, article 29
Brazilian Mosaic, article 30
Brazilian Mosaic, article 31
Reaction paper due on Vassouras or Slave Revolt.

9. M 14 February


14. W 2 March Last day of class. 
Burns, History of Brazil, chapter 7

Burns, History of Brazil, chapter 8

Burns, History of Brazil, chapter 9

Brazilian Mosaic, article 32
Brazilian Mosaic, article 33
Brazilian Mosaic, article 34
Brazilian Mosaic, article 35
Brazilian Mosaic, article 36
Brazilian Mosaic, article 37
Brazilian Mosaic, article 38
Brazilian Mosaic, article 39
Brazilian Mosaic, article 40
Brazilian Mosaic, article 41
Brazilian Mosaic, article 42
Brazilian Mosaic, article 43
Brazilian Mosaic, article 44

Research paper (2) due.

Final exam due no later than Friday March 4 at 6:45.

Terms for map exercise, Modern Brazil.

Political units outside Brazil, with their important cities:
French Guiana, Cayenne; Suriname, Paramaribo; Guyana, Georgetown; Venezuela, Caracas, Cuidad Bolívar; Colombia, Bogotá; Ecuador, Quito; Peru, Lima, Cuzco, Iquitos; Bolivia, La Paz; Chile; Paraguay, Asuncion, Cuidad del Este; Argentina, Buenos Aires; and Uruguay, Montevideo.

Regions 

States of Brazil, their capitals and any other important cities in each:
The North  Amapá  Macapa
Pará  Belém
Roraima  Boa Vista
Amazonas  Manaus
Acre  Rio Branco
Rondônia  Pôrto Velho

The Northeast  Maranhão  São Luis
Piauí  Teresina
Tocantins  Palmas
Ceará          Fortaleza
Rio Grande do Norte  Natal
Paraíba             João Pessoa
Pernambuco         Recife, Olinda
Alagoas            Maceió
Sergipe            Aracaju
Bahia              Salvador

The West
Goiás              Goiânia
Federal District   Brasília
Mato Grosso        Cuiaba
Mato Grosso do Sul  Campo Grande

Central-South
Minas Gerais       Belo Horizonte
Espírito Santo     Vitória
Rio da Janeiro     Rio de Janeiro,

Petrópolis,
Vassouras
São Paulo          São Paulo, Santos, Americana

The South
Paraná             Curitiba
Santa Catarina     Florianópolis
Rio Grande do Sul  Pôrto Alegre

Rivers: The Amazon and its major tributaries: Negro, Branco, Japurá, Juruá, Purus, Madeira, Aripuanã, Theodore Roosevelt, Tapajós, Xingu, and Tocantins; São Francisco; The Paraná and its major tributaries: Grande, Paraguay; Uruguay.

Other physical features: Rio de la Plata (bay), Lagoa dos Patos, Lagoa Mirim, Guiana Highlands, Amazon Basin, Brazilian Highlands, Mato Grosso Plateau.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Latin American and Caribbean Studies

Courses Covered by Signatures (please list all by acronym and number):

LACS 101, LACS 103, LACS 104, LACS 106, LACS

Approved contingent
Upon FLS statement
addition on syllabus

Signatures:

[Signature]
Department Chair /Program Director
Date: 3/2/16

[Signature]
Dean
Date: 3/2/16

[Signature]
Faculty Coordinator for General Education
Date: 3/23/16

[Signature]
Chair, General Education Committee
Date: 3/23/16

[Signature]
Faculty Senate Secretariat
Date

Approved
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Latin American and Caribbean Studies

Course Acronym, Number, and Title: LACS 101: Introduction to Latin American and Caribbean Studies

Category (Check only ONE)

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course provides an introduction to the study of Latin America and the Caribbean. It will address pertinent historical aspects related to its social, political, cultural and economic development, and then focus on relevant contemporary issues or topics affecting and transforming the Americas. Students will develop and demonstrate knowledge of contemporary Latin America and the Caribbean, its historical, sociopolitical, as well as cultural background. Students will demonstrate an understanding of the diversity and complexity of the Latin American and Caribbean regions. This course requires students to contextualize and analyze artifacts, practices, and perspectives relating to Latin America and the Caribbean in a final exam.
College of Charleston – Latin American and Caribbean Studies Program
LACS 101: Introduction to Latin American and Caribbean Studies

Course Description: This introductory interdisciplinary course is designed to provide a basic understanding of Latin America and the Caribbean. It will address pertinent historical aspects related to its social, political, cultural and economic development, and then focus on relevant contemporary issues or topics affecting and transforming the Americas. Topics include the Iberian conquest and colonialism, the struggle for independence and its aftermath, the phenomena of caudillismo and military dictatorships, revolutionary movements, the U.S. presence and intervention in the regions, the Indian communities, challenges of development, women’s role, cultural manifestations (esp. cinematic and literary expressions), etc. Class time will combine lectures and group discussions, and be supplemented by clips from videos and films.

Course Learning Outcome:

1. Students will develop and demonstrate knowledge of contemporary Latin America and the Caribbean, its historical, sociopolitical, as well as cultural background. Students will demonstrate an understanding of the diversity and complexity of the Latin American and Caribbean regions.

Measure 1 SLO1: Take home essay: students will complete a take home essay in which they analyze a cultural text and highlight the political context.

Measure 2 SLO1: Final exam: students demonstrate understanding of the context of a cultural text as well as knowledge of political context.

Humanities/General Education Student Learning Outcomes:

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in a critical analysis of the literary text “Graffiti” by Julio Cortazar (SLOs 1 & 2).

Foreign Language Alternative: This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. The primary focus of this course is to provide a more in-depth study of Latin America and the Caribbean. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in Latin America and the Caribbean.
FLA Learning Outcome 3:
Students will contextualize and analyze artifacts, practices, and perspectives from cultures in Chile. One of the assessed assignments will be a final exam.

Required Materials & Technology:
Film series “Americas” that accompany the text; film *The motorcycle diaries* (2004), by Walter Salles (all videos will be on reserve at the library)

Additional Critical Materials (OAKS)
Access to Oaks: Oaks is the classroom management system available via the College homepage. You are expected to check the site prior to each class. I will post homework (e.g. chapter questions, questions for videos screened in class, literary texts to be read and analyzed, etc.) as well as files providing details about assignments and tests (e.g., rubrics), etc. You will be expected to print some of those documents and bring them to class. If you have difficulty opening a document, please let me know immediately via your CofC e-mail account

E-mail: You are expected to check your CofC e-mail account prior to each class. This is the account I will use to communicate with you urgent course-related matters. This is also the only account you should use to communicate with me.

Honor Code: Cheating, coping or plagiarism in all of its forms will be penalized as a willful violation of the College of Charleston honor code. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Attendance: Attendance is essential to any college class. Students will be responsible for the contents and assignment for each class missed. You may miss 2 classes without penalty and no excuses required. However, on your third absence your final grade will be lowered by 5 points. On the fourth absence the student will be automatically dropped from the class *please note that 3 absences are the maximum for this class even if they have been excused*. In the event of an emergency that will prevent you from attending several classes, you must communicate with the instructor as soon as possible (no later than 48 hours after the event). Class will begin on time and you are expected to be in class on time. It is understandable that you might arrive late once during the semester, but after that every two late arrivals (or leaving class early) will be counted as an absence.

Class Preparation and Participation: Class participation is a vital component of this course. You are expected to bring your text and other reading materials assigned for the day. More importantly, you are expected to complete all the readings and related
written assignments prior to class. You should think about the readings critically in preparation for class discussions, homework, and exams. To prepare for the class discussions, you should create your own outline of each chapter and identify the major concepts and important terms. Effective class participation involves solid listening and analytical skills, the ability to relate assigned readings to the discussion, formulating probing questions, and demonstrating a willingness to test new ideas. For your participation to be informed you must have read closely the material and reflected upon it. You cannot participate effectively if you do not keep up with the assignments.

No laptops or tablets are permitted in this course (unless you receive permission from instructor for special circumstances). As a common courtesy to your professor and fellow students please silence and put out of sight cell phones at the beginning of class. Text messaging is not permitted and will be penalized as if an absence (no exceptions). No food is allowed in the class (drinks are fine) and please take care of your personal necessities before class, i.e. it is very disruptive when students get up during the class. Respect for fellow students and the professor is part of the participation grade. Repeated absences, late arrivals, and texting will negatively affect your participation grade. Did you miss a class? It is your responsibility to contact the professor and to view the film in the library.

**Homework:** Students will be alphabetically divided into Groups A and B and alternately required to turn in questions based on the readings (textbook) and the videos/film (OAKS). Students are responsible for printing out questions and exercises, completing and handing them out on the days specified in the syllabus. When watching a video or film in class, students are responsible for bringing the assigned questions to class and completing them while or after watching the video. **No late homework** will be accepted except in exceptional cases.

**Take home Essay:** Students will complete a take home essay in which they analyze a cultural text and highlight the political context.

**Exams:** A Midterm and a Final Exam are scheduled in this course. Further information will be given later in the semester and via Oaks.

**Literary analysis** Students will write a critical analysis of the short story “Graffiti,” by Julio Cortázar. The analysis should focus on one specific aspect or topic relevant to the text. No critical bibliography may be used. The essay must be 1 ½-2 pages long and students must follow the following style format: Times New Roman, 12, double spaced. Further information on OAKS.

**Country Portfolio Project (Newspaper)** The goal of the final project is to learn more in-depth information as well as keep you familiar with current events in a specific Latin America or
Journal: Caribbean country. First, each student will be assigned a country in Latin America or the Caribbean. Students are required to keep a newspaper journal related to their country throughout the semester and must identify four current major issues in this country (one per article for a total of four articles) and write 4 journal entries (one per article): guidelines to be found in OAKS. Students will submit their portfolio information by installments (see deadlines in schedule). Second, you will present your findings in a short PowerPoint Presentation (5% of the Final project grade) at the end of the semester. Lastly students will take notes on all presentations. There will be a section on the final exam dedicated to the presentations. Guidelines and rubrics on the country portfolio project are available in OAKS.

Grading:

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparation &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
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<tr>
<td>Take home essay</td>
<td>5%</td>
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<tr>
<td>Midterm exam</td>
<td>15%</td>
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<tr>
<td>Literary analysis</td>
<td>5%</td>
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<tr>
<td>Country Portfolio Project: oral presentation is 5% of</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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Grading Scale:

<table>
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<tr>
<th>Score Range</th>
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<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
<td>B</td>
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<td>66-68</td>
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<td>64 or below</td>
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Disability Statement: Students who have a documented disability and have been approved to receive accommodations through the center for Disability Services (Lightsey Center Room#104, phone # 953-1434) are asked to approach me about it no later than the second week of class. If you are entitled to take tests at their testing center, you must provide me with the relevant paperwork at least one week in advance, and I expect you to take the test on the same day as your classmates.

Class Distribution Schedule Spring 2016

Disclaimer: Please note that the following calendar of material is tentative and subject to change on account of unforeseen circumstances (such as weather disruptions), and to better respond to students’ needs and interests and significant current events. Your flexibility is greatly appreciated!
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 7</th>
<th>Thu - Introduction to the class – Syllabus/A first look at Latin America and the Caribbean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Jan. 12, 14</td>
<td><strong>No class:</strong> Watch Film: <em>The Motorcycle Diaries</em> (2004) by Walter Salles, print out and answer film questions (Oaks) and turn in assignment on Jan 19.</td>
</tr>
</tbody>
</table>
| Week 3 | Jan. 19, 21 | **Tue** – Discussion of film *The Motorcycle Diaries* (2004) by Walter Salles. **Turn in film questions (all students)**  
**Thu** - Chapter 1: A View from the South: **Group A turns in questions for Chapter 1** |
| Week 4 | Jan. 26, 28 | **Tue** - Chapter 2: Legacies of Empire (colonial period): **Group B turns in questions for Chapter 2**  
**Thu** - Chapter 2: Legacies of Empire: Discussion of world changes due to the colonization of the Americas |
| Week 5 | Feb. 2, 4 | **Tue** – Chapter 2: Legacies of Empire: Causes, Influences and Effects of Independence: Conflict Nation vs. State - Discussion of essay excerpt “Our America” by José Martí (OAKS).  
**Thu** - Discussion of essay excerpt “Our America” by José Martí (OAKS) (continuation): **Take home essay based on critical analysis of “Our America” excerpt due (all students)** |
| Week 6 | Feb. 9, 11 | **Tue** – Caudillismos: The Birth of Dictatorships in Latin America (PowerPoint Pres. on OAKS)  
**Thu** – Chapter 4: A Second Independence? – **Group A turns in Chapter 4 Questions**  
Video “Americas – The Garden of Forking Paths” (print out and bring questions to answer while watching in class) |
| Week 7 | Feb. 16, 18 | **Tue** – Chapter 4: A Second Independence? (Argentina and Peron) Class discussion  
**Thu** – Chapter 6: Continent on the Move (pp. 237-241) – **Group B turns in Questions for Chapter 6**  
Video “Maquilapolis: City of Factories” (print out and bring questions) |
| Week 8 | Feb. 23, 25 | **Tue** – Review for Midterm Exam - **Two Journals Due**  
**Thu** – Midterm Exam |
| Week 9 | Mar. 1, 3 | **Tue** – Chapter 7: Children of the Sun (Indigenous populations) – **Group A turns in Questions for Chapter 7**  
Video “Americas – Mirrors of the Heart” (part 4 Indigenous Populations) (print out and bring questions) |
Thu – Chapter 7: Children of the Sun

Week 11  Mar. 8, 10

Spring break

Week 12  Mar. 15, 17

Tue – Chapter 9 – In Women’s Hands – Group B turns in Questions for Chapter 9 /Video “Americas: In Women’s Hands”

Thu – Chapter 9 – Discussion of Chile’s recent political and economic history: Authoritarianism and Neoliberalism

(March 18 is the last day to withdraw class with a “W”)

Week 13  Mar. 22, 24

Tue – Chapter 11: The Magic and the Real (pp. 420-444) – Introduction to Julio Cortázar and his short story “Graffiti”

Thu – Chapter 11: The Magic and the Real - Discussion of short story “Graffiti” by Julio Cortázar (OAKS) Turn in critical analysis of “Graffiti”

Week 14  Mar. 29, 31

Tue – Chapter 11: The Magic and the Real – Painting and Music

Thu – Presentations

Week 15  April 5, 7

Tue – Presentations

Thu – Presentations

Week 16  April 12, 14

Tue – Presentations

Thu – Presentations

Week 17  April 19, 21

Tue - Presentations

Thu - Review for Final Exam/Complete Country Portfolio Project Due

Final Exam – Thursday, April 28: 12-3pm *our classroom
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Latin American and Caribbean Studies

Course Acronym, Number, and Title: LACS 103: Introduction to Contemporary Cuba

Category (Check only ONE )

1  The Role of Language in Culture
2  Global and Cultural Awareness
X  3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program
learning outcome for the category selected. Be specific by including relevant course content or
assignments related to the learning outcome (you may attach a separate sheet):

This course examines 20th and 21st century Cuba, its civilization and culture (Cuban history, Cuban people
and society, food and drink, art and entertainment, religion, etc). Students will demonstrate an
understanding of the diversity and complexity of the Cuban experience and reality. This course requires
students to contextualize and analyze artifacts, practices, and perspectives relating to Cuba in a journal.
LACS 103: INTRODUCTION TO CONTEMPORARY CUBA
Spring 2015 - CUBA PROGRAM

Packet: Selected articles on topics to be covered by lectures and visits.

