

Cultural Conflict in Developing Nations

Anthropology 597.01 – Autumn Quarter 2009

Instructor: Corey M. Maggiano

Office: Smith Labs 4005D

E-mail: maggiano.2@osu.edu

Office Hours: Mon & Wed: 5:18–7:18pm or by appointment

Class Time: Mon & Wed: 3:30pm – 5:18pm

Location: Journalism Building 0304

Texts:

- No Required Text (Assigned Weekly Readings instead)
- Optional text: Robbins 2005. *Global Problems and the Culture of Capitalism*. 3rd Edition Boston: Pearson

Faculty Coordinator: Dr. Crews, 217 C Lord Hall (614) 292 – 4149 E-mail: crews.8@osu.edu

Introduction: Anthropology is the study of human diversity throughout the world and throughout time, it offers a unique opportunity to focus on cultural and biological variation in our species, both past and present. This course has several aims: 1) focus on the core dimensions of human culture, 2) examine the variability within culture, and 3) explore culture conflict in developing nations resulting from rapid and extensive technological and social change. This course will: 1) introduce essential concepts of anthropology regarding: subsistence patterns, technology, economics, kinship, religion, politics, ethnicity, equality and inequality, gender and age status; 2) examine concepts of culture change, development, modernization, and progress. The majority of the course will focus on case studies of culture conflict with an emphasis on the cultural tensions experienced when industrialized and non-industrialized societies meet. **Class Format:** Lectures, class discussions, student presentations, papers.

Anthropology 597.01 helps satisfy the Social Science GEC requirement. Courses in social science help students understand human behavior and cognition, and the structure of human societies, cultures and institutions.

Course Requirements:

Grade breakdown:	Class participation	20%
	Response paper	5%
	Quizzes	35%
	Research paper	30%
	Research paper presentation	10%

1) Class Participation & Attendance – 20%

Class participation points are earned by attending class, responding to questions in class, after-class and office hour discussions, and taking an active part in both group discussions and presentation question sessions. It is important to attend class regularly in order to do well in this course. Lectures will undoubtedly cover material that is not found in the readings. If you miss a lecture, get the notes from someone that was in class that day to be sure you get all of the information from lectures, discussions, and films. Class attendance will be checked randomly throughout the quarter. Participation points may also be lost if attendance is low since it is not possible to participate if not present.

2) Response Paper – 5%

During the quarter each student will be responsible for preparing 1 response paper. Each student may pick any **one** reading from the course topics. Response papers are due at the beginning of class when the particular topic is covered. I will not accept e-mailed response papers. Points for the response papers will be based on argument strength, evidence, clarity, grammar, spelling, and your adherence to the guidelines listed below.

Response papers must be a one page typed, no greater than double-spaced paper with 1-inch margins on all sides, and

10 – 12 font size, Times News Roman font. Do not waste space with headers; your name and date are the only information needed. **Response papers are not summaries of the article!** You are to critically analyze and respond to the article. You are to write about your thoughts and give critical opinions (positive/negative) about the article as a whole and/or specific comments and arguments made by the author. Use specific examples/information to bolster your opinion or arguments.

4) Quizzes – 35%

There will be seven quizzes throughout the quarter to evaluate your understanding of the course readings and lecture material. Make up quizzes will be given only if the student is able to provide proper documentation or if previously excused by the instructor.

5) a. Term Paper – 30% b. Presentation – 10%

This assignment consists of four components:

1) Topic Approval: Due Tuesday October 12th (5%): Paper topics and 3 references. If you are not sure about a topic or need help arriving at one, please come meet with the instructor who will be happy to help you find a topic that is both relevant and interesting to you. The topic should be given as a thesis statement. A thesis statement is one sentence summarizing your argument (not topic). Three references must be listed in HBA format (see below). The references must be primary sources from peer-reviewed journals. You must also submit a copy of the first page of each reference. No final paper will be accepted without prior approval.

2) Abstract Submission: Due Thursday October 12th (5%): Each student will submit a 250-word abstract of the proposed term paper. This is to be written in HBA format (see below). This does not have to be copied into your term paper, but you can use it if you like. When writing your abstract, remember that abstracts are written to give the reader a summary of the paper highlighting any important findings. Abstracts must be logical and concise. If necessary, I reserve the right to have you rewrite your abstracts.

3) Presentations: Due 11/18, 11/23, 11/25, 11/30, 12/2 (10%): Each student is required to conduct an 8 - 10 minute presentation on their term paper. You will be graded on argument strength, evidence, poise, clarity, creativity, and your ability to answer questions about the presentation. You can (and probably should) use power point, but must arrive to class on time in order to load your presentation.

4) Term Paper: Due Monday November 18th (20%): Each student will write an 6-8 page term paper on the topic you have been researching and working on. Research papers must follow the Human Biology Association's (HBA's) citation formatting (see below). The purpose of an these papers is to develop writing skills and explore a course topic in more depth, while encouraging students to construct a well-substantiated argument addressing cultures in conflict. Students must relate their topic back to material learned in class, either through readings, films, discussions or lectures. Students will be graded on their argument's strength, evidence, clarity, spelling, grammar and adherence to instructions.

Paper Guidelines – Papers must be typed, double-spaced with 1-inch margins, Times New Roman, 12 font, page numbers, and must be stapled. Since this is a research paper, you must have a minimum of 6 primary sources for your paper, internet sources are *not* acceptable. Failure to cite properly constitutes *plagiarism*. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should use direct quotation for emphasis only. Also, a note on *figures and tables*: Both require parenthetical citation at the end of the first sentence addressing them in the text, like this: (Figure 1). They also both need a caption; figure captions go at the bottom of the figure (ex. "Figure 2: Decline in population..."), whereas, table captions go at the top before the table itself (ex. "Table 5: Decline in family wealth..."). Please make ample use of office hours or class time for questions regarding argument construction if this is unfamiliar to you.

Class Guidelines:

Grading: Each student's letter grade is based on a standardized scale using the total points earned for all assignments. Grades are earned – the instructor does not "give" them. You can check your general progress by comparing your score against the following scale: 93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+;

73-76=C; 70-72=C-; 67-69=D+; 60-66=D; <60=E. Any questions regarding grading must be in writing and given to the instructor within one week of the date an exam or assignment is returned with a grade. According to University policy, grades cannot be given over the phone or through e-mail. You must see the instructor in person to discuss your grade. DO NOT call the Department of Anthropology office regarding grades, as you will only be directed to see your instructor.

Late Assignments: If you miss any assignment, you must e-mail me within 24 hours of the due date. The assignment must be made-up or turned in within one week of the originally scheduled exam, unless approved by instructor. Late assignments will only be accepted at full credit if accompanied by appropriate documentation accounting **for each late day**. For each assignment turned in after the due date, the grade will drop by 1/2 letter grade per day. One day is a standard calendar day, not a class period. E-mailed assignments will not be accepted without documentation and a hard copy submission immediately thereafter.

Academic Misconduct: All students should be familiar with the rules governing alleged academic misconduct. See the Code of Student Conduct, Chapter 3335-25, in The Ohio State University Handbook for further details on what constitutes academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct will be referred to the proper university committees.

Possible Paper Topics – these are broad topics that will need to be narrowed down based on your own interest. Colonialism (and its effects on specific indigenous peoples)

Neocolonialism

Alternatives to “progress” (e.g., sustainable development, global society; NGOs)

Specific case study of conflict resulting from development (e.g., a specific country or indigenous group)

Social Movements

Racism and Culture Conflict

Media and Globalization

Religion and Globalization

Ethnicity and Globalization

Human Rights and Globalization

Development and the Environment

Social Inequality and Health

Writing Problems? Ohio State provides an excellent resource for students with writing assignments, be that a response paper, a term paper or a dissertation, in the Center for the Study and Teaching of Writing. The Writing Center is run by the Department of English and is located in 338 Denney Hall.

Phone: 292-5607.

Email: cstw@osu.edu to arrange an appointment. Web Page: <http://cstw.ohio-state.edu/writingcenter.html>. Contact the Center early in the quarter as spaces fill up and tutoring time is limited. Don't suffer – get help if you need it.

Web sites that may help you select a topic:

<http://www.zmag.org/ZNET.htm>

<http://www.foodfirst.org>

http://www.globalexchange.org/economy/econ_101

<http://www.earthisland.org/ggn/>

<http://www.alternet.org/>

<http://www.corpwatch.org/>

<http://www.motherjones.com/>

<http://www.twinside.org.sg/>

Citation Format

For HBA style guide format use the following link to the American Journal of Human Biology website, particularly under “For Authors”:

<http://www3.interscience.wiley.com/journal/37873/home>

Also see this example article demonstrating parenthetical citation and reference formatting:

<http://www3.interscience.wiley.com/cgi-bin/fulltext/113509381/PDFSTART>

Reading Schedule

Changes to the following schedule will be announced in class and posted on the class web-site. If you miss a class, it is your responsibility to contact the instructor regarding announcements you may have missed.

How to find readings on-line

Most readings are available on-line on Carmen. This is meant to save you money and be convenient. Some readings available through the university library catalogue of electronic journals will be posted on the course Carmen website. Other articles are available via EBSCO through the library web page. The easiest way to locate these articles is to log on to OSCAR, the OSU library search engine (you will have to sign-on from off-campus if you are doing this from home). Once in OSCAR, click on "Research Databases", then either type in Academic Search Premiere in the Search form, or look it up alphabetically by clicking "A". Once in EBSCO (aka Academic Search Premiere), simply type in the author's name, article title or journal name.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE AS SOON AS POSSIBLE, AND PRIOR TO THE FIRST EXAMINATION. I RELY ON THE OFFICE OF DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMODATIONS AND DEVELOPING ACCOMODATION STRATEGIES.

READING SCHEDULE

W Sept 23rd Course introduction

M Sept 28th Anthropological perspective and important anthropological concepts

- Weaver H. 2001. Indigenous Identity: What is it, and who really has it? *American Indian Quarterly*. 25(2):240-255.
- Lee BR. 1969. Eating Christmas in the Kalahari. *Natural History* 78(10): 14-
- Gorney C. 2008. A People Apart: the tarahumara of mexico... *National Geographic*. November: 78-101.
<http://ngm.nationalgeographic.com/2008/11/tarahumara-people/gorney-text>
- Golway T. 2007. Paying Down the Debt. *America* 197(7): 8-8. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>

W Sept 30th Anthropological perspective and important anthropological concepts

- Weaver H. 2001. Indigenous Identity: What is it, and who really has it? *American Indian Quarterly*. 25(2):240-255.
- Lee BR. 1969. Eating Christmas in the Kalahari. *Natural History* 78(10): 14-
- Gorney C. 2008. A People Apart: the tarahumara of mexico... *National Geographic*. November: 78-101.
<http://ngm.nationalgeographic.com/2008/11/tarahumara-people/gorney-text>
- Golway T. 2007. Paying Down the Debt. *America* 197(7): 8-8. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>

M Oct 5th From first contact to colonialism and imperialism

- Hausmann, R. 2001. Prisoners of Geography. *Foreign Policy*. 122: 44-53. <http://links.jstor.org/sici?sici=0015-7228%28200101%2F02%290%3A122<44%3APOG>2.0.CO%3B2-H>
- Matthews L. 2006. The Battle for Cattle. *Cultural Survival Quarterly* 30(2):12-18. <http://www.openj-gate.org.proxy.lib.ohio-state.edu/articlelist.asp?LatestYear=2007&JCode=103424&year=2006&vol=30&issue=2&ICode=484159>
- D'Souza, Dinesh 2002. Two Cheers for Colonialism. *Chronicle of Higher Education*, Vol. 48, Issue 35
<http://chronicle.com/free/v48/i35/35b00701.htm>

