

HIST 072 / LALS 072 Introduction to Latin American and Latino Studies

MEYERSON HALL B4

Fall 2016, TTh 12-1:30

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Office Hours: McNeil Center for Early American Studies (3355 Woodland Walk), rm # 225, T 2-4, or by appointment.

What, where, and when is Latin America? How is America Latin, Latino, Latin@ or Latinx? This class explores these questions, introducing students to key interdisciplinary themes and debates in Latin American and Latino Studies, and providing training in crafting research questions, with an eye to developing projects for study in the field. It will draw from a wide range of genres and fields of study, from scholarly work on colonial Latin America that emerged from and quickly pushed back against the “conquest,” to more recent literary, artistic, journalistic and anthropological explorations of Latin American and Latino/Latin@/Latinx identities. Students will confront the origins of Latin American and Latino Studies as a field of inquiry, and develop an understanding of how its categories and identities of both resistance and imperialism have shaped old and very recent politics. By the course’s end, they will have determined their own studies’ direction, and have presented on their own subjects of interest.

This class is reading- and writing-intensive. Readings will include fiction, reportage, polemics, histories, ethnographies, religious studies, and sociological inquiries. Students will be required to complete an online assignment before each class – generally, a reading response that points to questions to explore during class discussions – due by 9 am on the days that we meet. These online assignments are important, counting for 50 points towards your final grade. Late work will be graded down ½ a point. Assignments submitted after the subsequent class will not be accepted. [**Please note that students may choose to work in pairs and complete the assignments jointly.]

The class builds towards a final assignment, a 5-10 page Literature Review of a topic students are interested in researching at a later date. To that end, the students will first prepare an Annotated Bibliography consisting of at least 10 items (texts, documents, or sources) that will then be explored in the Literature Review. Each is worth 20 points. The annotated bibliography, with edited annotations, is due Thursday, 12/1. The final Literature Review, with an attached full bibliography (15-20 items) is due Thursday, 12/15. There are no midterms or finals.

Grading breakdown

50 points	Weekly assignments 50 points
20 points	Bibliography with <i>well</i> -edited annotations 20 points
20 points	Full literature review (topic statement, discussion of existing work, exploration of new approaches)
10 points	Attendance and participation

Attendance (5 points): I take attendance every day. Students who attend every class will have a better handle on the material when it comes time for assignments. If you miss three classes or more, this grade will suffer by two full letter grades. Email me as soon as possible, if you know you have to miss class in case of illness, emergency, or other exceptional occasions (see below regarding holidays). If you are more than ten minutes late, this will count as an absence.

Participation (5 points): In class, I expect you to engage with the material,

and your fellow students. This class will mostly be conducted via open discussions, to engage with the readings. Your participation will be registered if you ask questions, refer back to class readings, and speak to your fellow students' observations. Useful, civil debate is encouraged, creating an environment that encourages other people to speak. That sometimes means staying quiet while other students explore their own questions. This is a hard topic, in which the answers aren't always clear, so we'll be respectful as we work through it together. I also understand that speaking in class makes some students nervous; if so, come talk to me about ways to engage, as participation matters for this grade.

Grading Scale

A 94-100	B+ 88-89	C+ 78-79
	B 84-87	C 70-77
A- 90-93	B- 80-83	D 60-69
F <59* *Failure to turn in an assignment will result in 0 grade points		

Students should adhere to Penn's [Code](#) of Academic Integrity: Violations will mean an F in the course, at minimum.

Policy on holidays

The University recognizes that there are holidays, both religious and secular, which are of importance to some individuals and groups on campus. Such occasions include, but are not limited to, Sukkot, the last two days of Passover, Shavuot, Shemini Atzerat and Simchat Torah, as well as Chinese New Year, the Muslim New Year, Diwali, and the Islamic holidays Eid Al-Fitr and Eid Al-Adha. Students who wish to observe such holidays must inform me, as their instructor, within the first two weeks of the semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later. This is so that alternative arrangements convenient to both you and I can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes on the designated days, and I will provide reasonable opportunities for such students to make up missed work.

*****LATE ESSAY/TECH/EMAIL POLICY*****:

Late submissions of the annotated bibliography or the literature review will result in a deduction of one full grade per 24-hour period after the deadline (including weekends & holidays). Exceptions will be made ONLY in cases where students have a **documented** personal, university related, or health related excuse. In all cases, if you have any doubts, or are struggling with the material, come see me during office hours. I'm here to help, and I want you to succeed. I also encourage you to reach out to the Weingarten Learning Resources Center, WHEEL Academic Services, and the Tutoring Center, early and often. Together they offer free, individualized, expert help with work, such as writing, for Penn undergraduates. See below for more.

Computer and Smartphone Policy: I do not permit the use of laptops or smartphones in my class. I understand their utility for note taking, but the temptation to abuse them is far too great. If I catch you using your cellphone, your participation grade will suffer.