TOPICS AND THEMES OF CONTEMPORARY CUBA COURSE

- Cuban History – Up to Independence
  Read:  Introduction
         First Cubans
         Early History of Cuba an Introduction
         Insurgent Cuba
         José Martí: ABrief Introduction
         Antonio Maceo
         Struggle for Cuban Independence and Identity
         Ten Year War
         Third and Final War for Cuban Independence from Spain
         The War for Cuban Independence

- Cuban History – After Independence
  Read:  Cuba in the 1950s
         Cuba in the 1960s
         Cuban Missile Crisis
         Mariel Boatlift
         Cuba between Reform and Revolution
         Raul Castro

- Democracy in Cuba
  Read: “On Cuban Democracy” Rafael Hernandez

- US and Cuba
  Read: “Wanted: A Logical Cuba Policy “ Wayne Smith
        “The Cuban Five and the U.S. War against Terror” Leonard Weinglass
        Cuba Poll

- Cuba: Music, Art and Film
  Read:  Music in Cuba
         Cuban Art
         Art and Cuba Now
         Cinema of Cuba

- Cuba’s Gay Community
  Read: “The Status of Gays in Cuba: Myth and Reality” Larry Oberg

- Cuba: Education and Health
  Read:  Education in Cuba
         Healthcare in Cuba
– Cuba: Food, Agriculture and Recreation
Read: Cuban Cuisine
“Going Against the Grain” Sinclair & Thompson
“Cuban Baseball” Bruce Brown

– Cuba: Religion
Read: Religion in Cuba
Just What is Santeria?

Course description and objectives: A study of 20th and 21st century Cuba, its civilization and culture (Cuban history, Cuban people and society, food and drink, art and entertainment, religion, etc).

Course Learning Outcome

Students will demonstrate an understanding of the diversity and complexity of the Cuban experience and reality.

Foreign Language Alternative Course: Category 3: Regions of the World

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. The primary focus of these courses is to provide more in-depth study of one country or one world region. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

FLA Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in Cuba. One of the assessed assignments will be a journal.

Course requirements:

Attendance: You are expected to attend all class meetings, study trips and excursions unless specifically excused by the instructor due to illness or other truly extenuating circumstances. Absences, late arrivals or early departures from class will not be tolerated.

Participation 30%: You are responsible for all the readings assigned on syllabus. Readings must be completed prior to class meetings. Class discussion and interaction depends on your degree of participation. You should be prepared to answer questions based on readings materials and relevant visits and to work in small groups. Also you will give informal presentations base on readings. If you do not read, prepare for class or actively participate during class meetings, your participation grade will be a 0.

Journal 30%: You will keep a journal and you will write an entry for each class period or excursion (unless I ask you not to do it). In this journal you will write about your reactions to your readings and visits. It would be a good idea to also write questions you may have, reflections, concerns about specific topics. Your participation in class will be easier if you write in your journals on a daily basis. You will hand in your journals to me at the start of each class.
meeting. I will not accept a journal written while in class. Journals will be evaluated every two weeks.

**Unannounced Quizzes 10%**: Based or reading material or assignment for that particular class period.

**Final Exam 30%**: It will consist of critical response short essays and/or questions of material read for class or covered in class. It may also include some identifications from readings.

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>CONTENTS</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 18/02</td>
<td>Cuban History. Brief geographic, historic and context introduction.</td>
<td>Humberto</td>
</tr>
<tr>
<td>Wednesday 25/02</td>
<td>Cuba: Sports development. Baseball a national passion</td>
<td>Humberto</td>
</tr>
<tr>
<td>Wednesday 25/02</td>
<td>Cuba: Food and Agriculture.</td>
<td>Humberto</td>
</tr>
<tr>
<td>Wednesday 4/03</td>
<td>Cuba: Food and Agriculture.</td>
<td>Humberto</td>
</tr>
<tr>
<td>Wednesday 4/03</td>
<td>Cuba: Music and culture</td>
<td>Humberto &amp; Frank Delgado</td>
</tr>
<tr>
<td>Wednesday 11/03</td>
<td>Cuba: Music and culture</td>
<td>Humberto &amp; Frank Delgado</td>
</tr>
<tr>
<td>Wednesday 11/03</td>
<td>Cuban Cinema</td>
<td>Humberto &amp; Luis Alberto García</td>
</tr>
<tr>
<td>Wednesday 18/03</td>
<td>Cuban Cinema</td>
<td>Humberto &amp; Luis Alberto García</td>
</tr>
<tr>
<td>Wednesday 25/03</td>
<td>Cuban Literature</td>
<td>Camila Valdés</td>
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<tr>
<td>Wednesday 1/04</td>
<td>Cuban Literature</td>
<td>Camila Valdés</td>
</tr>
<tr>
<td>Wednesday 8/04</td>
<td>Cuba: Religion and Culture. African backgrounds</td>
<td>Dra. Lázara Menéndez, Universidad de La Habana Humberto</td>
</tr>
<tr>
<td>Wednesday 8/04</td>
<td>Cuba: Religion and Culture. African backgrounds</td>
<td>Dra. Lázara Menéndez, Universidad de La Habana Humberto</td>
</tr>
<tr>
<td>Wednesday 15/04</td>
<td>The role of women in Cuban contemporary society</td>
<td>Yohanka León</td>
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<tr>
<td>Wednesday 15/04</td>
<td>The role of women in Cuban contemporary society</td>
<td>Georgina Alfonso</td>
</tr>
<tr>
<td>Wednesday 22/04</td>
<td>Cuba in the Americas and the world (Part 1, Latin America)</td>
<td>Alberto Pérez</td>
</tr>
<tr>
<td>Wednesday 22/04</td>
<td>Cuba in the Americas and the world (Part 2, programs of solidarity, Cuban presence in Africa and Asia)</td>
<td>Humberto</td>
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<tr>
<td></td>
<td>Last week - final paper will be due</td>
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</tbody>
</table>
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION COVER SHEET

**Department:** Latin American and Caribbean Studies

**Course Acronym, Number, and Title:** LACS 104: Introduction to Contemporary Chile

**Category (Check only ONE):**
- [X] 3 Regions of the World
- [ ] 1 The Role of Language in Culture
- [ ] 2 Global and Cultural Awareness

1) **Attach the Syllabus**

2) **Please describe** how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course provides an introduction to the main stages and problems of contemporary Chile, from early state building to the post-dictatorial democracy. Organized chronologically, the course will also look contextually after the most relevant expressions of Chilean arts —popular and otherwise. Special attention will be given to recent history of socio-political developments. Students will demonstrate an understanding of the diversity and complexity of Chilean History and Culture. This course requires students to contextualize and analyze artifacts, practices, and perspectives relating to Chile in a final paper.
COURSE PROGRAM

I. IDENTIFICATION

Program : COFC Semester Abroad in Chile
Course : Introduction to Contemporary Chile, 1820s – 1990.
Code : LACS104

II. DESCRIPTION

This class provides an introduction to the main stages and problems of contemporary Chile, from early state building to the post-dictatorial democracy. Organized chronologically, the course will also look contextually after the most relevant expressions of Chilean arts—popular and otherwise. Special attention will be given to recent history of socio-political developments.

III. OBJECTIVES

Latin American and Caribbean Studies students will demonstrate an understanding of the diversity and complexity of Chilean History.

IV. COURSE LEARNING OUTCOME

Students will demonstrate an understanding of the diversity and complexity of the Chilean experience and reality.

V. FOREIGN LANGUAGE ALTERNATIVE COURSE

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. The primary focus of these courses is to provide more in-depth study of Chile. Upon the completion of this course, students will
contextualize and analyze artifacts, practices, and perspectives from cultures in Chile.

**FLA Learning Outcome 3:** Students will contextualize and analyze artifacts, practices, and perspectives from cultures in Chile. One of the assessed assignments will be a final paper.

**VI. CONTENTS**
I. Chile in the XIXth Century. Construction and consolidation of a republic, 1820s to 1914.
II. The end of the oligarchic republic. 1915-1925
III. Dictatorship, modernization and complex democratic rule, 1926-1957.

**VII. METHODOLOGY**
Lectures delivered by Professor and Assistant.
Discussion of readings assigned for each week

**VIII. EVALUATION**
- Two reports (30 percent each; first report on week 5, comprising subjects treated in weeks 1 to 4; second on week 8 comprising subjects treated on weeks 5 to 7)
- Final paper (40 percent; to be delivered on week 11. Each student will choose a subject on week three and will elaborate paper under the guidance of Professor and Assistant)

**VII BIBLIOGRAPHY**


Plus selected weekly readings.

**VIII CODE OF ACADEMIC CONDUCT**

Plagiarism is the use of others’ words or ideas without acknowledging their source. As students, you are learning about other people’s ideas in your course texts, your instructors’ lectures, in-class discussions, and when doing your own research. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty. To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Additionally quotations of another person’s actual spoken or written words; or a close paraphrasing of another person’s spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations in quotation marks is required.

**IX CHRONOGRAM OF CLASSES**

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The aftermath of Independence, the legacy of colonial period and the construction of the Republic, 1820-1850.</td>
<td>Loveman, Chapter III</td>
</tr>
<tr>
<td>2</td>
<td>Consolidation of the nation-state, the political regime and the first stages of modernization, 1851-1879</td>
<td>Collier in Bethell; Loveman chapter V.</td>
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<tr>
<td>3</td>
<td>The “liberal republic”, the export economy and social change 1880-1900</td>
<td>Blakemore in Buthell Loveman VI.</td>
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<tr>
<td>4</td>
<td>Social strife and the crisis and eventual demise of the “liberal republic”, 1901-1929. The Centenary of the Republic and the literature of discontent</td>
<td>De Shazo, chapters I &amp; III; Albert, 233-239; 271-287</td>
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<tr>
<td>6</td>
<td>The 1929 crack: impact and consequences.</td>
<td>Ellsworth, chapter I;</td>
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<tr>
<td>Chapter</td>
<td>Topic</td>
<td>Reference</td>
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<td></td>
<td>Political and Cultural Redefinition the Chilean Identity.</td>
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<td>The ‘1938 Generation’</td>
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<td>New Intellectuals and the Cultural Life: Mandragora, Nicanor Parra,</td>
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<td>Gonzalo Rojas.</td>
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<td>The cold war in Chile.</td>
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<td>The rise of populism</td>
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<td>8</td>
<td>The Cuban Revolution the Alliance for Progress and their impact in</td>
<td>Flett III, 80-127, Loveman, 230-246, Angell in Bethell:</td>
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<td></td>
<td>Chile.</td>
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<td></td>
<td>Economic Reform and Social mobilization.</td>
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<td>Cultural movements in the 1960s: “La nueva canción”, theater,</td>
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<td>literature, “las peñas”.</td>
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<td>Painting: Roberto Matta and the Brigadas Ramona Parra</td>
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<tr>
<td>9</td>
<td>The Chilean Road to Socialism.</td>
<td>Loveman, 246-260 Collier &amp; Sater, 330-358</td>
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<tr>
<td></td>
<td>The long march of the Chilean left to power.</td>
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<td>The Allende government: reform or revolution.</td>
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<td>10</td>
<td>Life under the Dictatorship, 1937-1990.</td>
<td>Loveman, Chapter X Collier &amp; Sater, chapter XIII Letelier</td>
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<td>Repression and liberal economic reform.</td>
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<td>Week 11. Concertación III &amp; IV: Lagos, Bachelet, 2000-2010: the</td>
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<td>Identity Politics and the Latin American moment.</td>
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FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Latin American and Caribbean Studies

Course Acronym, Number, and Title: LACS 106: Introduction to Contemporary Argentina

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

_X_ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is designed to offer the student a basic familiarity with the political and socio economic structure of Argentina in the last decades, taking into account the changes that have taken place in its economy, society and culture. The analysis of Argentine economy will be conducted within the international context of this particular period and the events that took place during the last 50 years. This course requires students to contextualize and analyze artifacts, practices, and perspectives relating to Argentina in a final exam.
LACS 106 SYLLABUS

LACS 106: INTRODUCTION TO CONTEMPORARY ARGENTINA

Course General Objectives: This course is designed to offer the student a basic familiarity with the political and socio-economic structure of Argentina in the last decades, taking into account the changes that have taken place in its economy, society and culture. The analysis of Argentine economy will be conducted within the international context of this particular period and the events that took place during the last 50 years.

Course Structure:

1. Introduction: A review of Argentine history. Immigration, migration, and emigration in Argentina.

2. The legacy of Peronism. The military as political actors.


6. Argentina today: Neodevelopmental economics? Is the political and social agenda “populist”? The agribusiness boom and the asymmetrical growth. What is new in old political parties?

Learning Outcomes:

1. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.
2. Students will be able to recognize at different approaches to the study of historical and contemporary Argentinian political and economic development and compare and contrast them.
3. Students will be able to relate and analyze tensions in Argentina between popular political parties and the elites and their allies in the military, between nationalists and international interests.