W Oct 7th Colonialism, Neo-colonialism and globalization

- Obadina T. 2000. The Myth of Neo-colonialism. *African Economic Analysis*, <http://www.afbis.com/analysis/neo-colonialism.html>
- Easterly W. 2007. The Ideology of Development. *Foreign Policy* July/August(161):30-35.
<http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=115&sid=2da1eb0f-df55-47cf-b12c-3667ff993ef4%40sessionmgr107>
- Goldsmith E. 1999. Empires without Armies. *Ecologist* May/Jun29(3): 154- [http://find.galegroup.com.proxy.lib.ohio-state.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29"Ecologist"%3AAnd%3ALQE=%28DA,None,8%2919990501%24&inPS=true&searchType=PublicationSearchForm&prodId=AONE&userGroupNa me=colu44332](http://find.galegroup.com.proxy.lib.ohio-state.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29)
- Cohen R. Vive La Dolce Vita. *New York Times* April 16th 2006
http://www.nytimes.com/2006/04/16/weekinreview/16cohen.html?_r=1&oref=slogin&pagewanted=all

M Oct 12th Understanding money, consumerism, modernization, globalization, and development

Topic Approval Due

- White M. 2008. Borneo's Moment of Truth. *National Geographic*. November: 42-63.
<http://ngm.nationalgeographic.com/2008/11/borneo/white-text>
- 2007. People vs Corporations: A history. *New Internationalist* Dec. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=103&sid=b51ef7d1-02a0-47d7-b01b-3077326cd0f1%40sessionmgr103>
- Scott B. 2001. The Great Divide in the Global Village. *Foreign Affairs* March/May 80:160-177.
<http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=112&sid=3d351fb9-58cc-4f89-84b2-2eab9e31bfbc%40sessionmgr102&bdata=JnNpdGU9ZWZWhvc3QtOGl2ZQ==&db=a9h&AN=3948669>
- Plesch D. 2004. Companies Want Rights Without Responsibility. *Financial Times* August 23rd 21:14.

http://www.lexisnexis.com.proxy.lib.ohio.state.edu/us/lnacademic/results/docview/docview.do?risb=21_T3333015731&format=GNBFI&sort=BOOLEAN&startDocNo=1&resultsUrlKey=29_T3333015734&cisb=22_T3333015733&treeMax=true&treeWidth=0&selRCNodeID=5&nodeStateId=411

W Oct 14st

World Bank, IMF, NAFTA, GATT, WTO, and the Nation State I.

<<<Paper topics and 3 references due today>>>

- Cherry, K. 2006. Corruption and Development Strategy: Beyond Structural Adjustment. *Undercurrent* 3(1):34-40.
- Small, A. 2005. Global Trade and the Common Good. *America* 193:8-12. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=5&hid=16&sid=40849dfe-cee5-4f47-a184-aa25530ec691%40SRCSM2&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ== - db=a9h&AN=19036485>
- 2006. The Economist's Big Mac Index *The Economist* May 27th
http://www.lexisnexis.com.proxy.lib.ohio.state.edu/us/lnacademic/results/docview/docview.do?risb=21_T3332942210&format=GNBFI&sort=RELEVANCE&startDocNo=1&resultsUrlKey=29_T3332942213&cisb=22_T3332942212&treeMax=true&treeWidth=0&csi=7955&docNo=8

M Oct 19rd

World Bank, IMF, NAFTA, GATT, WTO, and the Nation State II.

- 2007. How IMF, World Bank Failed Africa. *New African* Jan:12-16 <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=7&hid=16&sid=40849dfe-cee5-4f47-a184-aa25530ec691%40SRCSM2&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ== - db=a9h&AN=23620764>
- Wright R. 2005. The Market Will Set You Free. *The New York Times*
<http://www.nytimes.com/2005/01/28/opinion/28wright.html>
- McNeil J and Williams J. 2007. The Employment Effects of Sustainable Development Policies. *Ecological Economics* 64:216-223.
- Manzi J. 2008. A More Equal Capitalism. *National Review* 60(3):40-43. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=11&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>

W Oct 21th

The role of women in development

Abstract Due

- Scheper-Hughes, N. 1989. Death Without Weeping. *Natural History* 98: 8-16.
- Boudreaux, K and Cowen T. 2008. The Micromagic of Microcredit. *Wilson Quarterly* Winter 31(1):27-31.
<http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=5&hid=107&sid=60531ef2-c162-49ac-a8c6-30828a93fad7%40sessionmgr106>
- Poulin R. 2003. Globalization and the Sex Trade: Trafficking and the Commodification of Women and children. *Canadian Woman Studies* 22(3-4): 38-40. <http://proquest.umi.com.proxy.lib.ohio-state.edu/pqdweb?index=22&did=545468891&SrchMode=3&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1206208188&clientId=3959&aid=1>
- Copeland L. 2002. Female Suicide Bombers: The New Factor in Mideast's Deadly Equation. *Washington Post* April 27th pg C01. <http://www.washingtonpost.com/ac2/wp-dyn/A57052-2002Apr26?l...>

M Oct 26th

Development, Health, and Poverty

- Bodley J. 1998. The Price of Progress. In: *Victims of Progress*. Mountain View: Mayfield Pub. Co. (RESERVE)
- Blanding M. 2006. The Case Against Coke. *Nation* 282(17): 13-17. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=113&sid=5f2052b5-0a2e-406f-8f78-2c0dc233f64b%40sessionmgr104>
- Let them eat pollution (Excerpt from a letter written by the Chief Economist of the World Bank). (1992). *The Economist* 322 (Feb 8), 66. And: Pollution and the poor. (1992). *The Economist*, May 15.
<http://www.okcu.edu/economics/ASSIGN/JWILLNER/4013/2002Spring/LetThemEatPollution.PDF>
- Pollan M. 2003. The (Agri)Cultural Contradictions of Obesity. *The New York Times* Oct 12 1-5.
<http://www.michaelpollan.com/article.php?id=52>

W Oct 28th

Population growth and the environment

- Shapiro M. 2004. New Power for Old Europe. In: *The Nation* 279(22):11-16. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=6&hid=120&sid=328883ce-5099-4f50-97e4-a54fda4a7cb3%40sessionmgr102>

- Brown L. 2008. Draining Our Future: The Growing Shortage of Freshwater. *Futurist* May/June 42(3):16-22. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=9&hid=103&sid=c6813ae6-1d8c-4cd3-b00a-dc3bc0bcdea6%40sessionmgr108>
- Primavera JH. 1997. Socio-economic impacts of Shrimp Aquaculture. *Aquaculture Research* 28:815-827. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=120&sid=9b913b69-d5f4-48fb-80e7-cbcf085577bb%40sessionmgr106>
- Dahl, R. 2005. Population equation: balancing what we need with what we have. *Environmental Health Perspectives* 113(9): A598-A605. <http://links.jstor.org/sici?sici=0091-6765%28200509%29113%3A9<A598%3APEBWWN>2.0.CO%3B2-H>

M Nov 2nd

Human rights

<<<250-word abstract of the proposed final paper>>>

- Meyer, W. 1999. Human Rights and International Political Economy in Third World Nations: Multinational Corporations, Foreign Aid, and Repression (Review). *Human Rights Quarterly* 21(3):824-830. http://p6873-journals.ohiolink.edu.proxy.lib.ohio-state.edu/journals/human_rights_quarterly/v021/21.3br_meyer.html
- Tharoor, S. 2000. Are Human Rights Universal? *World Policy Journal*. 16(4):1-6. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=102&sid=4bf808fc-9ac2-46a1-9f0b-23e0243bf556%40sessionmgr102>
- Bales, Kevin (2001) Going Cheap. New Internationalist, August. http://www.thirdworldtraveler.com/Global_Secrets_Lies/Going_Cheap.html

W Nov 4th

Ethnic conflict, violence, and instability I.

- Percival V and Homer-Dixon T. 1998. Environmental Scarcity and Violent Conflict: The Case of South Africa. *Journal of Peace Research* 35(3) *Special Issue on Environmental Conflict*:279-298. <http://links.jstor.org/sici?sici=0022-3433%28199805%2935%3A3<279%3AESAVCT>2.0.CO%3B2-F>
- Goose SD and Smyth F. 1994. Arming Genocide in Rwanda. *Foreign Affairs* 73(5):86-96. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=21&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>
- Kotkin J. Is Peace Bad for Business? *Inc.* August 1989 pg 33. http://find.galegroup.com.proxy.lib.ohio-state.edu/itx/retrieve.do?contentSet=IACDocuments&resultListType=RESULT_LIST&qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,6%29Inc.%28%3AAnd%3ALQE=%28DA,None,8%2919890801%3AAnd%3ALQE=%28VO,None,2%2911%24&sgHitCountT

M Nov 9th

Ethnic conflict, violence and instability II.

- Mohammed Salih M. 1995. Resistance and Response: Ethnocide and Genocide in the Nuba Mountains, Sudan. *GeoJournal* 36(1):71-78. (RESERVE COPY)
- Straus S. 2005. Darfur and the Genocide Debate. *Foreign Affairs* 84(1):123-133. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=108&sid=b7c9156f-829d-476a-8299-b339488ae2a0%40sessionmgr102>
- Peters R. 2007. Better Than Genocide. *National Review* 59(14):35-37. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=9&hid=108&sid=b7c9156f-829d-476a-8299-b339488ae2a0%40sessionmgr102>
- Friedman TL. 2006. Fill 'Er Up With Dictators. *The New York Times* September, 27th. http://select.nytimes.com/2006/09/27/opinion/27friedman.html?_r=1

W Nov 11th

Veteran's Day: CLASS CANCELED

M Nov 16th

The Role of Media in Cultural Conflict

- Hamedani N. 2008. Will 2008 Bring a Welcome New Perspective on Iran? *Washington Report on Middle East Affairs* 27(2): 31. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=21&hid=108&sid=0a8c4ee8-8907-4e1d-99ac-baf6dde488db%40sessionmgr103>
- Liptak, A. Freedom to Offend Outside U.S., Hate Speech Can Be Costly. *The New York Times* June 12, 2008 pgs 1-4. <http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=18&hid=108&sid=0a8c4ee8-8907-4e1d-99ac-baf6dde488db%40sessionmgr103>

- Robinson P. 2005. The CNN Effect Revisited. *Critical Studies in Media Communication* 22(4): 344-349.
<http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=15&hid=108&sid=0a8c4ee8-8907-4e1d-99ac-baf6dde488db%40sessionmgr103>

W 11/18, M 11/23, W 11/25, M 11/30, W 12/2 Student Presentations
Papers Due Wed 18th

Geography 605

Changing Geographies of Latin America

(Special Problems in the Geography of Latin America)

Instructor: Dr. Kendra McSweeney
Office: 1164 Derby Hall
E-mail: mcsweeney.14@osu.edu
Phone: 247-6400
Office hours: Tues 1:00-3:00, or by appointment

Class: MW, 1:00-2:48, Derby Hall 1116

Call No.: 10253-1L, 5 credits

Overview

Latin America's landscapes have undergone dramatic and sometimes surprising changes over the past quarter-century: rapid deforestation as well as forest regrowth; massive agroexport booms alongside plummeting staple production; rural depopulation coincident with resort development booms; ghost towns full of empty mansions adjacent to burgeoning slums. How can we make sense of this dynamic region? And what do these changes have to do with more persistent characteristics of the region, such as the chronic disparity between rich and poor? What motivates the millions of Latin Americans who head for the U.S. every year? How are our lives connected to theirs, and how do our actions influence their well-being? The purpose of this course is to address these questions, and to use geographers' integrative perspective to understand Latin American landscapes as historically shaped by these deeply interrelated processes. With an emphasis on case studies and personal narratives from the tropical regions of Central and South America, we will explore ongoing debates about the best paths to socially equitable and environmentally sustainable development in Latin America, with particular attention to how Latin Americans envision their lives, livelihoods and landscapes.

There are no prerequisites for this course, and no prior knowledge of Latin America is expected.