E-mail and Canvas Policy: I will answer students' emails within 72 hours of getting them. That means that if you email me on over the weekend I might not get back to you until Monday morning.

Class communications to you will generally happen via Canvas; digital copies of articles and essays will be uploaded to Canvas at least a week in advance of class.

Required Readings (can be purchased at the Penn Book Center)

- Candace Slater, [*Entangled Edens*](#)
- Luis Alberto Urrea, [*Devil's Highway*](#)
- Eduardo Galeano, [*Open Veins of Latin America*](#).
- Plinio Apuleyo Mendoza, Carlos Alberto Montaner, Alvaro Vargas Llosa, [*Guide to the Perfect Latin American Idiot*](#).
- Gabriel García-Marquez, [*One Hundred Years of Solitude*](#) (Harper Perennial, 2006 [1967]).
- Justin Torres, [*We the Animals*](#)
- Articles and fiction posted on Canvas.

Recommended and Useful Reading and Resources

- Gordon Harvey, *Writing With Sources: A Guide for Students* (Hackett, 1998).
- I.W. Mabbett, *Writing History Essays: A Student's Guide* (Palgrave, 2007).
- [Penn Latin American Library Resources](#)
- [Penn Latin American Collection](#)
- [Penn Hispanic Studies](#)
- [Guide to Latino Studies at Penn](#)
- [Penn Luso-Brazilian Studies Guide](#)
- [La Casa Latina](#)

Schedule

I: Geographies / Ethnicities / Mobilities

This unit introduces seminar participants to the sweep of Latin American and Latino Studies as a field. Scholars working in Latin American and Latino Studies conduct research that ranges from Patagonia to New York and from São Paulo westward to Andean villages or northward to Cuba. What does it mean to call a place or a people “Latin American”? Who is “Latino”? How do actual geographies fit into popular or scholarly conceptions or expectations of the region? How has migration to and from the region changed its history? How does Philadelphia fit into that story?

Tue Aug 30	Class Introduction.
Thur Sep 1	Reading: Immanuel Wallerstein, “ Latin@s: What’s in a name ” (2005); Mario Vargas Llosa, “Culture and the New International Order” (Nobel Prize Acceptance Speech); Richard Rodriguez, “Hispanic,” excerpt from <i>Brown</i> ; “ Trump Defends Criticism of judge with Mexican Heritage .” (Pre-class assignment is 2 pts).
Tue Sep 6	Juan Flores, “Islands and Enclaves: Caribbean-Latinos in Historical Perspective,” from <i>Latinos: Remaking America</i> (2002); Román de la Campa, “Latin, Latino, American” (2001) (Pre-class assignment is 2 pts).
Thur Sep 8	Aims McGuinness, “Searching for ‘Latin America’: Race and Sovereignty in the Americas in the 1850s,” in <i>Race and Nation in Latin America</i> (2003); Michel

- Gobat, "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race," *The American Historical Review* 118, no. 5 (December 2013): 1345-1375. (Pre-class assignment is 2 points)
- Tue Sep 13 Guest Lecture/Discussion: Johnny Irizarry, La Casa Latina, UPenn.
Readings: Vasquez-Hernández, "Pan-Latino Enclaves in Philadelphia." (Pre-class assignment is 2 pts).
- Thur Sep 15 Machado de Assis, "Father against Mother," from *The Alienist*. (Pre-class assignment is 2 pts).
- Tue Sep 20 Film: Vik Muñoz's *Wasteland*; Janice Perlman, "The Myth of Marginality Revisited."
- Thur Sep 22 Slater, *Entangled Edens*. (Pre-class assignment is 6 pts).
- Tue Sept 27 Urrea, *The Devil's Highway*. (Pre-class assignment is 5 pts).
- Thur Sep 29 Carrigan, William D. and Webb, Clive, "The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928," and E. Parrado, "Immigration Enforcement Policies, the Economic Recession, and the Size of Local Mexican Immigrant Populations." (Pre-class assignment is 3 pts).

II: Engaging the Past:

Here take up a big, unwieldy question that many generations of Latin American artists and writers have struggled with: What does our history mean to us? In particular, we consider Octavio Paz and Gabriel García Márquez, key contributors to a vibrant 20th-century debate about the nature of colonialism in Latin America. We also begin to examine more recent questions in political science and legal studies: is United States hegemony in the Americas a kind of imperialism? How should scholars, human rights activists, and citizens understand local legacies of massacres, state impunity and torture?