Foreign Language Alternative Course:

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. The primary focus of these courses is to provide more in-depth study of
Argentina. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in Argentina.

FLA Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in Argentina. One of the assessed assignments will be a final exam.

COURSE CONTENT:

Unit 1: Independence and the making of the country. Political Parties in Argentina. The emergence of Peronism and the last dictatorship.

Objectives:
- Introduce the students to contemporary history of Argentina. Analyze the Independence process, the relevance of Buenos Aires and its relation with the other Argentine provinces (Federalism vs. Unitarianism).
- Analyze the organization of Argentina as a Federal Country and the role of immigration. Agricultural colonies and urban immigration: how did it change Buenos Aires Society? Internal migrations to the big cities as part of national industrialization.
- Allow the students to become acquainted of the origins of the political parties system and the relevance of the early Unión Cívica Radical UCR. Allow them to understand as well the relevance of Peronism in Argentina, analyzing popular vote, women’s vote and the importance of the unions in politics. The new alliances in Argentina: national entrepreneurs and peronist unions. Debate on the fall of Peronism: its legacy
- To analyze the takeover of the military and the consequences of the dictatorship between 1976 and 1983.

Content:
- Argentina’s Independence process. The aftermath: Federalists vs. Unitarians
- Agricultural colonies and urban immigration
- The origins of the political parties system.
- Relevance of the Peronist Party.
- Military dictatorship in Argentina
- War with Great Britain: The Malvinas/Falklands war.

Readings


Vacs, Aldo C. “Argentina” in Vanden, Harry; Prevost, Gary; Politics of Latin America: the power game, New York: Oxford University, 2009

Schumacher, Edgard. Argentina and Democracy. Foreign Affairs 1984
RESEARCH TRIP AND INTERVIEWS:

- Museo de los Inmigrantes
- Museo Eva Perón. The role of Eva Perón and the relevance of the Peronist Party in contemporary Argentina.


Optional activities: Popular Art in Buenos Aires
-Milongas and the history of Tango in Buenos Aires.

Unit 2: Argentina in the 80s: The restoration of Democracy, the debt crisis, economic stagnation and inflation.

Objectives:
- Allow the students to familiarize themselves with the Argentine reality in the 1980s and to interpret the events that developed within the general Latin-American and the Hemispheric context during this period.
- The students will be able to understand the relevance of foreign debt during this decade.
- Debate the way democratic restoration took place in South America during the 80’s.

Content:
- Argentina in the 80s:
- The debt crisis in Latin-America
- Restoration of democracy: Raul Alfonsín, the aftermath of military dictatorship.
- Economic stagnation and inflation: Description and consequences of the economic and political measures applied during this decade.
- Resolution of the Latin-American debt crisis; the Brady Plan.

Readings


Schumacher, Edgard. Argentina and Democracy. Foreign Affairs 1984

Unit 5: Argentina in the 1990s: The decade of the Economic Convertibility Plan, Neoliberal policies, growth and crisis.
Objectives:
- Students should understand the relationship of the policies applied in Argentina in relation to the main tenets of the Washington Consensus in place during this period.
- Recognize the objectives the Convertibility Plan tried to accomplish and the socioeconomic consequences of its implementation.

Content:
- Argentina in the 1990s:
- Creation of MERCOSUR customs union.
- The Washington Consensus “ten points” and the adoption of the same in Argentine economy during the 1990s.
- Argentina’s ties with the multilateral and international financial organizations.
- Recession in 1998: Analysis

Readings


SPECIAL FOCUS: Argentina’s international trade: Commercial Partners and the role of the SMEs in exports.

The students will be able to work with the latest indexes of the Argentina’s Export Chamber.

Unit 4: Argentina’s crisis: The end of the Economic Conversion Plan, devaluation and default. Political, social and economic crisis. The new political and social actors in Argentina.

Objectives:
- Students will study current events in the light of the 2001 crisis.

Content:
- The 2001 devaluation, Causes, description of political, social and economic circumstances
- Economic policy for the new millenium: the adoption of a flexible system of monetary exchange, the government’s intervention of the Argentina Central Bank, inflationary control and resolution of the long and pending economic debt.
- Reaction to the economic tenets and policies applied during the current period.
- General reflections on the immediate future.
Readings

**Corrales, Javier.** *The Political Toll of the Depression in Argentina.* Amherst College, July 2002.

**Feldstein, Martin.** *Argentina’s Fall*

**MOVIES:** “Memorias del Saqueo” (2004), dir. Pino Solanas.

**Unit 5: Argentina today: The new economy and the new model. Is the social agenda “populist”? The agribusiness boom and asymmetrical growth. What is new in old political parties? The regional ties: the creation of UNASUR.**

**Objectives:**
- Students will study the crisis aftermath and the economic and social policies developed in the last ten years. It will also be discussed the current situation of the country and the challenges for the next decades.

**Content:**
- The new economy and the new “model”: Growth and redistribution.
- Reaction to the economic tenets and policies applied during the current period.
- New political order? Kirchner’s presidency. Asymmetrical growth and the boom of commodities. Social agenda: why does the opposition call it “populist”?
- General reflections on the immediate future.
- General reflections on the creation of the UNASUR and its proposals.

**Readings**

**Levitsky, Steven and Murillo, Maria Victoria.** *Argentine: From Kirchner to Kirchner. Journal of democracy, Vol.19, April 2008*
COURSE METHODOLOGY AND EVALUATION
The students will have access to the required bibliography and all articles for each unit.

EVALUATION:

Readings: Students are expected to read the assigned readings prior to class meetings in order to participate in class discussion

Class discussion: In addition to general class discussion, students will be assigned a specific topic for which they will be responsible to conduct a class debate/discussion during the term.

Interviews: Different interviews will be hold during the course in relation with the course interests.

Evaluation: Two partial exams and other written assignments to be determined during the first week of class. Participation in class & interviews will also be part of the evaluation. A final exam will be taken during the last week. It will include all the topics debated during the course. One of the academic units includes a special focus topic and the students will have to produce a 5 pages research paper concerning the topic as well as their personal interests.

Format: Class will consist of lectures and class discussion. As part of class discussion, current events will be included as part of debates and discussion in class. Active participation is required of all students.

Attendance: Attendance is mandatory. Students will be only allowed up to two (2) absences.

Grade distribution:

<table>
<thead>
<tr>
<th>Participation in class</th>
<th>20%</th>
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<tr>
<td>Participation in interviews</td>
<td>10%</td>
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<tr>
<td>Special focus research</td>
<td>15%</td>
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<td>Partial Exams</td>
<td>30%</td>
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<td>Final Exam</td>
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Grades:

93-100% = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
68-69 = D+
66-67 = D
65 = D-
0-64 = F
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Latin American and Caribbean Studies

Course Acronym, Number, and Title: LACS 332: Latin American Society and Film

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_____ 2 Global and Cultural Awareness

___X___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course examines the portrayal of Latin America in film. We will analyze cinematic representations of race, class, gender, imperialism, religion, and power as well as stereotypes of Latin American politics and culture. Students will develop an understanding of Latin America’s historical trajectory through class lectures, assigned readings, and film content, but they will also learn how to analyze films and other primary sources as a way to understand the political and social contexts in which those sources were produced. This course requires students to contextualize and analyze artifacts, practices, and perspectives relating to Latin America in two papers.
College of Charleston
Latin American and Caribbean Studies
LACS 332: Latin American Society and Film

Themes and Objectives
This course examines the portrayal of Latin America in film. We will analyze cinematic representations of race, class, gender, imperialism, religion, and power as well as stereotypes of Latin American politics and culture. Students will develop an understanding of Latin America’s historical trajectory through class lectures, assigned readings, and film content, but they will also learn how to analyze films and other primary sources as a way to understand the political and social contexts in which those sources were produced.

Humanities Student Learning Outcomes to be assessed in the take-home final paper:
Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments

Foreign Language Alternative Course: Category 3: Regions of the World

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. The primary focus of these courses is to provide more in-depth study of one country or one world region. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region

Course Requirements
This course combines lecture with films, discussion, and other interactive assignments. The final grade will be based on course participation (30%), four quizzes (5% each), and two papers (25% each).

Participation: Consistent and thoughtful participation will determine a substantial part of your final grade. Participation opportunities may take the form of discussion, group activities, or in-class writing assignments. Absence from class precludes participation and has, therefore, an adverse effect on your grade. You cannot make up participation credit that you missed while absent, regardless of your reason for being absent. Absence Memos do not excuse your absence from class. If you do miss a class meeting you will be responsible for asking a classmate what you missed. Attendance will be taken during each class session. Because of the abbreviated nature of this course, three absences will result in an automatic F.

Quizzes: There will be four quizzes in this class. One of these, on May 20, will be a map quiz that will ask you to identify key regions, cities, and geographic features of modern Latin America on a map posted on OAKS. The other three will cover the assigned materials for that day and will not be announced in advance.
Papers: Students will write two 6-8 page papers that analyze how assigned films and readings reflect, respond to, or challenge the main themes discussed in class. The first paper, due May 22, should include a discussion of at least four films and relevant assigned readings from the first half of the class. The second paper, due May 31, should do the same for the second half of the class. Both papers must be uploaded to the course Dropbox on OAKS by 5pm on the due date and must be formatted accordingly: 1-inch margins, 12-point font, double-spaced (except for the header - name, course, which should be single-spaced), page numbers, saved as a .doc, .docx, or .pdf file. I will deduct points from papers that do not follow these guidelines and that do not meet the minimum page requirement. Hard copies will not be accepted unless you made arrangements with me prior to the due date. Late papers will not be accepted unless you made arrangements with me prior to the due date or you have documentation for a medical emergency that prevented you from completing the paper on time.

A note on plagiarism: You may not represent the words or ideas of another as your own - intentionally or unintentionally. All cases of plagiarism will be reported to the Honor Board where they may suffer consequences ranging from a zero on the assignment to expulsion from the university depending on the severity of the offense. If you have any questions about how to avoid plagiarism or how to properly cite sources, please come discuss this during my office hours.

Electronics Policy
All laptops, cell phones, ipods (or equivalent), tablets, and other electronic devices must be turned off during the class period.

Grading Scale
A: 94-100
A: 90-93
B+: 87-89
B: 84-86
B: 80-83
C+: 77-79
C: 74-76
C: 70-73
D+: 67-69
D: 64-66
D: 60-63
F: 0-59

Assigned Readings and Filmography
All assigned readings will be posted on OAKS under “Content.” The readings listed for each class should be completed by the beginning of that class.
Films:
1492
Apocalypto
Burn (Queimada)
The Mission
Viva Zapata
I Am Cuba (Soy Cuba)
Herod’s Law (La ley de Herodes)
Machuca
The Official Story (La historia oficial)
The Waiting List (Lista de espera)
Even the Rain (También la lluvia)

Note: Many of these films depict violence, racism, adult language, sex, and nudity. If you are easily offended by any of these, please do not take this course. None of the above can be an excuse for not attending class or not completing an assignment.

All assessments in this class will be based on the above films, texts, and lecture. However, for those students who would like to supplement the assigned readings with a traditional textbook, I recommend the following, which is available on reserve in the library:

Course Schedule and Assigned Readings

May 15

Introduction/Politics of the Quincentennial
Film: 1492

May 16

Empires in Decline: The Maya as Parable
Film: Apocalypto

May 17

Imperialism and Struggles for Liberation
Office hours: one hour immediately following class
Film: Burn
May 20  
*Map Quiz*
Liberation Theology
Film: The Mission

May 21  
Foreign Interpretations of Latin American Revolutions
Films: Viva Zapata and excerpts from I Am Cuba

May 22  
First Paper Due in OAKS Dropbox by 5pm
Office hours: 10-12

May 23  
Legacies of the Mexican Revolution
Film: Herod’s Law

May 24  
Legacies of the Cuban Revolution
Office hours: one hour immediately following class
Film: The Waiting List

May 27  
Memorial Day - No Class

May 28  
Dirty Wars and Class I
Film: Machuca

May 29  
Dirty Wars and Class II
Film: The Official Story

**May 30**

**Latin America and the Neoliberal Era**

*Office hours: one hour immediately following class*

Film: *Even the Rain*


**May 31**

**Final Paper Due in OAKS Dropbox by 5pm**
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Hispanic Studies

Courses Covered by Signatures (please list all by acronym and number):

LTSP-250  Not approved
LTSP 252
LTSP 450  Not approved

LTPO 150
LTPO 250  Not approved
LTPO 270
LTPO 280
LTPO 350
LTPO 450

Signatures:

[Signatures with dates: 3/2/16, 3/2/16, 3/2/16, 3/2/16]

Department Chair / Program Director  Date
Dean  Date
Faculty Coordinator for General Education  Date
Chair, General Education Committee  Date

Faculty Senate Secretariat  Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Hispanic Studies

Course Acronym, Number, and Title:
LTPO 150, Portuguese Literature in Translation

Category (Check only ONE )
______ 1 The Role of Language in Culture
______ 2 Global and Cultural Awareness
X ___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course will provide an overview of how Brazilian Amazon literature portrays the complex identity, loss of identity, and traditions of Brazilian and indigenous peoples of the rain forest; this course will also explain the fate of these peoples during and after the conquest of Brazil. The works studied will reflect cohesive themes that are both specific to Brazil while also connecting universally, particular with students’ contemporary U.S. cultures.
1. Goals and objectives
The goals of LTPO 150 are to provide an overview of how Brazilian Amazon literature portrays the complex identity, loss of identity and traditions of Brazilian and indigenous peoples of the rain forest, and to explain what happened to these peoples during and after the conquest of Brazil.