Course Format

This course meets twice a week, and will be run as a seminar, combining brief lectures with student-led group discussion. Critical and interesting class discussion requires that you come to class with the readings completed. Readings are diverse, and combine theory, case studies, and personal narratives in order to provide both a general understanding of the issues and a sense of how they play out in particular places in particular ways. To help you stay on top of the readings and to structure discussion, all students will send *brief* but substantive questions/comments on the readings by noon on the day of class (M and W). Please do so by uploading a file of your comments to the appropriate folder in the Carmen course dropbox; should this be impossible, you may send me your comments in the body of an email.

Required Readings

There are two required texts.

One is a course pack, produced by Zip Publishing and available at **SBX**, which holds the bulk of the readings:

- 1) **Geography 605 Reader.** \$TBA (Questions or other purchase options? Contact Zip Publishing at: info@zippublishing.com, www.zippublishing.com).

One backup copy of the reader is available on 3-hour reserve in SEL for emergency use only. Please bring the coursepack to ALL class meetings, as we will refer to readings and figures frequently.

The other required text, available at **OSU Barnes & Nobles/Long's** is:

- 2) Benjamin, Medea, ed. 1987. ***Don't Be Afraid, Gringo: A Honduran Woman Speaks from the Heart (The Story of Elvia Alvarado)***. New York: Harper and Row (paperback). \$12.95 (new); \$9.70 (used). Also available from Amazon.com (any edition is fine), used and new from \$1.00.

Recommended Reading

The following text is recommended, and is also available at the OSU Bookstores:

- 3) Nazario, Sonia. 2007. ***Enrique's Journey***. New York: Random House (paperback). \$14.95 (new); \$11.20 (used); at Amazon.com used and new from \$3.25.

Evaluation

Success in the course rests more than anything on keeping up with readings and contributing to class discussion, which means that evaluation is spread fairly evenly over the quarter. Every student will help to lead one class discussion (see separate guidelines). There will be one in-class exam (**March 4**) that will encourage you to review and synthesize materials read and discussed in class. A project is due at the end of the quarter (proposal, worth 5%, is due Feb. 9). The project requires conducting primary research; specific topics will depend on the level of the student and be developed in consultation with the instructor to clearly reflect course themes. Students will present their projects in Week 10. Class attendance, participation, and written responses to readings account for 40% of the final grade.

Note: Undergrads will be evaluated differently from graduate students:

	<u>UG</u>	<u>Grad</u>
Class attendance, participation, and written contributions	40%	40%
Class leadership (graded as a group)	10%	10%
In-class exam (March 4)	20%	10%
Project proposal	5%	5%
Project report (max 10 pages) + presentation	25%	20%
Book review (graduate students only; ~ 5 pages; on recent migrant narrative)		15%

Policies

All assigned work is due by 5 pm on the due date in the Geography Main Office. Late work will lose two (2) percentage points per day. In-class evaluation cannot be made up without special advance notice and at the discretion of the instructor.

GRADING options for course: A,A-,B+,B-,C+,C-,D+,D, OR E. Students will be evaluated based on their academic level.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule (Subject to Change)

EVALUATION Schedule

W1	Jan. 5	Course introduction.	
		I Picturing the Latin American Tropics	
	Jan. 7	Looking at Latin American landscapes	
W2	Jan. 12	Picturing the tropics: Peoples	
	Jan. 14	The Columbian Exchange	
W3	Jan. 19	<i>No class; MLK holiday</i>	
	Jan. 21	Picturing the Tropics I: “Nature” [Conservation]	
W4	Jan. 26	Picturing the Tropics II: The Pristine Myth [Native Peoples]	
		II Hunger & Plenty: Commodifying Latin America’s Tropics	
	Jan. 28	Oligarchs & Multinationals: Latin America’s Globalized Agriculture	Begin to meet for project
W5	Feb. 2	Tackling land inequality: Agrarian reforms	
	Feb. 4	Tackling land inequality: Revolution	
W6	Feb. 9	‘Adapting’ to poverty	Project proposal due
	Feb. 11	Women, Non-traditional agricultural exports, and <i>Maquiladoras</i>	
W7	Feb. 16	Cocaine: another NTAE	
	Feb. 18	Is Fair Trade the answer?	
		III On the Move: Latin American Migrations	
W8	Feb. 23	Rural-urban migration & Making a living in the city	Project updates in-class
	Feb. 25	International migration I: Getting There	
W9	Mar. 2	International migration II: Being Here	
		IV Exam, Presentations and Wrap-Up	
	Mar. 4	In-class exam	Exam
W10	Mar. 9	Project presentations	Presentations
	Mar. 11	Project presentations and class summary	Presentations
	Mar. 17	Project due for graduating seniors (Tuesday)	Grad’ing Senior PROJECT DUE
	Mar. 19	Grades posted for graduating seniors	
	Mar. 20	Project due for all others (Friday)	PROJECT DUE (all others)

Mar. 23 Grades posted for all others

SCHEDULE OF READINGS

PLEASE READ IN THE ORDER LISTED

Note:

“Elvia” Denotes readings from story of Elvia Alvarado, “Don’t Be Afraid Gringo”

“Enrique” Denotes readings from “Enrique’s Journey”

These books are not in the course pack.

WEEK 1

Jan 5 Course Introduction

- Carlsen, L. 2008. Latin America sends Obama congratulations—and a piece of its mind. *Americas Policy Program*, Commentary. Available at <http://americas.irc-online.org/am>

I PICTURING THE LATIN AMERICAN TROPICS

Jan 7 Looking at Latin American Landscapes

- Blaikie, Piers. 1995. Changing environments or changing views? A political ecology for developing countries. *Geography* 80(3):203-214.
- Doolittle, W. E. 2001. Learning to see the impacts of individuals. *The Geographical Review* 91(1-2):423-429.

WEEK 2

Jan 12 Picturing the Tropics: Peoples

- Columbus, C. 1987 [1492-1493]. The discovery of the Bahamas. In *The Log of Christopher Columbus*, pp. 73-92. Translated by R. F. Fuson. Camden, Maine: International Marine Publishing Company.
Map: “Columbus’ voyages to the New World,” Clawson (2004):96.
- Díaz, Bernal. 1963 [~1568]. The entrance into Mexico. In *The Conquest of New Spain* pp. 216-219, transl. By J. M. Cohen. Baltimore, MD: Penguin.
- Lovell, W. George. 2000. Ch. 21: The T-shirt parade (pp. 143-148). *A Beauty That Hurts*, 2nd ed. Toronto: Between The Lines.

In-class reference:

- Helms, Mary. 1976. “The Spanish Legacy.” Ch. 8 (pp. 127-134) in *Middle America: a Culture History of Heartland and Frontiers*. Englewood Cliffs, NJ: Prentice Hall.

Jan 14 The Columbian Exchange

- Blaut, J. M. 1993. “After 1492” Chapter 4 (pp. 179-191; 201-213), in *The Colonizer’s Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford Press.
- McNeill, W. H. 1992. American food crops in the Old World. Pp. 42-59 in H. J. Viola and C. Margolis, eds. *Seeds of Change: A Quincentennial Commemoration*. Washington: Smithsonian Institution Press.

Maps and Tables:

All from: Dunmire, William W. 2004. *Gardens of New Spain*. Austin: University of Texas Press.

"Agriculture in Spain ca. 1492; Some Utilitarian plants cultivated in Spain, 1492"

"World Centers for Plant and Animal domestication"; "Pathways to Spain"; "Plants previously absent in Spain introduced by Moors"; "Prehispanic diffusion of food plant cultivation in the Americas"

WEEK 3

Jan 19 **No class; MLK Holiday**

Jan 21 **Picturing the Tropics I: "Nature"**

- Vandermeer, John, and Ivette Perfecto. 1995. "The rain forest is neither fragile nor stable" (pp.19-38). In *Breakfast of Biodiversity: the Truth about Rainforest Destruction*. Oakland, CA: Food First Books.
- Forsyth, A., and K. Miyata. 1984. Chapter 2: "Fertility" (pp. 17-30). *Tropical Nature*. New York: Simon and Schuster.
- Rivera, José Eustasio. 1993 [1935]. Excerpt from "The Vortex." In S. Place, ed., *Tropical Rainforests: Latin American Nature and Society in Transition* (1st ed.), pp. 3-7. Wilmington, Delaware: Jaguar Books.
- Barrionuevo, Alexei. 2008. Brazil rainforest analysis sets off political debate. *New York Times* On-line, May 25.

WEEK 4

Jan 26 **Picturing the Tropics II: The Pristine Myth**

- Mann, Charles. 2005. Chapter 9: "Amazonia" (pp. 280-311). *1491*. New York: Alfred A. Knopf.

And read one of the following:

- Sawyer, Suzana. 2003. Subterranean techniques: corporate environmentalism, oil operations, and social injustice in the Ecuadorian rain forest. Pp. 69-100 in *In Search of the Rain Forest*. Edited by Candace Slater. Duke University Press.
- Fedick, Scott. 2003. In search of the Maya forest. 133-164 in *In Search of the Rain Forest*. Edited by Candace Slater. Duke University Press.

II HUNGER & PLENTY: COMMODIFYING LATIN AMERICA'S TROPICS

Jan 28 **Oligarchs & Multinationals: Latin America's Globalized Agriculture**

- Clawson, David L. 2006. Selections from Ch. 10, "Agriculture and agrarian development." In *Latin America and the Caribbean: Lands and Peoples* (4th ed.), pp. 252-263. New York: McGraw Hill.
- Tucker, Richard P. 2007. "Banana Republics: Yankee fruit companies and the tropical American lowlands" (Ch. 2; pp.43-80) in *Insatiable Appetite: the United States and the Ecological Degradation of the Tropical World*, Concise Revised Edition. Lanham: Rowman and Littlefield.
- Koepfel, Dan. 2008. Yes, we will have no bananas. *New York Times*, June 18, pp. A22.

In-class reference:

- Hecht, S.B., and C. C. Mann. 2008. How Brazil outfarmed the American farmer. *Fortune Magazine* (January 19); Available on-line at CNNmoney.com.

WEEK 5

Feb 2 Tackling Land Inequality: Agrarian Reforms

- Elvia: Chapters 1-8
- Kay, C. 2004. Rural livelihoods and peasant futures. In *Latin America Transformed: Globalization and Modernity*, 2nd ed. R. N. Gwynne and C. Kay, 232-250. London: Arnold.
- Romero, Simon. 2007. Clash of hope and fear as Venezuela seizes land. *New York Times Online*. 17 May. www.nytimes.com

Feb 4 Tackling Land Inequality: Revolution

- Howard, P. 2001 [1998]. The history of ecological marginalization in Chiapas. Pp. 56-76 in S.E. Place, ed., *Tropical Rainforests: Latin American Nature and Society in Transition*, 2nd ed. Wilmington, DE: Jaguar Books.
- Marcos, S. 2001. Marcos: Hope for a new dawn in Chiapas. *Multinational Monitor* 22 (3):Online.
- Stahler-Sholk, Richard. 2005. Time of the snails: autonomy and resistance in Chiapas. *NACLA Report on the Americas* 38(5):34-38.

Recommended:

- Muñoz-Ramirez, Gloria. 2008. Caracol #1: La Realidad. *Americas Policy Program* Special Report, Dec. 12. Online at <http://americas.irc-online.org/am/5742>.

WEEK 6

Feb 9 "Adapting" to Poverty

- Pace, Richard. 1998. Adaptations to poverty. Ch. 7 in *The Struggle for Amazon Town: Gurupá Revisited*, pp. 135-163. Boulder, CO: Lynne Rienner Publishers.
- Elvia: Chapters 9-12

And read one of the following:

- Rosset, P. 1997. The greening of Cuba. In *Green Guerillas: Environmental Conflicts and Initiatives in Latin America and the Caribbean*, ed. H. Collinson, 158-167. Montreal: Black Rose Books.
- Van Gelder, Sarah. 2007. Health care for all. Love, Cuba. *Yes! Magazine* Summer: 28-31.

