

BOWIE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

HIST 340, Culture and History of Latin America and the Caribbean
Spring 2003
3 credit hours

Instructor: Dr. Fenyo

Office hours:

Mondays
Tuesdays
Wednesdays
Thursdays
Fridays

Or by appointment—(301) 860-3607

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DESCRIPTION: A historic, cultural and geographic approach to the study of South America, Central America and the Caribbean.

TEXT: Benjamin Keen, A History of Latin America, in two volumes (Boston: Houghton Mifflin). Additional required readings, to include Mario Vargas Llosa's War of the Worlds.

Note 1: Students with disabilities who wish to receive ADA accommodations should report to the Office of Special Populations, CLT Building, Room 311.

Note 2: Upon completion of ENGL 101 and 102, Composition and Literature I and II, students must take and pass the Bowie State University **English Proficiency Examination**. Transfer students who completed their English composition requirements at another institution should take the English Proficiency Examination during the first semester of enrollment at the University.

COURSE OBJECTIVES:

a. Critical and Analytical Thinking

A basic objective of this course, like other course of history at the college level, is to develop the faculty of critical and analytical

mode of thought. Members of the class are encouraged to challenge what they read and hear, including the statements found in the textbook and the words of the instructor.

b. Logical Thinking and Common Sense

This course is also designed to enable us to exercise our faculty of reasoning. For instance, we will be concerned with cause and effect relationships, as well as the application of "plain common sense."

c. Values or Principles

While scientific objectivity is a desirable end, we must bear in mind that it is equally important for each of us to take a stand on important issues. It is assumed that all of us have a set of values or principles we observe in our judgment, actions or behavior. In this course we enhance those values and principles through their application to moral dilemmas pertaining to the topics discussed in class, bearing in mind that the values entertained by the instructor are strictly his own.

d. Women and the Diaspora.

In addition to focusing on the fate and function of the Native American and mestizo populations, this course will emphasize the contributions and functions of women and of persons of African descent.

e. Content

The geographic area covered by this course includes all countries and regions "south of the border," including the islands of the Caribbean, but does not exclude the discussion of the Latina/Latino presence in our midst. Members of the class are expected to gain familiarity with the general outline and major periods of Latin American and Caribbean culture and history, their international and intercontinental relevance, as well as present-day trends.

f. Other Objectives

f1. To enable members of our class to orient themselves in the world today. Among other things, this objective requires an awareness of the news, especially the news in print, as it relates to our area.

f2. To enable members of the class to define their own cultural and personal identity in relation to the cultures discussed in this course.

f3. To acquire a significant portion of the general knowledge that can be expected from a college graduate in our country.

f4. To enhance a taste for reading.

f5. To be able to view ourselves as others view us.

f6. To develop our skills in oral and written communication, through the usage of proper English.

MODES OF TEACHING

Discussion (exchange of information)	Lectures
Cooperative learning	Visual aids, including films
Visiting speakers	Tests

REQUIREMENTS AND RESPONSIBILITIES

a. Members of the class are expected to attend and participate. Participation at any level assumes attendance. The rules specified in the Handbook will apply.

b. Members of the class are expected to keep abreast of topics discussed in class, in order to participate more effectively. The textbook will be covered at the rate of about one chapter a week.

c. Members of the class are expected to take all tests and complete all assignments, including the term-paper. Many of the assignments, however, will be taken in groups rather than on an individual basis. At times willingness to collaborate becomes essential.

EVALUATION

Evaluation will be based partly on the results of two classroom tests (a full period each), group or individual assignments, a term-paper and the final examination. The two tests will count as 20% each of the overall mark, the term paper and the final examination as 25% each. Thus 10% remains for other assignments.

The tests usually consist of "multiple choice" and essay type questions. The criteria for evaluating the essay **and** the term-paper will be spelled out in detail. Briefly stated, these are:

1. whether the essay is to the point--whether it pertains to the

question;

2. whether it has the proper length as stipulated in the instructions;
3. whether the facts are stated clearly and correctly;
4. whether the arguments are logical and consistent;
5. whether the mode of expression--English grammar, syntax, spelling--is at least adequate.
6. in addition, in case of the term-paper, proper footnoting or endnoting techniques and a standard bibliography (see Turabian, Chicago manual of style, or issues of the American Historical Review) are required.

Moreover, the term-paper is to be typed double-space, between ten and twenty pages. The scholarly apparatus is to include footnotes or endnotes, and a bibliography. The term-paper may be turned in two weeks before the deadline, for suggestions and revisions by the instructor. If the suggestions are followed the paper will earn an outstanding mark.

The marking scheme is as follows:

a total of 90 to 100%	is the equivalent of an A
80 to 89%	" B
70 to 79%	" C
60 to 69%	" D

The final mark is strictly a matter of computation. Nevertheless, those who show marked improvement or progress during the term--in other words, if the result of each test or examination exceeds the preceding one--will receive the higher mark. In other words, competing with one's self, striving to improve, is more important than competing against others in this class. The formula for the overall mark may be stated as follows: Final Mark = 1(T1) + 2(T2) + 3 (2FE), provided FE > T1 or T2. (T stands for score on the test, FE for the score on the final examination).

TOPICS

Since it is impossible to "cover" the entire region from beginning to end in a single semester, I suggest a topical approach. Members of the class may indicate their preferences, choosing from (without being limited to) the following general topics. Please indicate your priorities, by assigning the numerals one through five (one for the

most favored), in order of preference:

Native American cultures to about 1500 AD, with focus on the Aztec, Maya and Quechua (Inca)

Those who came before Columbus

The "Columbian exchange" and the work of Bartolome de Las Casas.

The transatlantic slave trade and the plantation system in the Caribbean

The Caribbean as a microcosm of struggles in Europe and elsewhere

The quilombos and the Haitian revolution (including film presentation).

The revolt of Tupac Amaru and Native American resistance in general

Underdevelopment, theory and reality

Economic dependence, relations with the United States and the Corollary to the Monroe Doctrine

Latina/Latino migrations into the United States; Chicanos, Nuyoricans, etc.

Focus on specific countries or regions of Latin America, such as

- a. the "southern cone"
- b. the ABC countries (Argentina, Brazil, Chile)
- c. Peru
- d. Brazil
- e. Mexico
- f. Central America (Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica, Panama)
- g. English-speaking islands in the West Indies
- h. the larger Antilles (Cuba, Jamaica, Haiti, Dominican Republic),
- i. the American "colonies" (Puerto Rico and the Virgin Islands), etc.

Transfer and assimilation of African cultures

Diaspora literature in English, French, Spanish and Portuguese

The status of women

The export and local consumption of drugs.

Latin cuisines

The Cuban revolution

Race in Brazil

The status of Puerto Rico

Dr. Eric Williams

The "banana republics"

Struggle for liberation in El Salvador, Guatemala, Nicaragua

Populist leaders: Peron, Vargas, Chavez, etc.

The spread of socialist ideas and ideals (beyond Cuba)

Liberation theology

Pyramids and hieroglyphs

Soccer and other sports

New and old Rasta

Music and rhythms

Note: there will be at least two feature-length films shown in class or at a convenient time. Although the viewing of films is mandatory, members of the class may ask to be excused if underage. In this case alternate assignments will be given.