The objectives are to discuss questions about the representation of the tropics and the place of “regionalist” fiction in contemporary Brazilian literature. Students will be able to obtain a coherent point of entry for broader esthetic and other questions surrounding images of tropical places in general and the Amazon in particular. The two novel’s simultaneous focus on the Amazon and literary sophistication raises the question of just what the terms “regionalist fiction” and “popular tradition” have come to mean for Brazilian writers at the beginning of the twenty-first century.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

2. Description of the classes
Students will meet three times two-hour duration each time before the trip itself. During the trip, class will meet on a regular basis from 10:00-11:00AM. In addition to regular time, students will go on field trips, attend folkloric events, visit cultural centers, museums and historic sites linked to the topics, all encompassing a minimum of four more hours daily. Students are expected to read materials provided by the instructor in order to be able to discuss the subjects during the trip. Expect some materials to overlap with LACS 105 because of the interdisciplinary nature of LACS and LTPO. Students must read *Mayra* written by Darcy Ribeiro, *The Brothers* written by Milton Hatoum, and the course packet, before the trip. Specific visits to Museum of the Indian in Manaus, to the Federal University of Amazon, and the Federal University of Pará. The four-day long excursion by boat will add two more hours to the class per day in afternoon. The total number of hours will be 60 hours for this class.
3. Course Content: Topics for readings and discussions
In this class students will answer three questions: (1) In which ways has the formation of a national Brazilian identity been portrayed in the literature? (2) What are some of the most expressive Brazilian writers to focus on issues such as indigenous peoples of Brazil, inequalities, religious beliefs, and regional aspects in their writings? How have these writers have become the voice for the voiceless?

3.1. Main Topics: Literature and Society
- The Movement Anthropophagic
- Regionalist Literature
- Indigenous peoples portrayed in Brazilian literature

3.2. Overview of Brazilian society across the centuries
- Timeline of historical events: the Jesuits, the Portuguese, the Africans, and the Europeans
- An analysis of Pero Vaz de Caminha, Anchieta, Santa Rita Durão, Basílio da Gama, José de Alencar, Mário de Andrade and Ribeiro: how have these authors portrayed the Brazilian indigenous peoples in literature?

3.3. Overview of Brazilian society: a regional outlook
- Modernists of São Paulo: Reading: Macunaíma, Mário de Andrade (Carybé’s edition)
- Tales of the Amazon: botoos, poverty, and superstitions. Reading: Excerpts of The Dance of the dolphins, Candace Slater
- The indigenous peoples of Brazil. Reading: Excerpts of Vieira, Alencar, and Ribeiro

3.4. Overview of Brazil: the pyramid of power in Brazil
- The Amazon contribution to the world. Wilderness. Inequality. The future of the Amazon.

4. Tasks and Assignments for LTPO 150:
Students of this program will have tasks and assignments prior to the trip, and throughout the trip as well. A brief essay is expected from the students upon their return to the U.S.

Classes start before the trip

4.1. Student’s assignments before leaving the U.S.:
- Come to orientation meetings with the Director (LACS overlap)
- Read “Brazil Guide,” prepared by the director of the program (LACS overlap)
- Read “Literature and Society Reader,” prepared by the director of the program (LACS overlap)
- Start reading the book assigned for this course
• Three meetings of two hours duration each, in order to check the status of the students’ reading assignments. Interpretation of the readings (not discussions). Suggested day & time: Wednesdays 2-4.

4.2. Student’s assignments/tasks throughout the trip
• Meetings in the morning, on a regular basis, or at designated times, where we will discuss the readings of the course.
• Group discussions
• Visits to museums, historic sites, and cultural centers included in the itinerary, as a group. Field trips and lectures will be linked to the readings.
• Daily summary of the reading/discussion of the day (What is the author saying? How do you compare readings and real life? Do you agree with the author?, etc)
• Daily summary must be turned in everyday. Instructor will check/sign the summaries on a daily basis, at the meetings, or at designated times if necessary.
• The instructor will collect summaries on a daily basis, at the meetings.
• Students leave the daily summary with the director, at the end of the trip
• Interview with students on an individual basis. Students need to demonstrate knowledge of the readings and topics discussed during the trip. This is equivalent of a final oral exam.

Note: If, by any reason, the final oral individual interview does not take place, written questions will be given to students.

4.3. Student’s assignment after their arrival to the U.S.:
(Essay: “Portraying demoralized populations deprived of their traditions and identity” – 4-5 pages). How have the indigenous peoples of Brazil been portrayed in literature? Why? What can you tell about the lost of identity by the indigenous peoples? What images surrounding the tropical jungle you had that were demystified? How do you compare the readings with the real experience of visiting the Amazon? Cite short passages from the books for your comparisons. Due two weeks upon the student’s arrival in the U.S. either in the instructor’s mailbox or by e-mail (not as an attachment).

Note 1: Late essays will not receive full credit. For each day of delay 10% will be taken out. Students are responsible to make sure that the instructor was able to open the attachment.

Note 2: Students must abide with the Honor Code of the College of Charleston, in terms of cheating and plagiarizing. ANY assignment will be given a zero for cheating or plagiarizing and students will be reported to the Office of Student Affairs

5. Grade components
5.1. Readings before the trip: 15%
5.2. Participation: 20%
5.3. Final individual discussion: 15%
5.4. Daily questions: 35%
5.5. Essay: 15%
(By participation, it is understood to read the material prior to the meetings, to come to meetings prepared to answer questions pertinent to the readings, to have a critical mind when making questions and/or answering them; and to contribute/enrich to the development of the class)

Daily questions may become a written assignment for after the trip, if necessary.

6. Grading scale:

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 69
- D: 66-68
- D-: 65
- F: Below 65

7. Materials


7.3. A course packet with chapters or parts of a chapter with a chronological overview of the native in Brazilian literature including the following authors and/or books:

- Andrade, Mário. *Macunaíma*, illustrated by Caribé
- Alencar, José de. *Iracema*, illustrated by Anita Malfatti
Department: Hispanic Studies

Course Acronym, Number, and Title:
LTPO 270, Studies in Brazilian Film

Category (Check only ONE )

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course will examine Brazil’s society, landscape, culture and art as reflected in literature and film. The works studied will reflect cohesive themes that are both specific to Brazil while also connecting universally, particular with students’ contemporary U.S. cultures.
Fall 2014

LTPO 270: Brazilian Cinema
FYE-Visions of Brazil

Literature in Translation of Portuguese – Brazilian Studies Through Film

General Education Student Learning Outcomes. This course meets the following General Education requirements for Humanities:

1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. 

These two outcomes will be assessed in the final exam (15%)

First Year Experience Learning Outcomes. This course meets the following FYE requirements:

Learning Objective 1: By the completion of the First-Year Experience, a student will be able to Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Learning Objective 2: By the completion of the First-Year Experience, a student will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; evaluate the relevance, quality, and appropriateness of different sources of information; recognize and classify the information contained within a bibliographic citation; access and use information ethically and legally

Learning Objective 3: Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion of the first-year, a student will be able to use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences

Goals: LTPO 270 is a class on Brazilian studies that focuses on books and films based on literary works by the most important Brazilian authors. The class seeks to examine, understand and appreciate Brazil’s society, landscape, culture, and art reflected in literature and in film, and will also function to compare American and Brazilian societies and values. After completion of LTPO 270 students will be familiar with some of the most important Brazilian authors. The films seek to expose important socio-cultural themes and elements of Brazilian society.

Objectives:

- To examine, understand and appreciate Brazil’s society, landscape, culture, and art reflected in literature and in film;
To obtain an intellectual participation from the students, responding to the challenges with thought and feeling, and perceiving universal values;
To understand the how and why Brazilian cinema differs from American cinema;
To develop effective reading, writing and speech;
To use appropriate critical thinking skills and problem-solving techniques in a variety of contexts;
To understand the goals of liberal arts and sciences education and the core values of College of Charleston;
To understand and respect the values of academic integrity, including the College Honor Code;
To use effective skills and strategies for working collaboratively;
To engage constructively in the College and local communities;

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

General Rules for LTPO 270

1. Description: In this class students are required to come to class, watch the films and / or part of documentaries, and actively participate in discussion afterwards. Discussions will be in small groups, panels, or open forums, following each film. Some films may be shown outside the classroom. Two novels (biographies) are required. Students are expected to read materials outside of the classroom, such as information on the books, the authors’ biographies, and articles on Brazilian cinema and directors. After each film, students need to either answer a few questions or write some questions on each film, or write a personal reflection. The quality of your comments will determine your grade. Be reflective and use your critical thinking skills. This class will be in English. Films are in Portuguese with English subtitles. In summary, attendance and completion of the assignments are essential to your final grade. A student may fail in this class because of poor attendance and/or not completion of assignments.

2. Requirements: Readings before watching the films, active participation, attendance, questions / answers / or reactions to each film, one short presentation, one in-class essay based on Kolker’s article and the films watched this semester; one exam (comprehensive and narrative questions) on Morley’s book and one exam on Morais’. Final exam will be based on Morais’.

3. Attendance: Attendance and class participation are crucial for any successful class. Attendance is one of the most fundamental aspects of the class. Please note that you will not receive any points for coming to class, but you will lose points if you do not come or do not participate. You must sign a sign-in sheet every day. It is your responsibility to make sure that you have signed the sign-in sheet. In the third absence your final grade will be lowered by a letter grade (ex. “B-” to “B-”), and another letter will be lowered for each absence thereafter. After a total of six (06) absences (excused or non-excused) you will be dropped of this class.

4. Excuses: I expect you in class. If you miss a class, there will be penalties already mentioned in this syllabus (see items 3-7 in this section). If you miss a class for severe/serious illnesses, accidents, and deaths of close family members, you need to report it to me in writing,
accompanied by written documentation. I will be the person to ultimately decide if any absence can be excused or not.

5. **Reaction to the films:** After each film you must either answer or write a few questions related to the film, or write a paragraph, while still in class. If you miss the first part of the film you will receive half credit in your assignment. If you miss the second part of the film you will have a zero in that assignment.

6. **Presentation:** Each student will make a 10-minute presentation, with handouts for everyone in the class. The presentations will inform the class on historical, geographical, and/or cultural/political background information for each film. Students will sign up for topics in the first week of class (topics are included in a separate sheet). There will be no time for make-ups.

7. **Exams:** There will be two exams (essay-type): one based on the novel Helena Morley, another based on Kolker’s article (your critique on one or more films based on Kolker’s article). If you do not show up or any of the exams, you will automatically receive a zero for that exam.

8. **Final Exam:** The final exam (essay-type) will be based on Morais’ book and film. According to the College’s by-laws, any student who does not attend the final exam for a class must receive a failing grade for that class.

9. **Plagiarism:** The College of Charleston Honor Code will be strictly enforced regarding plagiarism: I value your thoughts and expect to hear and see them. Students involved in cheating or plagiarizing will automatically receive a zero in the assignment in question and will be reported to the Honor Board of the College of Charleston.

10. **SNAP students:** If you have a learning disability that needs special accommodations for the quizzes, midterm or the final exam you should consult the professor to make sure that this is the right class for you. Be aware that computers and other technologies are absolutely not allowed for reactions, exams, and final exam.

11. **Cell phones:** Students are not allowed to any electronic devices in this class. Turn them off when class starts. If you insist in using the phone or receiving phone calls during classes you will be penalized in your grade. **For each time you are seen/heard using computers, cell phones, I-Pods, I-phones, blackberry, or any other electronic device, 2 points of your final grade will be taken out.** If you use a cellular phone during the exams and final exam you will be reported to the Office of Student Affairs, as a tentative of cheating.

12. **Extra-curricular activities:** In this class students will meet with the LTPO instructor and PORT 101 instructor several times during the semester. Activities include: a concert of Brazilian music; bi-weekly conversation table, one film, samba lessons, and a Brazilian party with typical Brazilian food and music. All activities are important ways to get involved with the Brazilian culture and interact with other students.

13. **Peer Facilitator:** FYS students are also assigned a peer facilitator. You will meet with Lorena González-Marrero (PF) each week, and it is part of the Port 101 and LPTO 270 classes. Meeting is part of your LTPO grade (5%). Points will be taken for each absence. On absence #4 will be withdraw from the FYE class.
14. **Required material:** All films needed for exams will be on reserve at the Library, after we watch them in class. All books for reference can be found in the World Cat and borrowed from other university libraries.

The books required for this class should be available at the CofC bookstore, or at **Luso-Brazilian books** [www.lusobraz.com](http://www.lusobraz.com) (or P. O. Box 170286 Brooklyn, NY 11217), OR **Brazilian books** [www.brazilianbooks.com](http://www.brazilianbooks.com) (or 1918 Harrison St. #208 Hollywood FL 33020 Tel. 954-921-6899 or 1800-305-0019) OR [www.amazon.com](http://www.amazon.com)

15. **Required books:**
Kolker, Robert. *The Altering Eye* (I will be sending this article by email)

**Supplementary Bibliography:**
- Ribeiro, Darcy: *The Brazilian People: The Formation and Meaning of Brazil*

16. **Grading (CofC scale):**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Film assignments: questions, answers, or reactions</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>5%</td>
<td>Peer Facilitator meetings</td>
<td>A-</td>
<td>C-</td>
</tr>
<tr>
<td>10%</td>
<td>Kolker’s paper</td>
<td>B+</td>
<td>D+</td>
</tr>
<tr>
<td>5%</td>
<td>Oral Presentation</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>10%</td>
<td>Participation</td>
<td>B-</td>
<td>D-</td>
</tr>
<tr>
<td>20%</td>
<td>Book 1-HM (5% quiz; 15% exam)</td>
<td>77-79:</td>
<td>Below 65:</td>
</tr>
<tr>
<td>20%</td>
<td>Book 2-FM (5% quiz; 15% final exam)*</td>
<td>80-82:</td>
<td>F</td>
</tr>
</tbody>
</table>