Feb 11 Women, Non-traditional Agricultural Exports, and *Maquiladoras*

- Tiano, S. 2001. The role of women. In *Understanding Contemporary Latin America*, ed. R. S. Hillman, 263-296. London: Lynne Rienner Publishers Inc.
- Stewart, Sarah. 1997. The price of a perfect flower. Pp. 132-139 in H. Collinson, ed., *Green Guerillas*, edited by H. Collinson. Montreal: Black Rose Books.
- Barrionuevo, Alexei. 2007. Political tango, women in the lead. *The New York Times* On-line, 4 November. www.nytimes.com.

WEEK 7

Feb 16 Cocaine: another NTAE

- Gray, Mike. 1998. The river of money. Chapter 6 (pp. 111-131) in *Drug Crazy: How We Got into this Mess and We Can Get Out*. New York: Random House.
Map: GAO. "Map of Peru" Pp. 3 in U.S. General Accounting Office, 1994. *U.S. Anti-Drug Efforts in Peru's Upper Huallaga Valley*. Avail. <http://www.gao.gov/archive/1995/ns95011.pdf>.
- Lee, Rensselaer. 2004. Perversely harmful effects of counter narcotics policy in the Andes. Pp. 188-210 in M. Vellinga, ed., *The Political Economy of the Drug Industry: Latin America and the International System*. Gainesville: University Press of Florida.

Feb 18 Is Fair Trade the Answer?

- Waridel, Laure. 2002. "The conventional coffee route" and "A different path for coffee growers." Pp. 41-86 (Ch. 4-5) in *Coffee with Pleasure: Just Java and World Trade*. Montreal: Black Rose Books.
- Jaffee, Daniel. 2007. "Strengthening fair trade." Ch. 9 (p. 247-258) in *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press.
- Vidal, John. 2007. Saving St Lucia. *Guardian Weekly* March 9-15, p. 27

WEEK 8

III ON THE MOVE: LATIN AMERICAN MIGRATIONS

Feb 23 Making a Living in the City

- Roberts, J. T., and N. D. Thanos. 2003. Hazards of an urban continent. Pp. 95-128 (Ch. 4) in *Trouble in Paradise: Globalization and Environmental Crises in Latin America*. New York: Routledge.
- De Soto, Hernando. 2000. The mystery of missing information. Pp. 15-37 (Ch. 2) in *The Mystery of Capital*. Basic Books.

In-class reference: Table: Population Reference Bureau. 2008. Excerpt from *World Population Data Sheet*. Available on-line at <http://www.prb.org/pdf08>

Feb 25 International Migration I: Getting There

- Enrique: Prologue - Chapter 5 (pp. vi-178).

WEEK 9

Mar 2 International Migration II: Remittances & Transnationalism

- Enrique: Chapter 6-Epilogue (pp. 179-269).
- de la Garza, Rodolfo O., and Manuel Orozco. 2002. Binational impact of Latino remittances. Pp. 29-52 in Rodolfo de la Garza and B. L. Lowell, eds. *Sending Money Home: Hispanic Remittances and Community Development*. Lanham: Rowman & Littlefield.
- Preston, Julia. 2008. Fewer Latino immigrants sending money home. *The New York Times Online*, May 1. www.nytimes.com

IV EXAM, PRESENTATIONS, AND WRAP-UP

March 4 **No readings; In-class exam**

WEEK 10

March 9 **Project presentations**

March 11 **Project presentations and class summary**

Political Science 540.02

**Special Topics in Latin American Politics:
Brazil**

Prof. Sarah Brooks

Autumn 2008

Tu-Th. 9:30-11:18

0150 Derby Hall

Contact Information:

Office: 2052 Derby Hall
Office tel.: (614) 292-7102

Email: brooks.317@osu.edu
Office Hrs.: Tu.,Th. 12-1 p.m.
Or by appointment

Course Description:

This course examines the challenges facing the Brazilian state and society in the new century. The first part of the course examines the basic structure, history and foundations of contemporary Brazilian politics. We then examine how interests groups are organized and act in the political arena. In particular, we will study the impact of social and economic actors on state decision-making, with special attention to the social and economic challenges arising from poverty, inequality and globalization. We then examine how state and social actors have responded to political and social challenges associated with poverty, inequality and race relations. The final weeks of the quarter examine the challenges of social and economic reform in the 21st century. This section will center on the new forms of state intervention, and the shifting political alliances that accompanied the opening and insertion of Brazil into the international political and economic scene.

Evaluation:

The course evaluation will be based on the following elements:

- 1) Participation (10%)
- 2) 2 Midterm Exams (30% each);
- 3) Final exam (30%)

Participants in this course are expected to complete the required readings prior to the first class meeting of the week. Suggested readings are listed as well for each week; these are optional, but students may find them useful in providing a broader context to class discussion and lectures. The two midterm exams will be taken in class, closed-book, and will

consist of essays and identification questions. Booklets for writing your exam answers will be provided. We will have two group presentations that will count heavily toward your participation grade. The class will be divided in groups prior to the debate and each group will make a collective presentation of the issue; all students are expected to participate in the discussions. The final exam will be cumulative and will be administered during finals week in class. A study guide will be distributed on the final class meeting.

Required Course Materials:

- Riorden Roett, *Brazil: Politics in a Patrimonial Society*, 5th edition, Praeger.
- Online Journal Articles. The bulk of the readings for the course are journal articles that are available online through the University Library. These articles are indicated (“Online”) in the syllabus below, and a link will be provided from the course website.
- Course Reader. Readings will available online through the Carmen web page system. These are marked **R**.

Academic Honesty:

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the Committee on Academic Misconduct, whose job it is to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp.

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<http://www.ods.ohio-state.edu/>

Schedule

Week 1. Introduction

September 25: No required readings.

Week 2. Foundations for the Study of Brazil

September 30-October 2:

Required Readings:

- Roett, Chapter 1. "Brazil: A Framework for Analysis," p. 1-32.
- "Imperial and Republican Brazil," in Robert Levine and John Crocitti, eds. *The Brazil Reader*, p.59-119. **R.**

Suggested Reading for Week 2:

- Leslie Bethell, ed. *Brazil: Empire and Republic, 1822-1930*, 1989. Part I, Chapters 2-4: p. 45-213.
- Warner Baer, 2001. *The Brazilian Economy: Growth and Development*, 5th edition, Part I, p. 3-21.
- Nancy Sheper-Hughes, "O Nordeste: Sweetness and Death," *Death Without Weeping: the Violence of Everyday Life in Brazil*. Berkeley: University of California Press, p. 31-64.
- James Lockhart and Stuart B. Schwartz, 1983. "Brazil in the Sugar Age," *Early Latin America*. Cambridge University Press, p. 202-252.

Week 3: Authoritarian Brazil

October 7-9:

Required Readings:

- Roett, Chapter 2: "Political Parties and Elections," p. 33-62.
- Michael Wallerstein, 1980. "The Collapse of Democracy in Brazil: Its Economic Determinants" *Latin American Research Review*, 15, 3, p. 3-40. Online.
- Roett, Chapter 4: "The Military in Politics," p. 103-138.

Suggested Readings for Week 3:

- Roett, Chapter 3: "The Patrimonial State and Society in Brazil," p. 63-102. Thomas E. Skidmore, 1989. "Brazil's Slow Road to Redemocratization: 1974-1985," in Alfred Stepan, ed. *Democratizing Brazil: Problems of Transition and Consolidation*. Oxford
- .Thomas E. Skidmore, 1990. *The Politics of Military Rule in Brazil, 1964-1985*, Oxford University Press. Chs. 1-6, p. 3-209.

- Wendy Hunter, 1995. "Politicians against Soldiers: Contesting the Military in Postauthoritarian Brazil" *Comparative Politics*, 27, 4 (July), p. 425-443.
- Guillermo O'Donnell, 1999. "On the State, Democratization and some Conceptual Problems." *Counterpoints: Selected Essays on Authoritarianism and Democratization*. University of Notre Dame Press.

Week 4: Democratization

October 14-16:

Required Readings:

- Luciano Martins, 1986. "The 'Liberalization' of Authoritarian Rule in Brazil" in Guillermo O'Donnell, Philippe C. Schmitter, Laurence Whitehead, eds. *Transitions from Authoritarian Rule: Latin America* Johns Hopkins University Press, p.72-94. **R.**
- Scott Mainwaring, 1986. "The Transition to Democracy in Brazil." *Journal of Interamerican Studies and World Affairs*. 28, 1 (Spring), p. 149-179. Online.
- Frances Hagopian, 1990. "Democracy by Undemocratic Means?: Elites, Political Pacts, and Regime Transition in Brazil" *Comparative Political Studies*, 23, 2 (July), p. 147-170. Online.

Suggested Readings for Week 4:

- Frances Hagopian, 1996. *Traditional Politics and Regime Change in Brazil*, Cambridge University Press.
- Thomas E. Skidmore, 1967. *Politics in Brazil, 1930-1964: An Experiment in Democracy*. New York: Oxford University Press.
- Leslie Bethell, 2003. "Politics in Brazil : from elections without democracy to democracy without citizenship" 2005, in Maria D'Alva Kinzo and James Dunkerley, eds., *Brazil since 1985: politics, economy and society*. London : Institute of Latin American Studies.

Week 5: Social Mobilization

October 21-23:

- October 23: **Midterm Exam #1**

Required Readings:

- Peter Houtzager and Marcus J. Kurtz. 2000. "The Institutional Roots of Popular Mobilization: State Transformation and Rural Politics in Brazil and Chile, 1960–1995." *Comparative Studies in Society and History*, 42, 2, p. 394-424. Online.
- Kathryn Hochstetler, 2000. "Democratizing Pressures from Below? Social Movements and the New Brazilian Democracy." in Kingstone and Power, *Democratic Brazil: actors, institutions, and processes*. University of Pittsburgh Press, p.167-184. **R.**

Suggested Reading for Week 5:

- Peter P. Houtzager, 1998. "State and Unions in the Transformation of the Brazilian Countryside, 1964- 1979" *Latin American Research Review*, 33, 2. p. 103-142.
- Robert Gay, 1994. *Popular Organization and Democracy in Rio de Janeiro: a tale of two favelas*. Temple University Press
- William R. Nylen, 2002. "Testing the Empowerment Thesis: The Participatory Budget in Belo Horizonte and Betim, Brazil," *Comparative Politics* 43, 2 (January), p. 127-145.
- Frances Hagopian, 1998. "Democracy and Political Representation in Latin America in the 1990s: Pause, Reorganization or Decline?" In Felipe Agüero and Jeffrey Stark, eds. *Fault Lines of Democracy in Post-Transition Latin America*. Lynne Rienner, p. 99-104.

Week 6: Race and Politics in Brazil

October 28-30:

Required Readings:

- Mala Htun, 2004. "From 'Racial Democracy' to Affirmative Action: Changing State Policy on Race in Brazil." *Latin American Research Review*, 39, 1 (February), p. 60-89. Online.
- Stanley R. Bailey, 2004. "Group Dominance and the Myth of Racial Democracy: Antiracism Attitudes in Brazil." *American Sociological Review* 69, 5 (October), p. 728-747. Online.
- "Race and Ethnic Relations," in Robert Levine and John Crocitti, eds. *The Brazil Reader*, p. 351-394. (skim) **R**.