- Tue Oct 4 Octavio Paz, "The Sons of La Malinche"; Elena Garro, "It's the Fault of the Tlaxcaltecas" (1964); Frances Karttunen "Rethinking Malinche," from *Indian Women of Early Mexico* (1997). (pre-class assignment is 2 points)
- Thur Oct 6 -----Fall Break-----
- Tue Oct 11 Primary documents from the colonial era (Mexico, Cuba, Argentina) [From readers]
- Thur Oct 13 Primary documents from the colonial era (Brazil, Peru, Colombia)
- Tue Oct 18 GGM, *One Hundred Years of Solitude*, first half. Also: Nobel speech, with audio. (Pre-class assignment is 5 pts).
- Thur Oct 20 Historians' sources for understanding the 1928 massacre.

Tue Oct 25 GGM, second half. (Pre-class assignment is 5 pts).

Thur Oct 27 Mark Danner, “The Truth of El Mozote” (pre-class assignment is 2 pts)

III: Engaging the polemicists.

Polemic is a significant part of the Latin American intellectual tradition. From today’s Calle 13 back through to a range of 19th Century polemicists, there is a long tradition of taking colonialism and racism as starting points for the analysis of Latin American reality. In this tradition, polemicists often place social and political inequality at the center of their arguments—what causes inequality in the region and how overcoming local inequalities would or wouldn’t be part of changing international patterns become central questions. This debate has resonated through artistic work, educational projects, and political movements for decades and decades.

Tue Nov 1 Research session at Van Pelt with Joe Holub.

Thur Nov 3 Galeano, *Open Veins of LA* (Pre-class assignment is 2 pts).

Tue Nov 8 Álvaro Vargas Llosa et. al. *How to be a Perfect LA Idiot*. (Pre-class assignment is 2 pts).

Thur Nov 10 Film: *Palante, Siempre Palante! the Young Lords*

Tue Nov 15 Gustavo Gutiérrez, “The Historical Power of the Poor” (1978), from *The Power of the Poor in History* Liberation Theology (Pre-class assignment is 4 pts) and In-class debate: What is gained and lost in analyses that focus on colonialism to explain LA reality

IV: Intersecting the Present

These weeks are reserved for readings that allow us to deepen our understanding of 2-3 contemporary political contexts. The first week will be given over to further discussion of the intersection of Latin American and Latino identity with gender and sexuality, particularly in the wake of the 2016 Orlando shooting inside the nightclub Pulse. Students will then have an opportunity to choose what most demands our attention: the aftermath of the Olympics in Rio de Janeiro? Latinos, Latin America, and Immigration in the 2016 U.S. Presidential Election? Venezuela? Colombia’s Peace Process? Pressing subjects will arise over the course of the semester, and based on your input I will track down readings to give us a chance to get beneath the headlines.

Thur Nov 17 Gloria Anzaldúa, *Borderlands/La Frontera* (Excerpts); María R. Scharrón-del Río and Alan A. Aja, “[The Case FOR ‘Latinx’](#)” (Pre-class assignment will be 1 pt).

Tue Nov 22 Justin Torres, *We the Animals*; Torres, “[In Praise of Latin Night at the Queer Club](#)” (Pre-class assignment will be 1 pt).

Thur Nov 24 NO CLASS - Thanksgiving

Tue Nov 29	TBA (Pre-class assignment will be 1 pt).
Thur Dec 1	TBA (Pre-class assignment will be 1 pt); Annotated bibliography with edited annotations due.
V: Your turn	
Tue Dec 6	Presentations
Thur Dec 8	Last Day of Class! Wrap-up and presentations
Thur Dec 15	Final Literature Review, with attached full bibliography, due by 5pm.

Important Additional Information:

RESOURCES FOR STUDENTS

Weingarten Learning Resources Center

The [Weingarten Learning Resources Center](#) provides academic support and accommodations for undergraduate, graduate, and professional students. The center is composed of two offices: the Office of Learning Resources and the Office of Student Disabilities Services.

The [Office of Learning Resources](#) provides individual and group instruction in academic reading, writing, study strategies, and time management.

The [Office of Student Disabilities Services](#) provides consultation and accommodations for students with physical and/or learning disabilities.

The WHEEL Academic Services

The WHEEL is the name given to a group of support programs in math, writing, technology, library, languages, CSE, chemistry, career services and more provided where students need it most— at home, in the College Houses.

Tutoring Center

The [Tutoring Center](#) offers Penn students a variety of peer tutoring services to supplement the academic support provided by Penn faculty, teaching assistants and learning instructors. All Tutoring Center services are free for matriculating undergraduates. Tutorials are generally offered for the core introductory and intermediate undergraduate courses. Tutoring for upper level courses is available on a limited basis.

Counseling and Psychological Services

[Counseling and Psychological Services](#) (CAPS) provided include: individual and group counseling and therapy; crisis intervention; structured workshops; psychological testing; medical reviews; and consultations.

Office of International Programs

The [Office of International Programs](#) (OIP) provides services to students related to immigration and employment status, social and personal adjustments to a new culture, and practical matters related to your stay in Philadelphia.