* GenEd assessment
### 17. Dates and Tentative Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>August 20, Wed</td>
<td>Introduction to class. Syllabus. Student’s information questionnaire.</td>
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<tr>
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<td></td>
<td>Topics for presentations. Introduction to Brazil. History and Geography</td>
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<td></td>
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<td>Political overview</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>August 25, Mon</td>
<td>The 1964 Coup d’état</td>
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<td></td>
<td><em>Four Days in September</em></td>
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<tr>
<td></td>
<td>August 27, Wed</td>
<td><em>Four Days in September</em></td>
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<tr>
<td></td>
<td></td>
<td>Reaction/discussion</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>September 1, Mon</td>
<td>Discussion: Kolker, Robert. <em>The Altering Eye</em></td>
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<td></td>
<td></td>
<td><a href="http://www.otal.umd.edu/~rkolker/AlteringEye/preface.html">http://www.otal.umd.edu/~rkolker/AlteringEye/preface.html</a></td>
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<tr>
<td></td>
<td>September 3, Wed</td>
<td>Research on the Northeast of Brazil (1900-1930)</td>
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<td>The Northeast and its drought areas, migratory process. Social injustice.</td>
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<td>The sugar cane cycle</td>
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<td></td>
<td></td>
<td>Cinema Novo (show parts of Deus e o Diabo na Terra do Sol)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>September 8, Mon</td>
<td><em>Behind the sun</em>, de Ismail Kadaré, direct. By Walter Salles, 2001</td>
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<tr>
<td></td>
<td>September 10, Wed</td>
<td><em>Behind the sun</em> (Discussion)</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>September 15, Mon</td>
<td><em>Orfeu</em></td>
</tr>
<tr>
<td></td>
<td>September 17, Wed</td>
<td><em>Orfeu</em></td>
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<tr>
<td><strong>Week 6</strong></td>
<td>September 22, Mon</td>
<td><em>The Oyster and the wind OR Cidade de Deus</em> (possibility)</td>
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<tr>
<td></td>
<td>September 24, Wed</td>
<td><em>The Oyster and the wind OR Cidade de Deus</em> (possibility)</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>September 29, Mon</td>
<td><em>Vida de menina</em> (book discussion)</td>
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<tr>
<td></td>
<td>October 1, Wed</td>
<td><em>Vida de menina</em></td>
</tr>
<tr>
<td>Week 8</td>
<td>October 6, Mon</td>
<td><em>Vida de menina</em> (Exam 1)</td>
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<tr>
<td></td>
<td>October 8, Wed</td>
<td><em>Casa de Areia</em> (contextual information)</td>
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<tr>
<td>Week 9</td>
<td>October 13, Mon</td>
<td><em>Casa de Areia</em></td>
</tr>
<tr>
<td></td>
<td>October 15, Wed</td>
<td><em>Casa de Areia</em> Salvador: Afro-Brazilians (the society, contributions, religions, &amp; Jorge Amado)</td>
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<tr>
<td>Week 10</td>
<td>October 20, Mon</td>
<td><em>Capitães da Areia</em></td>
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<tr>
<td></td>
<td>October 22, Wed</td>
<td><em>Capitães da Areia</em></td>
</tr>
<tr>
<td>Week 11</td>
<td>October 27, Mon</td>
<td>Exam 2: Kolker essay – in class <em>Oriundi</em> South (Immigration: Italians in Brazil)</td>
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<td></td>
<td>October 29, Wed</td>
<td><em>Oriundi</em></td>
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<tr>
<td>Week 12</td>
<td><strong>November 3, Mon</strong></td>
<td><strong>Fall Break!</strong></td>
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<tr>
<td></td>
<td>November 4, Wed</td>
<td>Research on Vargas period/ Estado Novo/ Luís Carlos Prestes (Start Olga)</td>
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<tr>
<td>Week 13</td>
<td>November 10, Mon</td>
<td><em>Olga</em></td>
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<tr>
<td></td>
<td>November 12, Mon</td>
<td><em>Olga</em></td>
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<tr>
<td>Week 14</td>
<td>November 17, Mon</td>
<td><em>Rio</em></td>
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<td></td>
<td>November 19, Wed</td>
<td><em>Rio</em></td>
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<tr>
<td>Week 15</td>
<td>November 24, Mon</td>
<td>Last possible day for presentations</td>
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<tr>
<td></td>
<td><strong>November 26, Wed</strong></td>
<td><strong>Thanksgiving Break!</strong></td>
</tr>
<tr>
<td>Week 16</td>
<td>December 1, Mon</td>
<td>Conference and review</td>
</tr>
<tr>
<td></td>
<td>December 3 12-3</td>
<td>Final exam (Exam based on Olga, by Morais) Please double check day and time</td>
</tr>
</tbody>
</table>
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Hispanic Studies

Course Acronym, Number, and Title:
LTPO 280, Studies in Brazilian Civilization and Culture through Literature

Category (Check only ONE)

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course will provide an overview of Brazilian civilization and culture in the context of its heritage and social development; it will develop students’ awareness and understanding of how Brazil’s ethnic, social, cultural, and economic background has contributed to its literature; it will enable students to understand and appreciate the rich and complex regional diversity of Brazilian culture today. The works studied will reflect cohesive themes that are both specific to Brazil while also connecting universally, particular with students’ contemporary U.S. cultures.
1. Goals and objectives
Through reading and discussion of selected literary works with an emphasis on their relationship to Brazilian civilization and culture, the objectives of LTPO 280 are:
(1) To provide an overview of Brazilian civilization and culture in the context of its heritage and social development. (2) To develop students’ awareness and understanding of how Brazil’s ethnic, social, cultural, and economic background has contributed to its literature (3) To enable students to understand and appreciate the rich and complex regional diversity of Brazilian culture today.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

2. Description of the classes
Class will meet three hours per week for lecture and discussion of contextually significant literary works. Students will read, discuss literary works, present a topic to the class, write an essay, and take exams.

3. Grade components
3.1. Participation: 10%
3.2. Midterm exam: 25%
3.3. One essay: 15%
3.4. Oral presentation: 15%
3.5 Final exam: 35%

4 Grading scale:
A: 93-100  B: 83-86  C: 73-76  D: 66-68
A-: 90-92   B-: 80-82  C-: 70-72  D-: 65
B+: 87-89   C+: 77-79  D+: 69   F: Below 65

5. Policies for LTPO 280
5.1. The Honor Code of the College of Charleston forbids cheating and plagiarism. Violations include any type of plagiarism and cheating on exams as well.

5.2. You will be assigned readings to be done outside the classroom in order to be prepared for class discussions. This outside work will be taken into consideration when evaluating your participation, as well as your attendance.

Regarding attendance, after the third absence your final grade will be lowered by a letter grade (Ex. B+ to B), and it will be lowered another letter for each following absence, and so on.

5.3. Assignments are on the syllabus. However, if you miss a class it is your responsibility to keep track of any new assignments.

5.4. Late assignments will not be accepted. No make-ups for exams.

6. Course Content: Topics for readings and discussions

In this class students will answer these questions: (1) In which ways has the formation of a national Brazilian identity been manifested in the arts in general and in literary works? (2) What are some of the most expressive Brazilian artists that focused on issues such as color, race, social inequalities, religious beliefs, and regional aspects in their art? How are they expressed? (3) What are the political and social issues manifested in Brazil’s cultural thoughts and expressions of the society? (4) What is the notion of sovereignty, nationalism and civil liberties expressed in Brazilian’s cultural behavior, customs, and literature?

Topics:

- Overview of Brazilian society: an ethnic, social, and cultural background.
- An in-depth statistical portrait of Brazil (Brazil, the country of contrasts and paradoxes: Old and young, rich and poor, rural and urban, profane and religious, mega cities and forests, illiteracy & technology)
- Literature and society
- Cultural behavior
- The Brazilian ‘Way’ (jeitinho)
- Brazilian women and politics
- The pyramid of power: Social inequality in Brazil
- Racial democracy and national identity
- Religions of Brazil (Catholicism and Afro-Brazilian religions)
- Religious beliefs, rituals, organizations, and institutions.
- The Arts (African traditions of Brazil: Capoeira, African-Brazilian rhythms, Samba, the soul of Brazil), Colonial Brazil, its Baroque architecture and economic Issues, Popular arts and festivities of the Northeast
- Television, string literature, alternative music, and society
- Popular tales, legends, and myths of Brazil

7. Materials
Required readings and bibliography:

7.1. **LTPO 280 Reader**
A reader with information on Brazil: literature, music, film, geography, race, African religions, socio-political issues, and arts (excerpts, chapters or parts of chapters)

7.2. Selected bibliography:

7.3. Recommended bibliography for research:


FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Hispanic Studies

Course Acronym, Number, and Title:
LTPO 350, Portuguese Literature in Translation: A Foreign Author

Category (Check only ONE)  
_____ 1 The Role of Language in Culture
_____ 2 Global and Cultural Awareness
___X___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course will study the works of a select author from Brazil and how the respective historical background has contributed to the diversity of the literature of focus; and also how literature portrays the diverse identity of Brazilian people and society. The works studied will reflect cohesive themes that are both specific to Brazil while also connecting universally, particular with students’ contemporary U.S. cultures.
Welcome to LTPO 350: Machado de Assis, Master of Brazilian Prose and Poetry! Machado was truly a master of literature and the Portuguese language, and this course will let us delve into his surprisingly modern world. After many years, Machado has been “discovered” outside of Brazil, and is becoming one of the most admired authors worldwide. His novels sound like they were written closer to 2001 than to 1885, and his irony, wit, and perceptive portrayals of his society make his writing a pleasure to read. We will read several short stories, two novels, and some poetry, along with critical articles—and you will have the chance to bring Machado’s writing to life for your classmates, so be ready to write and act!

Required Materials to Purchase (hard copies only—no kindle, etc.):

Required Materials available through CofC Addlestone Library [available online]:
- OXFORD ANTHOLOGY OF THE BRAZILIAN SHORT STORY, EDITED BY K. DAVID JACKSON. OXFORD UP, 2006. (E-BOOK)
- “THE RHETORIC OF JEALOUSY” BY ALFRED MAC ADAM, HISPANIC REVIEW, VOL. 67, NO. 1 (WINTER, 1999), PP. 51-62.

1. Goals: 1. Introduce students to one of the greatest Brazilian authors. 2. Examine critically philosophical and other theoretical issues concerning the nature of magnificent Assis’ literary production. 3. Analyze Assis’ repertoire in themselves and in relation to specific histories, values, languages, cultures, and time. 4. Engage critically in the discussions. 5) Prepare short presentations to be followed by questions and discussions.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

2. Class Description: We will study Machado’s writing in depth. (Short stories, novels, and some poetry). We'll also examine how scholars interpret his novels, and how/why he has become important on the ‘world literary scene.’
3. Requirements: Bring books/materials to class, having read carefully and taken notes! You will post a discussion question and your answer/thoughts the day before each class period (by noon, on OAKS). We will discuss these posts in class. Participate! Share your observations and analysis during each class session, in small groups and with the class. Each student will complete a solo presentation on a pre-approved topic (10 minutes per presentation). Also, in groups students will dramatize a short story and present it to the class, and then later dramatize a scene from one of the novels and act it out. Be present for tests and pop quizzes (there are no make-ups except in case of a documented emergency or if you discuss it with me in advance).

4. Attendance and Participation: Attendance and class participation are crucial! Do not miss more than two (2) class periods, and any additional absence will result in a 5% deduction from your final course grade. Please note that after a total of four (4) absences (excused or non-excused) you will be dropped from this class. (Exceptions in certain cases if all absences are excused). A sign-in sheet will be passed around at each class meeting. Your participation will be evaluated regularly on a scale of 1-5 and will include actively engaging in small-group and class-wide discussions, coming to class fully prepared to discuss the assigned material having prepared (written down) observations and questions, and actively seeking to understand the information presented. Be on time as well! 3 tardies=1 absence.

5. Presentations: Each student will present on a topic related to the literary texts under consideration. You can sign up for a slot during week one (the number of presentations will vary according to the total number of students. You should 1) prepare a handout for each class member, 2) prepare a visual aid (a power point presentation, a poster, a video, etc.) and 3) prepare a 10-minute presentation. More detailed information will be posted on OAKS.

6. Quizzes: There will be many pop quizzes throughout the semester on the readings. Missed quizzes cannot be made up except in case of emergency/pre-approved absence. The lowest quiz score will be dropped.

7. Exams: There will be one exams: a final exam. The final will be cumulative and will be held during the final exam period. The exams cannot be made up except in case of emergency/pre-approved absence.

8. Research paper: Students will complete a 5 page research paper due the last day of class at the beginning of class. No emailed papers or papers handed in by another person on your behalf will be accepted. You must be present to hand in the paper. The research paper must use at least 4 academic (critical) sources, and the topic must be approved in advance by the instructor via email or preferably during office hours. You can bring a draft to office hours. Any late research papers automatically receive 30% off and will not be accepted after the day of the final exam. Students should see the calendar (on OAKS) to check for due dates for the topic, thesis, and full draft. Each element contributes to students’ final participation grade. MLA style must be followed. More details will be posted on OAKS. We will have a session with our librarian, Steven Profit, to identify sources and talk about using the library in your research (see calendar).

9. Honor code. As a student at the College of Charleston, you have signed the Honor Code, and you will be expected to adhere to it in this class. Any suspected violations will be referred to the Judicial Board. Honor code violations include cheating on tests, copying other students’ homework, and presenting others’ work as your own. See http://studentaffairs.cofc.edu/honor-system/

10. Accommodations. The College of Charleston will make reasonable accommodations for persons with documented disabilities. The Center for Disability Services /SNAP Office is located on the first floor of the Lightsey Center, Suite 104. If you are approved for accommodations, notify your professor as soon as possible. If you think you need to be tested for SNAP intervention, talk to me asap.

11. Electronic Devices: You are not allowed to use any electronic devices (including cell phones, I-Pads, laptops, tablets) in the classroom once class begins EXCEPT on days when we use electronically available sources from the library. Using them at any other time will result in a 0 participation grade that day. Please plan on purchasing the two novels.