October 30: Group Presentations: Affirmative Action in Brazil

Suggested Readings for Week 6:

- Carlos Hasenbalg and Nelson do Valle Silva, 1999. "Notes on Racial and Political Inequality in Brazil" in Michael Hanchard, ed. *Racial Politics in Contemporary Brazil*, Duke University Press, p. 154-178.
- Antônio Sérgio Alfredo Guimarães, 2005. "The race issue in Brazilian politics (the last fifteen years)" in Maria D'Alva Kinzo and James Dunkerley, eds. *Brazil since 1985: politics, economy and society*. Oxford: Institute of Latin American Studies.
- Burdick, John. 1998. The Lost Constituency of Brazil's Black Movements. *Latin American Perspectives* 25, 1, p. 136-155.
- Antonio Sérgio Alfredo Guimarães, 1995. "Racism and Anti-Racism in Brazil." In Benjamin P. Bowser, ed. *Racism and Anti-Racism in World Perspective*, Thousand Oaks: Sage Publications.
- Hanchard, Michael, 1994. *Orpheus and Power: The Movimento Negro of Rio de Janeiro and São Paulo, Brazil, 1945-1988*. Princeton: Princeton University Press.

Week 7: Rule of Law and Land Disputes

November 4-6:

Required Readings:

- Anthony W. Pereira, 2000. "An Ugly Democracy? State Violence and the Rule of Law in Postauthoritarian Brazil" *Democratic Brazil: actors, institutions and processes*. Peter R. Kingstone and Timothy J. Power, eds. University of Pittsburgh Press, p. 217-235. **R.**
- James Holston, 1991. "The Misrule of Law: Land and Usurpation in Brazil." *Comparative Studies in Society and History* 33, no. 4 (October): 695-725. Online.
- Hernando de Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. London, UK: Bantam Press, 2000. pp. 1-37, 208-218. **R.**

November 6: Group Presentations: Land Disputes in Brazil

Suggested Readings for Week 7:

- Colburn, Forrest D. "Crime" in *Latin America at the End of Politics*. Princeton, NJ: Princeton University Press, 2002, pp. 73-80.
- Gabriel Ondetti, 2006. "Repression, Opportunity, and Protest: Explaining the Take-Off of Brazil's Landless Movement," *Latin American Politics and Society*, 48, 2, p. 61-94.
- John Hammond, 1999. "Law and Disorder: The Brazilian Landless Farmworkers' Movement" *Bulletin of Latin American Research*, 18, 4 (October), p. 469-489.
- Lee J. Alston, Gary D. Libecap and Robert Schneider, 1996. "The Determinants and Impact of Property Rights: Land Titles on the Brazilian Frontier." *Journal of Law, Economics and Organization*, 12, 1, p. 25-61.

Week 8: Poverty, Inequality and Democracy

November 11-13:

Required Readings:

- Roberto Patricio Korzeniewicz and William C. Smith, 2000. "Poverty, Inequality and Growth in Latin America: Searching for the High Road to Globalization." *Latin American Research Review*, 35, 3, p.7-54. Online.
- Thomas E. Skidmore, 2004. "Brazil's Persistent Income Inequality: Lessons from History." *Latin American Politics and Society*, 46, 2, (Summer), p. 133-150. Online.
- Ken Roberts, 2002. "Social Inequalities without Class Cleavages in Latin America's Neoliberal Era," *Studies in Comparative International Development*, 36, 4, Winter, p.3-33. Online.

November 13: **Midterm Exam #2**

Suggested Readings for Week 8:

- Roett, Chapter 5 “The Brazilian Economy,” p. 143-180.
- Rosemary Thorp, 1998. “Growth and the Quality of Life over the Century” in Rosemary Thorp, ed. *Progress, Poverty and Exclusion: An Economic History of Latin America in the Twentieth Century*. Inter-American Development Bank.
- Florencia Jubany and Judy Meltzer, 2004. “The Achilles’ Heel of Latin America: The State of the Debate on Inequality” *Focal: Policy Paper*, FPP 04-5. June.
- Alejandro Portes and Kelly Hoffman, 2003. “Latin American Class Structures: Their Composition and Change during the Neoliberal Era.” *Latin American Research Review*, 38,1, p. 41-82.

Week 9: Globalization and Democracy in Brazil

November 18-20:

Required Readings

- Marcus J. Kurtz, 2004. “The Dilemmas of Democracy in the Open Economy: Lessons from Latin America,” *World Politics*, 56. Online.
- Nathan Jensen and Scott Schmith, 2005. “Market Responses to Politics: The Rise of Lula and the Decline of the Brazilian Stock Market.” *Comparative Political Studies*, 38, 10, p. 1245-1270. Online.
- Alvaro Bianchi and Ruy Braga, 2005. “The Lula Government and Financial Globalization,” *Social Forces*, 83, 4, p. 1745-1762. Online.

Suggested Readings for Week 9:

- Kurt Weyland, 2004. “Neoliberalism and Democracy in Latin America: A Mixed Record” *Latin American Politics and Society*, 46, 1.
- Kurt Weyland, 2005. “The Growing Sustainability of Brazil’s Low-Quality Democracy.” in Francis Hagopian and Scott Mainwaring, eds. *The Third Wave of Democratization in Latin America*. Cambridge.
- Kurt Weyland, 1996. “Obstacles to Social Reform in Brazil’s New Democracy” *Comparative Politics*, Vol. 29, No. 1. pp. 1-22.
- De Souza, Amaury, “Cardoso and the Struggle for Reform in Brazil,” *Journal of Democracy* 10.3 (1999): 49-63.
- Robert H. Bates, 1997. *Open-Economy Politics: The Political Economy of the World Coffee Trade*. Princeton University Press, Chapters 1-2.

Weeks 10-11: Brazil in the 21st Century: Challenges and Political Responses

November 25 – December 2:

[Class will not meet on **November 27** for **Thanksgiving**.]

Required Readings:

- Roett, Chapter 7, “Challenges for the Next Century,” p. 217-230.
- Wendy Hunter and Timothy Power, 2007, “Rewarding Lula: Executive Power, Social Policy, and the Brazilian Elections of 2006” *Latin American Politics and Society*, 49, 1, p. 1-30. Online.
- Anthony Hall, 2006. “From Fome Zero to Bolsa Família: Social Policies and Poverty Alleviation under Lula” *Journal of Latin American Studies*, 38, 4 (November), p. 689-709. Online.

Recommended Readings for Weeks 10-11:

- Wendy Hunter and Timothy Power, 2005. “The Lula Government at Mid-Term: Shaping a Third Decade of Democracy in Brazil.” *Journal of Democracy*, 16, 3, p. 127-139.
- Wendy Hunter, 2007. “Normalization of an Anomaly: The Workers’ Party in Brazil.” *World Politics*, 59, April, p. 440-475.
- Peter Flynn, “Brazil and Lula, 2005: Crisis, Corruption, and Change in Political Perspective,” *Third World Quarterly* 26, 8, p. 1221-1267.
- Sue Branford and Bernardo Kucinski, 2003. *Lula and the Workers Party in Brazil*. New York: New Press, p. 1-50.
- Edmund Amann and Werner Baer, 2006. “Economic Orthodoxy vs. Social Development? The Dilemmas facing Brazil’s Labour Government” *Oxford Development Studies*, 34, 2, p. 219-241.
- Lula’s Zero Hunger Policy Website: <http://www.fomezero.gov.br/>

December 5:

- Review for Final Exam

December 11:

Final Exam.

Political Science 541: The Politics of the Developing World

Prof. Marcus Kurtz
2049D Derby Hall
292-0952
kurtz.61@osu.edu

Winter 2009
Teaching Assistant: Didi Lund

Office Hours: MW 2:30-3:30, and by appointment.

Course Website: carmen.osu.edu

Description

The premise of this course is that economic development is as much a political question as it is an economic one. The goal will be to understand the different approaches that poorer countries have taken to the question of development, why they have made differing choices, and their political and economic consequences. Along the way we will consider questions that touch on contemporary political debates: What are the merits or dangers of international economic integration (free trade)? What is the proper role of the state in the process of economic development? What is the relationship (positive or negative) among free markets, democratic politics, political corruption, and human/labor rights? What can be learned from recent “successful” cases of development, and are these lessons useful in a world that is increasingly globalized? What political dynamics can cause – or cure – financial crises? The course is structured around two broadly defined and fundamentally different (or at least so I will argue) periods—the long post-war boom from 1945 to the debt crisis of the 1980s, and the more challenging period of globalization thereafter.

This is a course in comparative political economy, not in economics, and it does not require any economics knowledge as a prerequisite. The only prerequisite is an open, critical mind.

Course Requirements

This course has three requirements that will enter into the calculation of your grade: two short midterms and final exam. All exams are cumulative, but weighted toward material not already covered. Note that the exams will generally be in essay format, and will require you to take and defend positions on issues related to the course. There will likely also be some short answer questions on the midterms. You are not graded on the particular position you take, but rather on the quality of your defense of that perspective. That is to say that the effective linkage of evidence to argument is the standard of evaluation.

Grades will be calculated according to the following weights:

Short Midterm I	30%
Short Midterm II	30%
Final Exam	40%

There is a TA for this course who will be responsible for the grading of the essay and the exams. All grade appeals will be handled by the professor. There are no recitation sections, though the TA will be available for an office hour after each exam to answer questions about the grading.

Website and Email

The URL for the course website is listed above. Important information and some handouts will be made available there. Most notably, study guides and in-class handouts will usually be accessible there after they have been distributed in class (how soon may vary). If you missed a handout, you should be able to obtain it from the website. You will need Adobe Acrobat (it's free) to access most files.

In addition, course information and updates will regularly be sent out via email. It is important (and required) that you check your OSU email and the course website regularly.

Readings

Here there is good news. The good news is that there is only one (inexpensive) book for this course (saving you some serious money!). The other good news is that all the other readings for this course will posted on the Carmen website – that is, there will be no expensive coursepack to purchase. All readings posted online will be in .pdf form, so be sure that the computer you use has the Adobe Acrobat reader (available for free at adobe.com). Some of the readings are long – you will probably want to download and print them through a high-speed connection; you'll wait a long time with a dialup link (if anyone still uses those...).

Required book:

Amartya Sen. 2000. *Development as Freedom* (New York: Anchor Books).

A Warning: The readings for this class are sometimes VERY DIFFICULT. The idea is to present you material taken directly from the books and journals that political scientists read, rather than in some pre-digested textbook form. You will not necessarily always understand 100 percent of what is in the articles (or if you do, then you're doing very well indeed!), and that is intentional. Do not be discouraged or afraid. The idea is to stretch your abilities as far as possible and the only way to do that is to set the bar as high as possible. Rest assured that you will be tested on material that is extensively discussed and interpreted in class; there will be no effort to include trick questions about obscure and difficult bits of the reading. Grading is not punitive, nor is it curved.

Academic Honesty

Do not cheat and do not plagiarize. Academic dishonesty has become quite easy to catch, and you should avoid it at all costs. Infractions will be punished as provided for under university policy. If you are unsure as to what constitutes a violation, please do not hesitate to inquire. Details of the university academic honesty policy, and the complete code of student conduct, are available on the OSU website: http://studentaffairs.osu.edu/resource_csc.asp.

Special Needs

Every effort will be made to accommodate students who have special needs. These will be handled according to university policy. Please bring these to the attention of your TA and your Professor in the first week or two of class so that proper arrangements can be made.

Missed Exams/Emergencies

From time to time emergencies occur that prevent you from taking exams at the regularly scheduled time and place (e.g., severe injury, death in the immediate family). Accommodations are possible, but only with advance notice and only if the reason represents a circumstance that could neither be anticipated nor is under the control of the student. Potential problems should be brought to the attention of the professor and the TA as soon as you know about them (and in advance of the exam in question). Obviously, prior notification is not required in the case of emergency medical conditions that occur immediately prior to the exam, though documentation may be required after the fact. Do not hesitate to email or call your professor (see first page for number) if you have a special circumstance that makes it impossible for you to take an exam at the normal time or place. This paragraph does not apply to students who are eligible for alternative procedures by the Office of Disability Services. These will happily be accommodated in the usual fashion.

No Recording or Transmission of Course Material

No form of recording – electronic, audio, video, or other – is permitted in class except for the taking of class notes (without explicit permission of the instructor). Your class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students

in the class. As they are intellectual property, however, they may not be sold, posted on the web, or given to individuals who are not registered for the course.

Schedule of Readings

I. January 5, 2009: Introduction

II. January 7: The Challenge of Postwar Development—"Development" and "Underdevelopment"

Spero, Joan E. and Jeffrey Hart. "The North-South System and Possibility of Change." *The Politics of International Economic Relations* (NY: St. Martin's Press, 1997, 5th ed). Ch. 5.

Walt. W. Rostow. *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge, UK: Cambridge University Press, 1962), pp. 1-17.

Raúl Prebisch. "Commercial Policy in the Underdeveloped Countries." *American Economic Review* 49 (May, 1959), pp. 251-273.

Stephen Haggard, *Pathways from the Periphery* (Ithaca, NY: Cornell University Press, 1990), pp. 9-50.

III. January 12 and 14: Development Miracles in Korea and Taiwan

Atul Kohli. 1999. "Where Do High-Growth Political Economies Come From? The Japanese Lineage of Korea's 'Developmental State' " in Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press).

Chalmers Johnson. "Political Institutions and Economic Performance: The Government-Business Relationship in Japan, South Korea, and Taiwan" in Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 136-164.

Bruce Cumings. "The Origin and Development of the Northeast Asian Political Economy" in Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 44-83.

IV. January 21 and 26: Authoritarianism and Industrialization in Latin America: Mexico and Brazil

Skidmore, Thomas and Peter Smith. 2001. *Modern Latin America*. (Oxford: Oxford University Press): Import Substitution and its stagnation, pp. 51-62.

Paulo Rabello de Castro and Marcio Ronci. 1991. "Sixty Years of Populism in Brazil" in Rudiger Dornbusch and Sebastian Edwards, eds., *The Macroeconomics of Populism* (Chicago: University of Chicago Press).

Ben Ross Schneider. 1999. "The Desarrollista State in Brazil and Mexico" in Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press).

Michael Wallerstein. "The Collapse of Democracy in Brazil: Its Economic Determinants" *Latin American Research Review* XV:3 (1980), pp.3-40.

V. January 28: SHORT MIDTERM I

VI. February 2: Development “Failure” in Democratic Ireland and India, and Authoritarian East Africa

Denis O’Hearn. 1989. “The Irish Case of Dependency: An Exception to the Exceptions?” *American Sociological Review*. No. 54. pp. 578-96.

Robert Bates. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press, pp. 1-44.

Robert Wade. 1985. “The Market for Public Office: Why the Indian State is not Better at Development” *World Development* Vol. 13:4 (April).

VII. February 4: The collapse of the postwar model, and the return of the ‘free market’

Esmail Hosseinzadeh. “Global Debt: Causes and Cures” *Review of Radical Political Economy* Vol. 20, No. 2&3 (1988), pp. 223-233.

Sebastian Edwards. *Crisis and Reform in Latin America: From Despair to Hope* (Oxford: Oxford University Press, 1995), pp. 17-40.

VIII. February 9 and 11: The Diagnosis, Critique, and New Issues—What should we do now?

Advocates of a Free Market Response:

John Williamson, “In Search of a Manual for Technopols” in John Williamson, ed., *The Political Economy of Policy Reform* (Washington, DC: Institute for International Economics, 1994), pp. 11-47.

Critics of the Free Market Approach

Joseph Stiglitz and Lyn Squire, “International Development: Is It Possible?” in Jeffry Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin’s, 2000), pp. 383-391

Robin Broad, John Cavanagh, and Walden Bello. 2000. “Development: The Market Is Not Enough” in Frieden and Lake, eds., *International Political Economy*.

[OPTIONAL] Gore, Charles. 2000. “The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries” *World Development* Vol. 28:5

Empirical Evidence on the effects of stabilization

Pastor, Manuel and Carol Wise. 1999. “Stabilization and Its Discontents: Argentina’s Economic Restructuring in the 1990s” *World Development* Vol. 27:3.

David Felix. 2002. “Blaming the Victim in Argentina” and “Is Argentina the *Coup de Grace* of the IMF’s Flawed Policy Mission?” *Foreign Policy in Focus*. August 16, 2002 and November 2001.

Manuel Pastor and Carol Wise. “Peruvian Economic Policy in the 1980s: From Orthodoxy to Heterodoxy and Back” *Latin American Research Review* Vol. 27, No. 2, pp. 83-117.

IX. February 16: Free Trade

Free Trade Debates

- Rodrik, Dani. 1992. "The Limits of Trade Policy Reform in Developing Countries" *Journal of Economic Perspectives* Vol. 6:1 (Winter).
- Edwards, Sebastián. 1993. "Openness, Trade Liberalization, and Growth in Developing Countries" *Journal of Economic Literature* 31:3 (September).
- Robert Wade. 1993. "Managing Trade: South Korea and Taiwan as Challenges for Economics and Political Science" *Comparative Politics* Vol. 25:2 (January)

X. February 18: Short Midterm II

XI. February 23: Free Movement of Money

Capital Markets: Financial Crisis or International Development?

- Robert Wade. 2000. "Wheels within Wheels: Rethinking the Asian Crisis and the Asian Model" *Annual Review of Political Science* Vol. 3.
- Bhagwati Jagdish. 1998. "The Capital Myth: The Difference between Trade in Widgets and Dollars" *Foreign Affairs* Vol. 77:3.
- Joseph Stiglitz. 2002. *Globalization and Its Discontents* Chapter 4: The East Asia Crisis: How IMF Policies Brought the World to the Verge of a Global Meltdown" (New York: Norton).

XII. February 25: Free Markets and Labor in the Developing World

- Bhagwati, Jagdish. 1995. "Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues" *The World Economy* Vol. 18:6.
- Richard Freeman. 2000. "Are Your Wages Set in Beijing?" in Jeffry Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin's, 2000), pp. 343-352.
- Michael Piore. 1997. "The Economics of the Sweatshop" in Andrew Ross, ed., *No Sweat* (London: Verso).
- Kitty Krupat. 1997. "From War Zone to Free Trade Zone" in Andrew Ross, ed., *No Sweat* (London: Verso).

XII. March 2: What about other human needs?

- Amartya Sen. 2000. *Development as Freedom*. Chapters 6-7, "Democracy" and "Famine" pp. 146-188.

XIII. March 4: Is the state going away or coming back in a different form?

Ireland

- Ó Riain, Seán. 2000. "The Flexible Developmental State: Globalization, Information Technology, and the "Celtic Tiger" *Politics & Society* Vol. 28:2 (June).

O'Hearn, Denis. 2000. "Globalization, "New Tigers," and the End of the Developmental State? The Case of the Celtic Tiger" *Politics & Society* Vol. 28:1 (March).

Latin America

Andrew Schrank and Marcus Kurtz. 2005. "Credit Where Credit is Due: Open Economy Industrial Policy and Export Diversification in Latin America and the Caribbean" *Politics & Society* Vol. 33:4 (December)

Marcus Kurtz and Sarah Brooks. 2008. "Embedding Neoliberal Reform in Latin America" *World Politics* Vol. 60:2 (January).

XIV. March 9: What Else Are We Missing?

Sen, Amartya. 2000. *Development as Freedom* (New York: Anchor Books), Chs. 3–5. "Freedom and the Foundation of Justice," "Poverty as Capability Deprivation," and "Markets, State, and Social Opportunity," pp. 54-145.

XV. March 11: In-Class Review Session for Final Exam

Political Science 597:02
Contemporary Political Problems: Democratization
Spring 2009

Tuesdays and Thursday 11:30am-1:18pm
Caldwell Lab 0133
Call # 18106-6

Instructor: Ms. Danielle Langfield
Office: Derby Hall 2032
Office phone: 292-3235
langfield.1@polisci.osu.edu

Office hours:
Tuesdays & Thursdays 2:00-3:00pm
and by appointment

In the past 35 years both the number and the proportion of democracies in the world have more than doubled.¹ This course will focus on this “third wave” of democratization. We begin by asking what democracy is, before exploring theories that explain the third wave. Why and how do countries become democratic? Is this trend likely to continue?

Course Objectives

This course fulfills the University’s GEC category 5: Capstone: Issues of the Contemporary World. The intention is that “[b]y drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students attain and enrich their experiences of the increasingly global nature of the contemporary world.” The GEC Learning Goals and Objectives are:

1. “Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.”

Students should leave this course with an increased understanding of the issues and debates surrounding democratization, and should be able to apply these ideas to contemporary situations. It is expected that students will contribute their own knowledge and ideas to class and small group discussions. Assignments require students to conduct research and to evaluate arguments and evidence about world events. The course should further the development of students’ analytical skills and capability to express ideas and arguments effectively.

A Note about Political Science and What We’re Doing Here

I recognize that many students in this course have little background in political science. The course is designed to first provide some necessary background, so we can build upon that as the quarter progresses. I hope students see this course as an opportunity to fill in some gaps in their knowledge of the world and to practice some skills (such as writing formally) that may have atrophied. While I will do what I can to help students make the most of this opportunity regardless of each individual’s starting point, I also expect this class to fulfill its “capstone” task. That means that this is a course for upperclassmen, and I expect students to work accordingly and to use the many skills they have acquired in college.

¹ Diamond, Larry. 2002. “Elections without Democracy: Thinking about Hybrid Regimes.” *Journal of Democracy*. (13: 2, April), pp. 21-35; p. 25.

Political science majors and others likely will find they see connections between what we are studying and material they have learned in other classes. (Indeed, I very much want you to make such connections.) I encourage students to contribute these observations to the class's discussions. As a result, it is likely that the class discussion will make reference to many events, countries, and ideas. If something is mentioned about which you are not familiar, ask questions! Asking a question is not a burden, but rather an indication that one is actively seeking to increase knowledge and understanding.

Occasionally students ask for some background on political science as a discipline. That is, they want to know what our standards of proof are, what "counts" as evidence, how we build theories, and the like. While I build some discussion of these issues into the course, interested students can take a look at two overviews of such subjects, posted on Carmen:

Patrick H. O'Neil. 2007. "What is Comparative Politics?" *Essentials of Comparative Politics*. 2nd Ed. (Norton), pp. 3-7.

Leanne C. Powner. "Reading and Understanding Political Science."

Texts & Resources

There are no books required for purchase for this course. All daily reading assignments can be found online at the Carmen course page. *You should print the reading assignments* so that you can make notes in the margins and refer to them in class.

Students will make use of library databases and other online resources, to complete a short research paper and to choose an article for the review paper. We will review how to use the resources. Additionally, Professor David Lincove, the History, Political Science & Philosophy Librarian, can be contacted for help. His [resource guide](#) is posted on Carmen. He can be contacted at lincove.1@osu.edu, 292-2393, or his office (280D Sullivan Library).

How to Use Carmen

The course website is available through <http://carmen.osu.edu>. Readings, announcements, homework, and handouts will all be posted on the course page. The Student Guide to Carmen is at <http://telr.osu.edu/carmen-help/students/guide.html> (or click through from the main page).

Communication: Email and Carmen

Please set both of my email addresses (@osu.edu and @polisci.osu.edu) to be accepted by any spam filter you may be using. If you send me an email, please put the course number in the subject line. Because of computer viruses, if I do not recognize the source of an email, I DELETE IT UNOPENED. I do not use Carmen's Pager function.

It is your responsibility to maintain communication with me by checking the Carmen website daily to see if any announcements have been made. Please do not play the "my email must have got lost somehow" game. Honesty goes a long way to gain my sympathy.

I will make every effort to respond to email quickly, but please recognize that I do not spend all my time next to a computer. Allow at least 24 hours for a reply.

Assignments and Grades

Preparation, Attendance, & Participation	15%	
‘Democratization in Your Country’ Research		
Prompt Selection of a Country	2%	April 14
Paper (~2 pages)	10%	April 21
In-class Exam	20%	April 23
Article Review (3-5 pages)		
prompt selection of an article	3%	May 14
paper	25%	May 28
Take-Home Final Essay (3-4 pages)	25%	June 9 at 1:30pm
All extra credit must be turned in by June 5 at 5pm.		