12. Grading (College of Charleston scale):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Pop Quizzes</td>
<td>93-100: A</td>
</tr>
<tr>
<td>25%</td>
<td>Final Exam</td>
<td>90-92: A-</td>
</tr>
<tr>
<td>20%</td>
<td>Research Paper</td>
<td>87-89: B+</td>
</tr>
<tr>
<td>10%</td>
<td>Oral Presentation</td>
<td>83-86: B</td>
</tr>
<tr>
<td>15%</td>
<td>Participation</td>
<td>80-82: B-</td>
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<td>73-76: C</td>
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<td></td>
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<td>70-72: C-</td>
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<td></td>
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<td>69: D+</td>
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<td></td>
<td></td>
<td>66-68: D</td>
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<tr>
<td></td>
<td></td>
<td>65: D-</td>
</tr>
</tbody>
</table>
| 1 | T | Introduction to Course: Machado de Assis | To complete before next class: READ:  
**INTRODUCTION: WORLD, WORLD VAST WORLD OF THE BRAZILIAN SHORT STORY** (3-22)  
**TROPICAL BELLE ÉPOQUE: 1880S-1921** (33-35)  
*both are available online through CofC library site, as all the short stories are.*  
POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS. THIS SHOULD BE DONE FOR EVERY CLASS PERIOD. |
| Th | Understanding the Brazilian literary scene and the short story genre | To complete before next class: READ: “JOAQUIM MARIA MACHADO DE ASSIS” (37-38) & “THE FORTUNE TELLER” (48-54) & “THE SECRET HEART” (68-74)  
POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS. |
| 2 | T | Discussion of “THE FORTUNE TELLER” (48-54) & “THE SECRET HEART” (68-74) | To complete before next class: READ: “THE NURSE” (61-67) & “A WOMAN’S ARM” (75-81) & “DONA PAULA” (82-88)  
POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS. |
| Th | Discussion of “THE NURSE” (61-67) & “A WOMAN’S ARM” (75-81) & “DONA PAULA” (82-89) | To complete before next class:  
To complete before next class: READ: “FATHER VERSUS MOTHER” (89-96) & “WALLOW, SWINE!” (97-100) & “THE SECRET HEART” (68-74)  
POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS. |
| 3 | T | STUDENT PRESENTATION #1 Discussion of “FATHER VERSUS MOTHER” (89-96) & “WALLOW, SWINE!” (97-100) & “THE SECRET HEART” (68-74) | To complete before next class: READ: “WEDDING SONG” (38-41) & “THE SIAMESE ACADEMIES” (42-47) & “LIFE” (55-60)  
POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS. |
<p>| Th | Discussion of “WEDDING SONG” (38-41) &amp; “THE SIAMESE ACADEMIES” (42-47) &amp; “LIFE” (55-60) | To complete before next class: FINALIZE STUDENT DRAMATIZATIONS |
| 4 | T | Presentation of student dramatizations of short stories INTRO to Dom Casmurro | To complete before next class: READ: FORWARD TO DOM CASMURRO BY ELIZABETH HARDWICK (XI-XXII) |</p>
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<tr>
<th>Day</th>
<th>Activity</th>
<th>Reading</th>
<th>Discussion Topic</th>
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<td>Th</td>
<td>Discussion of <em>FORWARD TO DOM CASMURRO</em> by Elizabeth Hardwick (XI-XXII) &amp; <em>DOM CASMURRO</em> (3-12)</td>
<td>- <em>DOM CASMURRO</em> (3-42)</td>
<td>POST: A DISCUSSION QUESTION/ANSWER ON OAKS BY 12 PM THE DAY BEFORE OUR NEXT CLASS.</td>
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<td>5</td>
<td>STUDENT PRESENTATION #2</td>
<td>Discussion of <em>DOM CASMURRO</em> (43-102)</td>
<td>To complete before next class:</td>
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<td>- <em>DOM CASMURRO</em> (103-162)</td>
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<td>Discussion of <em>DOM CASMURRO</em> (103-162)</td>
<td>To complete before next class:</td>
<td>READ:</td>
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<td>- <em>DOM CASMURRO</em> (163-212)</td>
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<td>6</td>
<td>Discussion of <em>DOM CASMURRO</em> (163-212)</td>
<td>To complete before next class:</td>
<td>READ:</td>
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<td>- <em>DOM CASMURRO</em> (213-262)</td>
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<td>7</td>
<td>Discussion of “THE RHETORIC OF JEALOUSY” by Alfred Mac Adam</td>
<td>To complete before next class:</td>
<td>COME WITH A TOPIC FOR YOUR RESEARCH PAPER. IDENTIFY TWO SOURCES IN ADDLESTONE LIBRARY YOU COULD USE AS SOURCES. BRING THEM OR A SHORT PARAGRAPH DESCRIBING THE CONTENT TO THE LIBRARY SESSION.</td>
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<td>STUDENT PRESENTATION #4</td>
<td>To complete before next class:</td>
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<td>8</td>
<td>T</td>
<td>Discussion of “A CLARIFICATION OF SOME ‘STRANGE’ CHAPTERS IN MACHADO’S ‘DOM CASMURRO’” BY DORIS J. TURNER</td>
<td>To complete before next class: Watch “Memoirs of Brás Cubas”</td>
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<td>Q/A SESSION</td>
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<td>9</td>
<td>T</td>
<td>FALL BREAK. NO CLASS.</td>
<td>READ: <em>ESAU AND JACOB</em>: “SERIES EDITORS’ GENERAL INTRODUCTION” BY JEAN FRANCO AND RICHARD GRAHAM &amp; “FOREWORD” BY DAIN BORGES</td>
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<td>Th</td>
<td>Introduction to <em>Esau and Jacob</em></td>
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<td>10</td>
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<td>STUDENT PRESENTATION #5</td>
<td>READ: <em>Esau and Jacob</em> (25-75)</td>
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<td>Discussion of <em>Esau and Jacob</em> (25-75)</td>
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<td>11</td>
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<td>Discussion of <em>Esau and Jacob</em> (76-120)</td>
<td>Reader: <em>Esau and Jacob</em> (121-165)</td>
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<td>12</td>
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<td>Discussion of <em>Esau and Jacob</em> (121-165)</td>
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<td>Discussion of <em>Esau and Jacob</em> (166-205) STUDENT PRESENTATION #6</td>
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<td>Th</td>
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<td>Read: <em>Esau and Jacob</em> (261-303)</td>
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<td>Post: A Discussion Question/Answer on OAKS by 12 PM the day before our next class.</td>
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<td>13</td>
<td>Discussion of <em>Esau and Jacob</em> (261-303) <strong>Student Presentation #7</strong></td>
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<td>Post: A Discussion Question/Answer on OAKS by 12 PM the day before our next class.</td>
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<td>13</td>
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<td>Discussion of “TIME AND ALLEGORY IN MACHADO DE ASSIS’S <em>ESAU AND JACOB</em>” by Maria Luisa Nunes.</td>
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<td>Presentation of student dramatizations of chapters</td>
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<td>To complete before next class: Read: 3 poems by Machado de Assis (handout): “VICIOUS CIRCLE” &amp; “THE DEVIL’S WEDDING” &amp; “TO CAROLINA”</td>
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<td>Post: A Discussion Question/Answer on OAKS by 12 PM the day before our next class.</td>
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<td>Discussion of Machado’s poetry “VICIOUS CIRCLE” &amp; “THE DEVIL’S WEDDING” &amp; “TO CAROLINA”</td>
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<td>To complete before next class: Read: <em>Local Thesis of Global Potential? How Machado de Assis Became a Classic of World Literature</em> by J. De Castros Rocha. [Selections]</td>
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<td>Post: A Discussion Question/Answer on OAKS by 12 PM the day before our next class.</td>
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<td><strong>Student Presentation #8</strong> Discussion of Machado de Assis and His Place in World Literature</td>
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<td>To complete before next class: Work on Research Papers</td>
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<td>Post: A Discussion Question/Answer on OAKS by 12 PM the day before our next class.</td>
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<td>Thanksgiving break. No class.</td>
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<td>To complete before next class: Work on Research Paper</td>
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<td><strong>Student Presentations on Research Papers (3 Mins Per Student)</strong></td>
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<td>To complete before next class: Finish Research Paper</td>
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<td><strong>Final Thoughts on Machado</strong></td>
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<td>Study for final exam</td>
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**Final Exam**

In our regular classroom: DATE / TIME

http://registrar.cofc.edu/calendars/index.php

**PLEASE NOTE:** This department does not accept the excuse of parents buying plane tickets for flights that leave before your exam date. Consult your exam schedule before making travel plans.
Department: Hispanic Studies

Course Acronym, Number, and Title: LTPO 450, Portuguese Literature in Translation: Comparative Literature

Category (Check only ONE)  
_____ 1 The Role of Language in Culture  
_____ 2 Global and Cultural Awareness  
___X__ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course is designed to provide students with an understanding of the Portuguese-speaking world through literary works. This course will give a historical, political, sociological context to the literary works of the Lusophone world, examining the ethnic, racial, and social forces at work. Topics include international relations, authoritarianism and the transition to democracy, social change, economic development, colonialism and decolonization, patterns of emigration, problems of national identity, and the main trends of twentieth century literature and art of the Portuguese-speaking world. The works studied will reflect cohesive themes that are both specific to the Portuguese-speaking world while also connecting universally, particular with students’ contemporary U.S. cultures.
LTPO 450 Comparative Literature: Brazil, Portugal, and Portuguese Africa

Goals: This course is designed to provide students with an understanding of the Portuguese-speaking world through literary works. This course will give a historical, political, sociological context to the literary works of the Lusophone world, examining the ethnic, racial, and social forces at work. Topics include international relations, authoritarianism and the transition to democracy, social change, economic development, colonialism and decolonization, patterns of emigration, problems of national identity, and the main trends of twentieth century literature and art of the Portuguese-speaking world.

Objectives:
(1) To offer, from the Department of Hispanic Studies, an overview of the Portuguese-speaking world from the perspective of Lusophone literary thinkers.
(2) To develop students’ awareness of current issues of the Portuguese-speaking world and address cultural encounters of the Portuguese world, from colonial to modern times, and from Asia to Brazil.
(3) To compare the similarities and differences of different aspects of the Lusophone world.
(4) To familiarize students with the Portuguese-Speaking world’s artistic and cultural traditions.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Description of the class:
The format of this class is a combination of lecture, discussion, and seminar. Students will read fictional, critical, and theoretical writings. Two novels from each continent (total of six) will be read in this class plus reading assignments from critical writings. Students should read all assignments prior to the class. Class time will be devoted to discussions, which students should actively participate in. We will also explore various types of cultural manifestations through documentaries, music, power points, and through the Internet. A few films may be assigned outside of the classroom. The approach for this class will be historical, anthropological, sociological, and literary. Active participation is critical for this class; three short papers, a term project, and a final exam evaluate the student’s understanding of the Portuguese-speaking world.

Requirements:
Attendance: students are expected to attend all classes. After the third absence, each class you miss will result in your final grade being lowered one letter grade (e.g., B+ to B).
Participation: Reading and discussing the subjects are crucial in this class; therefore I expect that you come prepared to discuss. Failure to demonstrate that critical reading will affect your participation grade. Late papers will receive a 10% penalty for each day late (including weekends).

Final project: more detailed guidelines will be provided later in the semester, but you should expect to write a research paper on a topic you choose. You may select one country or work to focus on, or you may choose to compare countries or authors’ literary traditions. I expect the course goals to be evident in your final papers; that is, the paper should focus on literature while providing a solid contextual foundation. Minimum 8 pages, excluding title page annotated references of at least 10 sources (of which at least one must be a primary text).

Abstracts: Abstracts are a critical tool of the academic world and are designed to teach student’s critical academic skills while helping them participate in class. Abstracts should be completed prior to classroom discussion of the topic. Further guidance will be given on abstracts in a subsequent handout.

Short papers: 3-4 pages, due when we finish each continent (exact due dates will be given at least one week in advance). These short papers are your conclusions and critical reflections on the material covered from that continent. I expect a concise and critical analysis. Outside research for short papers is not strictly necessary.

Final exam: the final will be based on all material covered throughout the semester: both novels and theoretical works. You should be able to recognize authors, cite them, and write narrative answers reflecting the critical discussions of the class.

**Grading Criteria**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Short papers</td>
<td>30% (3 X 10% each)</td>
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<tr>
<td>Abstracts</td>
<td>10% (10 X 1% each)</td>
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<td>Final project</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
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</tbody>
</table>

**Bibliography:**

**Brazil:**

**Africa:**
Mia Couto. 2006. *Sleepwalking*. Translated by David Brookshaw. Publisher: Serpent's Tail Publishing Ltd. (novel)

**Portugal:**
Antonio Costa Pinto (Editor). 2004. *The Last Empire: Thirty Years of Portuguese Decolonization*. Translated by Stewart Lloyd-Jones and Antonio Costa Pinto
Frank Cass Publishers.

Excerpts from Brazilian, Portuguese and African writers:
Levine, Robert M. *Brazilian Legacies*, Armonk, N.Y.: M. E. Sharpe, 0585190275. 1997,

Films:
The Testament of Mr. Napumocemo da Silva Araújo (Brazil, Portugal, Mozambique, Angola)
O Herói de Zezé Gamboa (Angola)
A Costa dos Murmúrios (Portugal)
Barren Lives (Brazil)
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<tr>
<th>Week</th>
<th>Assignment</th>
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| Week 1 | Costa Pinto: *Last Empire*  
Excerpts of *The Lusiads* |
| Week 2 | Costa Pinto: *Last Empire*  
H. Kaufman and A. Klobucka: *After the Revolution* |
| Week 3 | Costa Pinto: *Contemporary Portugal*  
Helena Kaufman and Anna Klobucka (Eds.) 1997. *The Three Marias* |
| Week 4 | Jose Saramago: *The Year of the Death of Ricardo Reis* |
| Week 5 | Fernando Pessoa: *A Little Larger than the Entire Universe*  
Paper #1 due |
| Week 6 | Patrick Chabal: *A History of Postcolonial Lusophone Africa* |
| Week 7 | Excerpts of Hilary Owen: *Mother Africa, Father Marx. Women's Writing of Mozambique* |
| Week 8 | Jose Agualusa: *Creole Nation* |
| Week 9 | Pepetela: *Mayombe* |
| Week 10 | Mia Couto: *Sleepwalking*  
Paper #2 due |
| Week 11 | Roberto DaMatta: *Carnivals, rogues and heroes. An interpretation of the Brazilian dilemma.* |
| Week 12 | Darcy Ribeiro: *The Brazilian People. The Formation and Meaning of Brazil.* |
| Week 13 | Excerpts of Skidmore, Thomas *Brazil: five centuries of change.*  
Gilberto Freyre; *The Mansions and the Shanties (Sobrados e Mucambos). The making of modern Brazil.*  
Freyre, Gilberto: *The Masters and the Slaves (Casa-Grande and Senzala).* |
| Week 14 | Sadlier, Darlene. 2008. *Brazil imagined: 1500 to present* |
Paper #3 due |
Department: Hispanic Studies

Course Acronym, Number, and Title:
LTSP 252, Contemporary Latin American Literature in Translation

Category (Check only ONE )

_____ 1 The Role of Language in Culture
_____ 2 Global and Cultural Awareness
___X___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.