The first exam will be given in class relatively early in the quarter to ensure students learn and consolidate the “groundwork” material. The format will be multiple choice and short answer. The exam is April 23.

For a short research paper, each student will select one country that democratized during the third wave to become an expert on this quarter. Students will use specific library databases and resources to learn particular information about that country relevant to the course at that point. This paper will be awarded points for completion, but full feedback will be given so students understand the expectations for written work in this class. The paper is due April 21.

For the article review, each student will write 3-5 pages briefly summarizing and critically analyzing an academic article or equivalent book chapter. Each student will choose an article that s/he wishes to read that is *not* one of the course readings, that reflects both the topic of the course and the student’s own interests. Students must inform the instructor of the full bibliographic information of the article they select no later than May 14, to ensure it is an appropriate choice. The paper is due May 28. *Failure to find an article in a timely manner will not be accepted as a reason for an extension on the paper. Reviewing an inappropriate article, because it was not approved, is grounds for a zero on the paper.*

The final essay will be 3-4 pages, responding to prompts distributed on June 2. It is due by 1:30pm on Tuesday, June 9.

There will be opportunities to earn extra credit, both on quizzes/exams and through additional research, readings, or activities. Details of specific opportunities will be provided separately. All extra credit must be turned in by 5pm on Friday, June 5.

Preparation, Attendance, and Participation

Assigned readings should be read *before* that day’s class. **Lectures and discussions will cover information not found in the readings and vice versa.** You are responsible for both. **You should obtain a hard copy of each reading, write on it (underline, make notes in the margins, etc), and bring it to class.** We want to answer the following questions:

- What are the main questions the reading seeks to answer?
- What claim is made? (Can you identify the main thesis?)
- What evidence is provided in support of this claim?
- Is this evidence and the overall argument convincing? Why (not)?
- What alternative arguments are acknowledged and addressed? Are they more convincing?

To prepare you for the class discussions, there are homework assignments that will be announced in class and on Carmen, graded for completion only. There will be no makeups for such assignments. Missing class and not checking Carmen for announcements are not valid excuses for failing to complete them. There are also occasionally unannounced reading quizzes. Again, there are no makeups.

The University expects students in this course to share their different perspectives with one another. Therefore, there will be a component of the course grade based on attendance and participation. Participation and interaction with others is a vital aspect of the educational process (and the political process). Therefore, it is essential that you attend class and are engaged in discussions. Appointments should be made outside of class time. If you miss class, get the notes from a classmate, and then see me to ask about anything that remains unclear. **Students are responsible for making sure they sign in each day.**

I recognize that not everyone feels comfortable talking in large groups. If public speaking just isn't your thing, you can still be prepared, attentive, and contribute to smaller group discussions. Part of a good strategy is to make sure I know who you are. There are a number of ways you can participate: talk to me before or after class or in my office, or send me an e-mail, or post questions or comments to the Carmen discussion boards.

Note that merely making your voice heard may not result in a good participation grade. *Constructive* comments and listening to your *peers'* contributions are part of being a good classroom citizen.

I do not often interrupt everyone's thought processes to stop behavior I find distracting, rude, or simply an indication that you are not paying attention, but I do notice it. Don't text during class.

Respect

This is a course about politics, and there will be many different views among us. It is imperative that all members of the class are treated with respect. I encourage all students to openly discuss their views, as long as you also listen to the views of others respectfully and with an open mind. As the instructor, I promise to do the same. Please realize that often I will "play devil's advocate," asking you to defend your position regardless of my personal views. I will take whatever action I deem appropriate if anyone shows disrespect either to myself or to another student. This policy extends outside the official class time; for example, the same standards apply to the Carmen discussion boards.

Disability Accommodations

I am committed to providing reasonable accommodations to students with documented disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Please speak with me as soon as possible so that we can make appropriate arrangements.

Academic Misconduct

No cheating or plagiarism will be tolerated. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. More information can be found at <http://oaa.osu.edu/coam/faq.html>.

If you are unfamiliar with how to properly cite sources and provide references, the library provides guides: <http://www.lib.ohio-state.edu/help/faq/html# citations>. Please talk with me if you need further help.

All work turned in for this class should be done for this class and none other, and should be your own work. If you want to use the assignments in this class to build towards something (like an honors thesis), talk to me about how to do this in a manner that is sufficient both to meet the course requirements and to avoid academic misconduct.

Late Work and Missed Exam Policies

Homework assignments will not be accepted late. There will be no makeups for them or for quizzes.

Missed in-class exam:

You need to make every effort to take the exam with the class. If you will miss an exam, you must inform me as soon as possible before the class and provide documentation (letter from your student group advisor, funeral program, doctor's note, accident report, etc). You are required to make up the exam promptly, within one week, at a mutually acceptable time. Make-ups will not be given to students who do not follow this policy.

Late papers and research assignments:

Assignments are due at the *beginning* of class on their due dates. For every day a paper is late (including weekends), 2/3 of a grade (so from an A- to a B, for example) will be deducted. Being significantly tardy to class the day an assignment is due, having missed class in order to complete it, will cause a deduction of 1/3 of a grade.

If you turn in a paper to my mailbox in Derby Hall 2140 after the time it was due, ask one of the office staff to note on it what time it was turned in. Otherwise I will assume it was placed in my box five minutes before I found it there. Please do not email papers to me; except under extraordinary circumstances, I only accept hard copies. If you email a paper to me, *I will send a confirmation email that I received it*. If you do not receive such an email, assume that I do not have your paper.

Technical Glitches:

Technical glitches – a computer possessed by gremlins, a printer that unsympathetically runs out of ink, etc – happen. However, it is your responsibility to plan for such eventualities; they should not be an excuse for not turning in your work. If you are unable to print your paper before class, do what you can: email it to me or bring me a flash drive, and then print it out immediately after class to get me the hard copy.

My bottom line on attendance and late work: be reasonable and honest, keep me informed, and work hard, and I'm likely to be flexible. Don't, and I'm likely not to be.

Optional readings: Optional readings are of two categories. First, some I will draw on for my lecture that day. If you miss class or want another source from which to review the material, these readings may be a good place to start. Second, some optional readings are simply what I would have required, if we lived in an ideal world with infinite quantities of time.

I reserve the right to make adjustments to the course as needed as the quarter progresses. Announcements of such changes will be made on Carmen and in class.

Schedule

Reading should be completed *before* the class for which they are listed.

WHAT: THE THIRD WAVE

March 31

Introductions and overview

The “third wave” of democratization

Optional readings: Samuel P. Huntington. 1991. “The Waves of Democratization.” in *The Third Wave: Democratization in the Late Twentieth Century*. (U. of Oklahoma Press), pp. 13-26.

*Howard Handelman. 2006. Excerpt from *The Challenge of Third World Development*. 4th ed. (Pearson Prentice Hall), pp. 22-23 (the introduction of the chapter).

April 2

Some vocabulary:

states, regimes, & governments

stages of democratization: breakdown/liberalization, transition, consolidation

the many meanings of ‘liberal’

Why would people support a non-democratic regime?

Patrick O’Neil. 2008. *Essentials of Comparative Politics*. 2nd Ed. (Norton), pp. 20-25, 118-124.

“There’s a word for that.” *Economist*. Nov. 6, 2005; p. 14.

*Howard Handelman. 2006. “Democratic Transition and Consolidation.” Excerpt from *The Challenge of Third World Development*. 4th ed. (Pearson Prentice Hall), pp.25-26.

* Handelman’s entire democratization chapter is posted on Carmen, as it is an excellent summary resource for the course. You will read more excerpts from it for April 28.

WHAT IS DEMOCRACY?

April 7

Defining democracy

Robert A. Dahl. 1998. *On Democracy*. Ch. 4: "What is Democracy?", pp. 35-43.
Philippe C. Schmitter and Terry Lynn Karl. 1991. "What Democracy Is....and Is Not."
Journal of Democracy. (Summer), pp. 75-88. EXCERPTS from *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Eds. Kesselman and Krieger. Pp. 160-171.

April 9

Defining democracy: electoral, liberal, and illiberal democracy

Fareed Zakaria. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs*. (76: 6), pp. 22-43.

April 14: Select country for short research paper no later than today.

Consolidation, reversals, and competitive authoritarianism: Venezuela

Javier Corrales. 2006. "Hugo Boss." *Foreign Policy*. (Jan/Feb), pp. 32-40

Optional reading:

Thomas Carothers. 2002. "The End of the Transition Paradigm." *Journal of Democracy*. (13:1, January), pp. 5-18. EXCERPTS reprinted in *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Eds. Kesselman and Krieger. Pp. 215-223.

April 16

Regime types and stages of democratization: how do we identify or measure them?

"Measuring liberty: When freedom stumbles." *Economist*. January 17, 2008.
Freedom House scale (posted on Carmen)
2008 Freedom House Country Report for country selected for research paper

April 21: DUE: Short Research Paper

Why democracy? Why not democracy?

Review session.

Amartya Sen. 1999. "Democracy as a Universal Value." *Journal of Democracy*. (10:3), pp. 3-17.

April 23: IN-CLASS EXAM

Exam will cover the material listed here through April 16.

Format: multiple choice and short answer.

WHY?
PART 1: STRUCTURAL CAUSES OF DEMOCRATIZATION

April 28

Economic causes: modernization and development

Howard Handelman. 2006. Excerpts from *The Challenge of Third World Development*:
“Modernization Theory and the Importance of Cultural Values.” pp. 12-14.
“Justifying Authoritarian Rule,” pp. 27-28.
“Social and Economic Modernization” and “Class Structure.” pp. 32-34.
(The second and third excerpts are part of Chapter 2, all of which is posted on Carmen as part of the first reading assignment. The first excerpt is posted by itself.)

April 30

Economic causes continued: development continued.

Resource Curse: What is it? What are some hypotheses for why it exists?

Review “Democracy and Economic Development” section of Sen, assigned April 21.
Paul Collier. 2007. “The Natural Resource Trap.” Ch. 3 in *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. (Oxford Univ. Press), pp. 38-52.

Optional reading: Simon Romero, Michael Slackman, and Clifford J. Levy. “3 Oil-Rich Countries Face a Reckoning.” *The New York Times*. October 20, 2008. [about the effect of falling oil prices on Russia, Iran, & Venezuela]

May 5

Culture as Cause: Are some cultures less conducive to democracy?

Samuel Huntington. 1997. “After Twenty Years: The Future of the Third Wave.” *Journal of Democracy*. (8:4), pp. 3-12.
Review “The Argument from Cultural Differences” section of Sen, assigned April 21.

Optional reading (for some historical & philosophical background on the Muslim world): Ladan Boroumand and Roya Boroumand. 2002. “Terror, Islam, and Democracy.” *Journal of Democracy*. (13:2, April), pp. 5-20.

In-class video: “The Road to 9/11” (An overview of the past century in the Middle East, and the origins of Islamists. There’s not a good way to get the information in this video if you miss class.)

May 7

A response to Huntington, with a few more hypotheses about structural & historical factors.

M. Steven Fish. 2002. “Islam & Authoritarianism.” *World Politics*. (55, October), Reprinted in *Essential Readings in Comparative Politics*, pp. 216-228.

May 12

Catch-up day. (Get ahead on reading as the assignment for May 19 is long.)

WHY?

PART 2: PEOPLE AS CAUSES OF DEMOCRATIZATION

May 14: ARTICLE SELECTION DUE

Democratization: Who?

Why do masses of people protest for change? What determines if they succeed?

“A rainbow of revolutions: bloodless regime change.” *The Economist*. January 21, 2006.