This course will study select literature in English translation from contemporary Spanish-speaking Latin America (theater, essays, poetry, short stories and/or novels) while focusing on a specific group of notable Latin American authors. The works studied will reflect cohesive themes that are both specific to Latin America while also connecting universally, particular with students’ contemporary U.S. cultures.
COLLEGE OF CHARLESTON
Hispanic Studies

LTSP 252: Contemporary Latin American Literature in (English) Translation
Contemporary Narrative in Dictatorial and Post-Dictatorial Latin American Societies
MWF 11-11'50am (LCTR B08)

Professor: Dr. María Colomina-Garrigós
Office hours: MWF 3-4pm
E-mail address: colominagarrigosm@cofc.edu

Office: JC Long 140
Phone#: 953-7128

Course Description: This interdisciplinary course offers insights into Latin America's recent political history as seen through representative works of contemporary Spanish American literature and film. In particular, we will explore the phenomenon of military dictatorships as well as processes of redemocratization and the impact of their accompanying globalized socioeconomic and cultural projects. World renowned authors such as Julio Cortázar, Alicia Partnoy, Manuel Puig, Ricardo Piglia, Diamela Eltit, Roberto Bolaño, and Antonio Skámerta, will be studied. The course will analyze how narrative (novels and short stories will be the main text corpus) and films deal with issues such as Authority, Repression, Memory and Historical Revisionism, Gender Issues, Inner and Outer Exile, Globalization and Mass Media Appropriation of Cultural Politics, etc.

Through extensive study and discussion of literary and filmic expressions of these political phenomena, students will meet the following objectives:

Objetives:
1) Increase their knowledge of key works and authors in contemporary Spanish American literature, particularly on the topic of dictatorships; develop and demonstrate a knowledge of contemporary Latin America’s Southern Cone, its historical, sociopolitical, as well as cultural background. Students will demonstrate familiarity with the phenomena of military dictatorships as well as with processes of redemocratization in that geographical area from the 70s up until today, mostly through literary and cinematic representations of this political phenomenon;

2) Identify and discuss major themes, ideas, and concepts in the literary and filmic works as well as in the critical essays assigned;

3) demonstrate familiarity with issues such as History and Fiction, Memory and Historical Revisionism, Power and Discourse; Identity; Gender Issues; Inner and outer Exile; Impact of Marketing and Advertising Discourses through Mass Media on Society, etc., in the context of Postmodernity and Globalisation, and as seen in the film and literary texts studied in class;

4) sharpen the students’ critical skills in analyzing narrative works in particular;

5) develop an appreciation for Latin American history, politics, film and literature.

Program Learning Outcome 3: Students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region.
This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Texts:

- Selection of chapters and short stories from the following works: “Graffiti” from *We Love Glenda So Much*, by Julio Cortázar (Argentina, 1980); “Bread,” “A Puzzle,” and “The One-Flowe Slippers” from *The Little School: Tales of Disappearance and Survival in Argentina*, by Alicia Partnoy (Argentina, 1985); excerpts from *Prisoner without a name, cell without a number* (1981), by Jacobo Timerman; “Dance card” from *Last Evenings on Earth* by Roberto Bolaño (Chile, 2006). **All these materials are available in OAKS.**
  - Ricardo Piglia: *Artificial respiration* (Argentina, 1980)
  - Diamela Eltit: *Custody of the Eyes* (Chile, 1994)
  - Antonio Skármeta: *The Days of the Rainbow* (Chile, 2011)

Required Film:

- *No* (Pablo Larraín, Chile, 2012)

Critical Readings: Students will have access to the following bibliography on Oaks (NOTE: THE ARTICLES IN BOLD ARE REQUIRED READING FOR THE ENTIRE CLASS)


**On Reserve:**


*Note: The bibliographical guidelines to follow in the Lesson Plan are those of the Modern Language Association (you can find the MLA style guidelines on Oaks).*

**Evaluation scale:**

- Participation..........................................................10%
- Critical literary analyses........................................30%
- Film Review..............................................................5%
- Oral presentation......................................................10%
- Final Paper..............................................................15%
- Midterm Exam...........................................................15%
• Final Exam........................................................................................................15%

Grading scale:

A 93-100  A- 90-92  B+ 87-89  B 83-86  B- 80-82  C+ 77-79
C 73-76   C- 70-72  D+ 69   D 66-68  D- 65   F below 65

Description of the Course Requirements:

• Participation: Class time will be used for critical discussion of the texts and films assigned as well as for presentations by both the professor and the students about different aspects and issues relevant to the course’s content. Therefore, it is required for the student to attend every day of class (students with four absences will have their final grade lowered; with the fifth absence, the student will be dropped from the class with a grade of “W”. Note, however, the assignments still need to be submitted on time for credit), to complete their assignments prior to class, and to come to class ready for discussion.

• Literary analyses: Critical analysis of the texts studied is one of the most important tasks of this course. Students will be alphabetically divided into Groups A and B and alternately required to turn in THREE (3) short (3-4 page long) typed analyses of some of the texts assigned. These analyses should focus on one specific aspect or topic relevant to the text. No critical bibliography will be used for these analyses. Students must follow the following style format: Times New Roman, 12, double spaced. The lowest score will be dropped. No late papers will be accepted except for exceptional cases. See Honor Code and Academic Integrity.

• Film review: Students will be required to watch ONE film, in class, and to write a film review. This film will be available in Oaks. Note: A film review is not a plot summary. It is an analysis or commentary on the significance of the plot as well as on a particular aspect/theme of relevance and the cinematic techniques that help convey the director’s message. The review should be at least 1 page long, and should be typed in Times New Roman 12 and double spaced. A rubric for film reviews is also posted on Oaks.

• Oral presentation: Students will give an oral presentation in pairs on one Spanish American author. Each presentation should be between 13-15 minutes long and each pair must provide the class with a handout. Specifics on content and format of the presentations will be given in class. There will be a sign up sheet on the first day of class.

• Final Paper: Students will be required to turn in an EIGHT-page typed paper at the end of the semester (in Times New Roman 12 and double spaced). Students must use between 2-4 critical sources (no internet sources unless they are an electronic scholarly article allowed). After selecting a topic, each student must turn in a proposal that includes a tentative title as well as an abstract with the chosen thesis. The proposal will be due on week#12 and final paper will be due the last day of class. See Honor Code and Academic Integrity.
• Exams: There will be a midterm and a final exam. The content and the format of the exams will be specified later.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file. Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor. Failure to properly document any additional sources you consult or utilize is plagiarism. This includes information you find on the Internet. Plagiarism or any other violation of the College of Charleston Honor Code guidelines for academic integrity will not be tolerated in this class. The professor reserves the right to fail the student for the assignment with the possibility of an XF in the course, a grade that indicates failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. If you have any questions about what constitutes academic honesty, please consult with me via email or my office hours. If you are not certain how to properly document your sources, please ask me before you turn in the assignment.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance. Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

SNAP: If you have a documented disability that may have an impact on your work in this class, be sure to contact an administrator at the Center of Disability Services, located on the first floor of the Lightsey Center, Suite 104, (843) 953-1431 and to talk to me in a timely manner so that your needs can be addressed.

Weekly Schedule
The following schedule is tentative. Any changes will be announced in class and via email. Unless otherwise specifically indicated, students should keep current with the schedule as indicated below:

Week 1:

Wed, Jan. 8: Introduction to the course
For next class: read “The roots of Caudillismo” from Caudillos: dictators in Spanish America, by François Chevalier and “Introduction to the 'Dirty Wars' in the Southern Cone,” by David Kohut (all critical materials are posted on Oaks)

Fri, Jan. 10: Introduction to the phenomena of Caudillismos in Latin America and to Military Dictatorships in the Southern Cone: the “Dirty Wars”
For next class: Read Chronology of Argentina, by David Kohut, and chapter on Argentina from Politics of Latin America (Oaks)

Week 2:

For next class: read short story “Graffiti” by Julio Cortázar (Oaks)


Fri, Jan. 17: Discussion of “Graffiti” by Julio Cortázar (Queremos tanto a Glenda, 1980) (cont.).
For next class: Read “The Margin at the Center: on Testimonio,” by John Beverley; Introduction plus selection of chapters from The Little School, by Alicia Partnoy (1985): “Bread,” “A Puzzle,” and “The One-Flower Slippers” (Oaks) and write analysis (group A).

Week 3:

Mon, Jan. 20: Martin Luther King, Jr. Holiday – No classes


For next class: Read excerpts from Prisoner without a name, cell without a number (1981), by Jacobo Timerman (Oaks), and write analysis (group B).

Week 4:

Mon, Jan. 27: The testimonial novel II: Male Prison Memories. Discussion of excerpt from Prisoner without a name, cell without a number (1981) by Jacobo Timerman. Analysis of Prisoner Due (group B).

Wed, Jan. 29: The testimonial novel II: Male Prison Memories. Discussion of excerpt from Prisoner without a name, cell without a number (1981) by Jacobo Timerman (cont.).
Presentation #1
For next class: read Kiss of the Spider Woman (1976), by Manuel Puig (chapters 1-3)

Fri, Feb. 3: Discussion of novel Kiss of the Spider Woman (1976), by Manuel Puig (chapters 1-3)
For next class: read *Kiss of the Spider Woman* (chapters 4-7)

**Week 5:**
Mon, Feb. 3: Discussion of *Kiss of the Spider Woman* (chapters 4-7)
For next class: read *Kiss of the Spider Woman* (chapters 8-10)
Wed, Feb. 5: Discussion of *Kiss of the Spider Woman* (chapters 8-10). Presentation #2.
For next class: read *Kiss of the Spider Woman* (chapters 11-16)

Fri, Feb. 7: Discussion of *Kiss of the Spider Woman* (chapters 11-16). Analysis of *Kiss of the Spider Woman* Due (group A).
For next wed: read *Artificial respiration* (1980), by Ricardo Piglia (read I of Part I)

**Week 6:**
For next class: read chapter I of Part I

For next class: read chapter II of Part I

Fri, Feb. 14: Discussion of *Artificial respiration* (chapter II of Part I). Presentation #3
For next class: read chapter III of Part I

**Week 7:**
Mon, Feb. 17: Discussion of *Artificial respiration* (chapter III of Part I)
For next class: read Second Part

Wed, Feb. 19: Discussion of *Artificial respiration* (Second Part). Presentation#4

Fri, Feb. 21: Discussion of *Artificial respiration* (Second Part) (cont.) Analysis of *Artificial respiration* Due (group B).

**Week 8:**


Fri, Feb. 28: Midterm Exam.
For next class (March 10): read Chronology of Chile by David Kohut, and chapter on Chile from *Politics of Latin America* (Oaks)

**Week 9:**
Spring break – no class

**Week 10:**
Mon, March 10: Introduction to Chile’s 20th century political history: Chile’s 1973 coup.  
**For next class:** read essays “Reflections on Exile,” by Edward Said, and “Thresholds of Identity: Literature and Exile in Latin America” (read only pp. 229-41) by Rowe & Whitfield (Oaks)  
**For next class:** read “Dance card” (*Last Evenings on Earth, Chile, 2006*) by Roberto Bolaño (Oaks)  

Fri, March 14: Memory and Exile: Discussion of “Dance card” by Roberto Bolaño.  

**Week 11:**  
Mon, March 17: Memory and Exile: Discussion of short stories by Roberto Bolaño (cont.).  
**Presentation #6**  
**For next class:** read chapter I of *Custody of the Eyes* (1994) by Diamela Eltit.  

Wed, March 19: Female Voices: Female Voices and the (Re)Construction of Female Identity as Subversion to the Regime in *Custody of the Eyes* (1994) by Diamela Eltit. **Presentation #7.**  
**For next class:** read chapter II (pp. 17-48) of *Custody of the Eyes*  

Fri, March 21 (Last Day for students to withdraw with a grade of W): Discussion of *Custody of the Eyes* (cont.).  
**For next class:** read chapters II & III of *Custody of the Eyes*, and write analysis (group A)  

**Week 12:**  
Mon, March 24: Discussion of *Custody of the Eyes* (cont.). **Analysis of Custody of the Eyes Due (group A)**  

Wed, March 26: Finish discussion of *Custody of the Eyes* (cont.). **Presentation #8**  
**For next class:** Read essay by Eduardo Mendieta: “From Modernity, through Postmodernity, to Globalization: Mapping Latin America” (OAKS).  
**Turn in Final Essay Proposal.**  
**For next class:** Read chapters 1-10 of novel *The Days of the Rainbow* (2011), by Antonio Skármeta  

**Week 13:**  
**For next class:** read chapters 11-19 of *The Days of the Rainbow*  

**For next class:** read chapters 20-30
Fri, April 4: Discussion of *The Days of the Rainbow* (cont.). **Presentation#9**

*For next class: read chapters 31-36 of *The Days of the Rainbow***

**Week 14:**

Mon, April 7: Discussion of *The Days of the Rainbow* (cont.)

*For next class: 37-44 and write analysis of *The Days of the Rainbow* (group B)*


Fri, April 11: Discussion of novel *The Days of the Rainbow* (cont.). The Impact of Marketing and Advertising Discourses on Processes of Depolitization: The Chilean Transition to Democracy. **Presentation#10**

**Week 15:**

Mon, April 14: Film showing *No* (2012) by Pablo Larrain.


Fri, April 18: Film showing: *No* (2012) by Pablo Larrain. Discussion of film *No*. **For next class: write review of film *No* (all groups)**

**Week 16:**

Mon, April 21: Discussion of film *No* (cont.). **Film review of *No* Due (all groups)**

Wed, April 23: Review for the final exam. **Final Paper Due (all groups)**

**Final Exam:** Mon, April 28 (8-11am)
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Political Science

Courses Covered by Signatures (please list all by acronym and number):

POLI 103 World Politics
POLI 104 630610 Regional Geo
POLI 240 Int'l Political
POLI 260 IR Theory
POLI 265 Int'l Political Economy
POLI 340 Pol of Latin America
POLI 342 Pol of Africa
POLI 343 Pol of East Asia

Signatures:

[Signature]
Date: 3/4/16

[Signature]
Date: 3/4/16

Dean
Date: 3/4/16

Chair, General Education Committee
Date: 3/23/16

Faculty Senate Secretariat
Date: 

School of HSS
DEAN'S OFFICE RECEIVED DATE: MAR 0 4 2016
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POLI 340 Politics of Latin America
Category (Check only ONE )
1 The Role of Language in Culture
2 Global and Cultural Awareness
X 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Course focuses on Latin American Politics.

Learning outcomes include:

Recognizes at least two approaches to the study of historical and contemporary Latin American political and economic development.

Assignment: critical essay on.
POLITICS OF LATIN AMERICA

Latin America is one of the most dynamic regions of the world. Military coups, revolutions, guerrilla wars, drug wars, migration and immigration, financial crisis, dramatic growth, and dictatorship make its politics confusing to the average North American observer. In this course we will try to cut through some of this confusion by considering a number of classic and contemporary approaches to the study of Latin American political and economic development. Both historical and contemporary political and economic development will be examined in an effort to ascertain the progress and direction of this crucial area of the world. Of particular interest to us, given recent developments in the political and economic spheres, will be the questions of democracy and the resistance to neoliberal economic policies in Latin America. This semester's focus will be: The New Latin American Left and Social Movements.

Course Learning Outcomes

1. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.
2. Students will be able to recognize at least two approaches to the study of historical and contemporary Latin American political and economic development and compare and contrast them.
3. Students will be able to relate and analyze Latin America's two century long struggle with authoritarianism and explain and assess the establishment of democratic regimes in the late 20th century throughout the region.
4. Students will be able to analyze and evaluate current Latin American political events and relate them to the approaches to Latin American development studied in class.
5. Students will contextualize and analyze artifacts, practices, and perspectives from cultures in contemporary Latin America.

Language Alternative Course Learning Outcome

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

CRITICAL REVIEWS
Each student will write a critical review of one reading selection in TOPICS I, III, II, IV, and V. Each essay must be a minimum of 3 pages.
Language Alternative Course Learning Objective will be assessed in Critical Essay V

LATIN AMERICA CURENT NEWS PROJECT
Groups of 3-4 students will be responsible for making an oral report on one important current news-story taken from the Latin American press. Online Latin American newspapers are available at http://www.newspapers.com/ and http://onlinenewspapers.com/ and http://www.thepaperboy.com/ in Spanish, Portuguese, and English. News stories should have
some current political or economic import. Groups will give a presentation summarizing the article and analyzing the story. Groups will always report on a Wednesday of the week and distribute copies (or the URL) of the article on the Monday before. A signup sheet will be circulated the second week of classes.

CORE READINGS - The following books and articles must be read before the class for which they are assigned! All books should be available at the College Bookstore or University Bookstore. Articles marked with an asterisk (*) are available in a packet at SAS/E on Calhoun Street (near Pitt Street).

Peter Klaren & Thomas Bossert. Promise of Development. Westview Pr.
Jeffery Webber & Barry Carr, eds., The New Latin American Left. Rowman

*David Collier. "Overview of the Bureaucratic-Authoritarian Model."

*D.C.M. Platt. "Dependency and the Historian: Further Objections"
*Cathy Schneider. "Chile: The Underside of the Miracle"
*Barbara Briggs & Charles Kernaghan. "Haiti: A Sweatshop Model of Development"
*Jan Knippers Black. "For Richer and Poorer: South America's Tenuous Social Truce"
*Jorge Neff. "Demilitarization and Democratic Transition in Latin America"
*Fidel Castro, "Neoliberalism, Global Inequality, and Irreparable Destruction of Our Natural Habitat"

*John Weeks, "The Contemporary Latin American Economies: Neoliberal Reconstruction"
*Carlos Vilas, "Economic Restructuring, Neoliberal Reforms, and the Working Class in Latin America."

*Daniel Hellinger, "Venezuela"

TOPICS


*Burns, "The 19th Century: Progress and Cultural Conflict,"
*Burns, "The Elite Preference for Progress"

II. LATIN AMERICA AND THE WORLD CAPITALIST SYSTEM. Modernization theory vs dependency theory. Dependency theory vs. mode of production theory. Latin America as a victim of European and U.S. capitalist expansion. Dependent
capitalism or underdeveloped capitalism?? Is there an alternative? - socialism and Latin America. (approx. 3 weeks)

READ: Silvert, "Politics of Social and Economic Change in Latin America" (in Klaren)
Frank, "The Development of Underdevelopment" (in Klaren & Bossert).
Laclau, "Feudalism and Capitalism in Latin America" (in Klaren & Bossert).
*Platt, "Dependency and the Historian: Further Objections"

III. POLITICAL STABILITY IN LATIN AMERICA - DICTATORSHIP TO DEBT - CRISIS AND AUTHORITARIANISM? The middle class, the military, and democracy. The rise of the masses. U.S. perceptions and disappointments. Bureaucratic-Authoritarianism and the rise of Latin American "new" democracies. (approx. 2.5 weeks)

READ: *Collier, "Overview of the Bureaucratic-Authoritarian Model"
*Jorge Neff. "Demilitarization and Democratic Transition in Latin America"
*Sarlo, "Argentina Under Menem: The Aesthetics of Domination"

IV. DEBT, DEVELOPMENT AND UNDERDEVELOPMENT. The Latin American Debt Crisis. The International Banks, the World Bank, the IMF, and the selling of Latin America. Neoliberalism and privatization - a new development model or a new model of underdevelopment? (approx. 3 weeks)

READ: *Fidel Castro, "Neoliberalism, Global Inequality, and Irreparable Destruction of Our Natural Habitat" (Message to the 11th United Nations Conference on Trade and Development)
*John Weeks, "The Contemporary Latin American Economies: Neoliberal Reconstruction"
*Carlos Vilas, "Economic Restructuring, Neoliberal Reforms, and the Working Class in Latin America"
*Collins & Lear, "The Privatization of Social Security"
*Schneider, "Chile: The Underside of the Miracle"
*Briggs & Kernaghan, "Haiti: A Sweatshop Model of Development"
*Black, "For Richer and Poorer"

V. SPECIAL FOCUS: The New Latin American Left and Social Movements. The new "revolution" in Latin America? Grass roots, participatory democracy and the Gramscian approach to social revolution. (approx. 2.5 weeks)

READ: *Daniel Hellinger, "Venezuela"
The New Latin American Left
Chaps. 1, 5, 7, 8, 9, 10, 14 and 15

Class format - Lectures will be combined with extensive class discussion. In addition to class materials, current events in Latin America will be discussed. The success of this course depends upon your active participation!!

Attendance
Attendance is mandatory. More than five un-excused absences will produce a grade of "F"
(since only I can excuse you, check with me first)

**Electronics Policy**
All laptops, ipods (or equivalent), and cell phones must be TURNED OFF AND PUT AWAY OUT OF SIGHT DURING CLASS TIME. If you must have your cell phone on for emergency purposes it must be set to vibrate only and put away out of sight. Papers may not be submitted by email unless cleared with me first.

**Paper submissions**
Papers should be handed in to me at the appropriate time when they are due unless otherwise directed. YOU are responsible for making sure I received your paper on time.

**Exams** - There will be one in-class Latin America geography exam.

**Critical Reviews** - see page one. The assignment will be further discussed in class.

**PLAGIARISM**
Plagiarism is considered the worst academic offense. It will lead to failure in this course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

**OFFICE HOURS**
Formal office hours will be:
Monday  Wednesday - 3:00 - 5:00 and by appointment

**THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:**

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**Deadlines** - Will be established during the first week of class. Failure to meet deadlines without a legitimate excuse will result in a failing grade.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science

Course Acronym, Number, and Title: POLI 351 Politics of Contemporary Brazil

Category (Check only ONE):

   1 The Role of Language in Culture
   2 Global and Cultural Awareness
   3 Regions of the World

   3 Regions of the World

---

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

   **Course Focuses on Politics of Brazil**
   - Learning outcomes include explaining the construction of a national identity and analyzing major social, economic, and political developments in Brazil
   - Assignment: Research paper
THE POLITICS OF CONTEMPORARY BRAZIL

This course introduces the student to the politics of Latin America’s largest, most populous and most important country. A brief introduction that covers the period of Portuguese colonization as well as early independence and national eras will be followed by an intensive focus on the period from the presidency of Getulio Vargas to the present. Special attention will be given to the era of military government in the 1960s, to the “abertura” which opened the door to democratization in the 1990s, the conversion to neoliberalism under of President Henrique Cardoso, and the recent period under socialist presidents Luis Ignacio “Lula” da Silva and Dilma Rousseff.

Course Learning Outcomes

1. Students will formulate a research thesis or question on one topic in Brazilian political development and produce an in-depth analysis of that topic.
2. Students will be able to summarize and analyze the major social, economic and political developments in Brazil from the colonial period through the First Republic.
3. Students will be able to explain and appraise the construction of Brazilian national identify during the Estado Novo.
4. Students will be able to describe, analyze and evaluate the unique participatory institutions of contemporary Brazil.
5. Students will contextualize and analyze artifacts, practices, and perspectives from cultures in contemporary Brazil.

Language Alternative Course Learning Outcome

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon the completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Required Texts: — books are available at the College bookstore/ University Books


Films - Recommended

| Amazon Journal | Gosses de Rio |
| Brazilian Connection | The Mission |
| Como Era Gostoso O Meu Frances | Quilombo |
| Emerging Powers (Brazil) | Solo: The Law of the Favela |
| Four Days in September | O Velho: Historia de Luis Carlos Prestes |
| Flying Dutchman: Brazil in 16th & 17th Century | Bus 174 |
Assignments:

**Short Papers** - **Four** short papers will be required during the semester. These papers are to be summaries and critical analyses of the course readings - Paper #1 for Topic I; Paper #2 for Topics II and III; Paper #3 for Topics IV and V; and Paper #4 for Topic VI. These papers should be typed, double-spaced, and at least three pages in length. Deadlines for these papers will be announced in class.

**Research Paper** - a short, focused 10 page research paper on one topic relevant to Brazilian political development – list attached (additional topics by permission of the instructor). **This assignment will assess the Language Alternative Learning Objective**

**Research Paper Outline.** The nature of this outline will be further discussed in class. The outline should articulate your tentative research thesis or problem and outline the major points the paper will discuss. It is to include a preliminary bibliography – i.e., works you have consulted in preparation of the topic.

**Research Paper (draft).** The draft of your research paper should be a complete, if rough, version of your final paper. The bibliography should be refined – i.e., a list of works cited in your draft. This draft is to be distributed to two of your classmates as well to the instructor for commentary.

**Research Paper (completed paper).** The final draft of your paper should be complete and have taken into account the criticism and corrections of the first two. The paper should be done in the form prescribed by the Political Science department in its “Guide to Referencing” [http://polisci.cofc.edu/documents/polscitation.pdf](http://polisci.cofc.edu/documents/polscitation.pdf)

**Oral and General Class Participation.** Students are expected to attend each class session, take appropriate notes, and be prepared to give meaningful responses to questions based upon the course material and previous discussions. More than four un-excused absences will produce a grade of “F” (since only I can excuse you, check with me first)

**Topics**

I. **Introduction to Course and Background on Brazil: The Corporative State**
   Readings: Fausto, 1-192

II. **Getulio Vargas and the Rise of the Modern Brazilian State and Politics**
    Readings: Fausto, 193-230
    Levine, Chapters 1-6

III. **The Democratic Experiment: From Vargas to Goulart**
    Readings: Fausto, 231-272

IV. **1964 Coup and the Military Period**
    Reading: Fausto, 273-323
    Kingstone & Power, Selections

V. **Transition to Democracy and Reform and Failure**
    Readings: Kingstone & Power, Selections
VI. Cardoso: Champion of Neoliberalism, Champion of Neo-Democracy //Lula – a New Day for the Brazilian (and Latin American) Worker? Rousseff – Consolidation or New Directions?
Readings: Kingstone & Power, Selections
Baioocchi- Selected chapters

Grades will be calculated as follows

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A-  3.67  C-  1.67
B+  3.33  D+  1.33
B   3.00  D   1.00
B-  2.67  D-  0.67
C+  2.33  F   0.00

Class format - Lectures will be combined with extensive class discussion. Your success in this course depends upon your active participation!!

Attendance - Attendance is mandatory. More than four un-excused absences will produce a grade of "F" (since only I can excuse you, check with me first)

Exams - There will be no exams in this course.

Electronics Policy
All laptops, ipods (or equivalent), and cell phones must be turned off during class time. If you must have your cell phone on for emergency purposes it must be set to vibrate only. Papers may not be submitted by email unless cleared with me first.

Paper submissions
I will not accept papers placed in my office mailbox nor under my door nor by email. Papers must be handed to me at the appropriate time and place when they are due.

Office Hours - Please feel free to see me at any time. Formal office hours will be:
MW 3-4pm

PLAGIARISM
Plagiarism is considered the worst academic offense. I will lead to failure in this course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.
Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/ endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

RESEARCH PAPER  (This assignment will assess the Language Alternative Learning Objective) Each student will write a short 10 page research paper on a topic chosen in consultation with the instructor (a list of potential topics is below). The research paper must employ at least 2 book sources, 3 professional journal sources, and 2 internet obtained sources (excluding Wikipedia).

RESEARCH PAPER SCHEDULE

Research Paper Outline (first draft). February 22
Research Paper (second draft). March 28
Research Paper Critique April 11
Research Paper (final). April 20

Topics

Race and politics in Brazil (historical and contemporary)
Religion and politics
Military and politics (particularly the Estado Novo and Military government of 1964-1990)
Politics of land policy and land reform
Environmental politics in Brazil
Industrial policy (import substitution)
Nationalism in Brazil (historical and contemporary)
Regionalism in Brazil (federalism)
Federalism (regionalism) vs. centralism
Personalismo in Brazil – Getulio Vargas
Populism
Positivism
Politics of indigenous peoples in Brazil
Brazilian foreign policy
Mercosur – trade
Land Reform – Land Movement
the founding of Brasilia
Sports and politics in Brazil
Racial democracy – race and class
Religion – rise of Protestantism and Afro-Brazilian religion
Brazil as a potential world power
Brazil as a Latin American leader
Neoliberalism in Brazil
Corruption in Brazil
The Worker’s Party in Power
Participatory Politics in Brazil
Social Movements in Brazil