***Try to “ignore” the Economist’s editorializing about current international relations; focus on the importance of ‘people power’ in many transitions.*

Optional reading (on social networking sites as a protest organizing tool in Egypt): Samantha M. Shapiro. “Revolution, Facebook Style.” *The New York Times Sunday Magazine*. January 22, 2009.

In-class video: CNN’s *Cold War*, Episodes 23 & 24 on Eastern Europe’s democratic revolutions. (Again, there’s not a good way to make up this information if you miss class.)

May 19

Democratization: Who? (continued)

What are the divisions among the leaders?

What are the issues facing negotiators?

Instructor’s introductory material in the Reading Guide (required)

Nelson Mandela. 1994. *Long Walk to Freedom*. (Little, Brown), pp. 517-558, 585-612.

In-class simulation: Negotiating the end of apartheid.

May 21

Is democratization dangerous? Who or what might make it dangerous, under what circumstances?

Mark R. Beissinger. 2008. “A New Look at Ethnicity and Democratization.” *Journal of Democracy*. (19:3, July), pp. 86-97.

WHY?

PART 3: EXTERNAL CAUSES OF DEMOCRATIZATION

May 26

International Environment (Cold War and post-Cold War)
Sanctions

David Baldwin. “Sanctions Have Gotten a Bum Rap...” *Los Angeles Times*. August 18, 2004.

Fareed Zakaria. “How to Change Ugly Regimes.” *Newsweek*. June 27, 2005.

May 28: ARTICLE REVIEW DUE

Military intervention and occupation: peace-keeping versus nation-building

Democracy Promotion Programs: What are they? What ideas are they based on? Do they work?

Francis Fukuyama. 2006. "Nation-Building and the Failure of Institutional Memory." *Nation-Building: Beyond Afghanistan and Iraq*. (John Hopkins Univ. Press), pp. 1-16.

Steven E. Finkel, Anibal Perez-Linan, and Mitchell A. Seligson. 2007. "The Effects of U.S. Foreign Assistance on Democracy Building: 1990-2003. *World Politics*. (59: April). Read EXCERPTS ONLY as posted on Carmen.

**WHERE NEXT?
CASE STUDIES**

June 2

Given what we know about why democratization has happened elsewhere, is it likely to happen in China?

Minxin Pei. 2007. "How will China Democratize?" *Journal of Democracy*. (18:3, July), pp. 53-57.

In-class video: Frontline's *The Tank Man* (on China's modernization and Tiananmen Square)

Episode website: <http://www.pbs.org/wgbh/pages/frontline/tankman/>

Final essay prompts distributed today.

June 4

Think about each cause of democratization we've discussed this quarter and what the likelihood is that that cause could have an effect in Zimbabwe.

Samantha Power. 2003. "How To Kill A Country." *The Atlantic Monthly*. (December), pp. 86-100.

Optional reading: Celia W. Dugger. "Fragile Signs of Hope Emerging in the Gloom of Mugabe's Rule." *The New York Times*. March 19, 2009.

Friday, June 5 - All extra credit due by 5pm.

Final Exam: Tuesday, June 9

Final essay due at 1:30pm to my mailbox (Derby 2140).

INTRODUCCIÓN A LAS CULTURAS LATINOAMERICANAS ESPAÑOL H560

Ana Del Sarto
Oficina: 343 Hagerty Hall
Teléfono: 247-8109
del-sarto.1@osu.edu

Horas de consultas: lunes 3:30-5:30pm o por
cita
Otoño 2008

Textos

- 1) Skidmore, Thomas and Peter Smith. *Modern Latin America*. New York: Oxford University Press, 2001 (Fifth edition).
- 2) Rowe, William and Vivian Schelling. *Memory and Modernity. Popular Culture in Latin America*. London: Verso, 1994.
- 3) Williams, Raymond. *Keywords. A Vocabulary of Culture and Society*. New York: Oxford UP, 1976.
- 4) Lecturas en Carmen

Course Description:

This course is an introductory journey in the complex, always one and plural, contemporary cultures of Latin America. Through a transdisciplinary approach, we will map out the diverse ethnic, social, and political processes that shaped historically constituted geo-cultural formations. We will study in literature, film, music, plastic arts, folk and popular practices and artifacts, the constitution, during pivotal formative moments, of the historical matrices of each geo-cultural formation. Through this journey, we will be able to understand the constant dialectic between change and continuity, the emergent and the residual, modernity and tradition, as well as the articulation between regional cultures and local practices, national cultures and globalization, high and popular, folklore and pop, culture industry and civil society, subcultures and countercultures, ethnicity and class, gender and age.

Calificación

Borrador del proyecto de investigación	20%
Ensayo final (proyecto de investigación)	35%
Resumen del contexto socio-histórico	10%
Pruebas	10%
Presentación oral	10%
Participación	15%

Course requirements:

Participation: This is a **discussion based** class. Your consistent participation is a key component of our learning environment. In this class, reading all texts for the week is absolutely required. We expect you to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Therefore, no more than two (2) **unexcused absences** will be allowed. In the case of more than two unexcused absences, your grade will be affected in the following way: each two unexcused absences, you will lose half a letter (from A to A-).

Oral presentation: in groups of 2 they will organize an in-class presentation-discussion about the text they chose according to their interests and related to the topics assigned in our class schedule. This presentation is designed to dovetail with and flesh out topics the class as whole will be reading. A written outline of the main points discussed is due the day of the presentation.

Pruebas: There will be five pop-quizzes related to maps and id questions related to the readings (identifications of concepts, names, movements, etc.).

Research Project: students will pursue a research project that will focus on a specific cultural practice chosen according to your interests but in consultation with the professor. It will be presented in two steps: first, a **midterm draft** (4-5 pages) due **October 29th**, in which the main topic and major lines of argumentation are discussed; it should include the bibliography. Second, the midterm should be reworked and edited as a **final paper** (8-10 pages) due **December 8th**. All written in Spanish.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

The **Office for Disability Services**, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307

In the unlikely event of **class cancellation** due to emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you our next class meeting.

TODO ENSAYO QUE SE ENTREGUE FUERA DE LA FECHA ESTABLECIDA, SE PENALIZARA CON UNA LETRA MENOS (POR SEMANA) O BAJANDO HACIA EL MENOS (POR DIA DE CLASE) A LA RECIBIDA. Ejemplo: Si reciben una A pero fue entregado una semana después, la nota recibida será una B. Si reciben una A pero fue entregado un día de clase después al asignado, la nota recibida será una A-

Calendario

Septiembre

24

Formaciones geo-culturales latinoamericanas

Introducción: mapas y conceptos

Film: *The Incas Remembered*

Lecturas para los fines de semana: Skidmore, "Prologue", Capítulos 1 y 2

Entregar resumen: 8 de octubre

29

CULTURAS TESTIMONIO: La formación geo-cultural andina. Producciones coloniales

Rowe-Schelling, "Introduction"

Ribeiro, "Introducción"

Inca Garcilaso / Guamán Poma de Ayala (Selecciones)

Skidmore, capítulo 6

Octubre

1

Un estado, dos naciones: *Tahuantinsuyo*, *Indigenismo* y *Mestizaje* en el Perú

Rowe-Schelling 51-64 y 151-57

José C. Mariátegui, "El problema del indio"

J. Arguedas, "El sueño del pongo" (Etnografía, folclore, literatura)

6

Post-indigenismo y crisis del estado nacional: *Sendero Luminoso*

Film: *The People of the Shining Path*

"Del huayno a la chicha"

8

Emergencia de nuevos movimientos indígenas en Bolivia

Bolivia para todos (documental)

Arizpe, "Cultural Diversity, Conflict and Pluralism"

Albó, "And from Kataristas to MNRistas? The Surprising and Bold Alliance between Aymaras and Neoliberals in Bolivia"

Rivera Cusicanqui, "Indígenas y mujeres en Bolivia"

Skidmore, capítulo 7

- 13 **CULTURAS TESTIMONIO: La formación cultural mexicana: La revolución mexicana: Indigenismo y nacionalismo.**
Film: *Mexico: The Frozen Revolution* (R. Gleyzer)
- 15 **Construcción de la mexicanidad: Muralismo**
Monsiváis, “Notas sobre la cultura mexicana en el siglo XX” (selección)
Video: *Diego Rivera*
- 20 **Narración de la crisis: Masacre de Tlatelolco**
Poniatowska, *La noche de Tlatelolco*
Rowe-Schelling 157-169
- 22 **Retorno de lo reprimido: Los Zapatistas**
Film: *Zapatista*
EZLN, *Documentos y comunicados* (selección)
<http://www.ezln.org.mx/>
<http://www.zapatistas.org/>
<http://mondediplo.com/1997/09/marcos>
Escárzaga, “La emergencia indígena contra el neoliberalismo”

Skidmore, capítulo 8 y 9

- 27 **CULTURAS NUEVAS: La formación geo-cultural caribeña. Colonialismo, esclavitud y transculturación en Cuba.**
Ribeiro, “Introducción”
Video y música, *De la rumba a la salsa*
Fernando Ortiz, *Contrapunteo cubano del tabaco y el azúcar* (selección)
Maya Roy, “The Rumba”
- 29 **Anti-colonialismo, revolución e identidad nacional: negrismo y negritud**
Arte: Wifredo Lam
Literatura: Nicolás Guillén
Fanon, “The Fact of Blackness”

ENTREGAR BORRADOR (MIDTERM)

Noviembre
3

Estado de emergencia: Los afro-cubanos y el hip-hop
Olavarria, "Rap and Revolution: Hip-Hop Comes to Cuba"
Fernandes, "Island Paradise, Revolutionary Utopia or
Hustler's Haven? Consumerism and Socialism in
Contemporary Cuban Rap"

Skidmore, capítulo 5

5 **CULTURAS NUEVAS: La formación geo-cultural brasileña.**
Identidad afro-brasileña: República de Palmares
Vainfas, Santidades y quilombos
Film: *Quilombo* (selección de escenas)
Rowe-Schelling 36-45

10 **Nacionalismo cultural: Samba y Carnaval**
Música y video
Roberto Damatta: *Carnivals, Rogues, and Heroes*
(selección)
McCann, Bryan. "Samba and National Identity"
Rowe-Schelling 74-84

12 **Racismo y exclusión social: los jóvenes en Brasil**
Yúdice, "The Funkification of Rio" y "Parlaying Culture
into Social Justice"

Skidmore, capítulo 3

17 **CULTURAS TRANSPLANTADAS: La formación geo-cultural rioplatense. Modernidad periférica: ¿Civilización o barbarie?**
Ribeiro, "Introducción"
Sarmiento, *Facundo* (selecciones)
Echeverría, "El matadero"

19 **Cosmopolitismo y nostalgia en el tango**
Música y letras de tango

Video
Borges, “El fin” y “El sur”
Rowe-Schelling 30-36

- 24 **Populismo y ciudadanía**
Film: *Evita: The Woman behind the Myth*
Walsh, “Esa mujer”
Dujovne, “Mártir, momia, santa y abuela”
Rowe-Schelling 169-172

- 26 **Dictaduras y neoliberalismo: legados y crisis**
Nunca más (selección)
Madres de Plaza de Mayo: testimonios y poemas
<http://www.madres.org/>
<http://madres-lineafundadora.org/>

Diciembre

- 1 **Crisis del modelo neoliberal**
Sarlo, *Escenas de la vida posmoderna* (selección)
Teubal, “Rise and Collapse of Neoliberalism in Argentina”
- 3 **¿CULTURA TRANSNACIONAL O GLOBAL? Culturas de frontera**
Video performance: Guillermo Gómez Peña, Coco Fusco y John Leguizamo
Anzaldúa, “La conciencia mestiza”
Gómez Peña, “Documented/Undocumented” y “The Border is...”

ENTREGAR ENSAYO FINAL
8 de diciembre por email

Bibliografía

- Anzaldúa, Gloria. "La conciencia mestiza". *Borderlands. La frontera. The New Mestiza*. San Francisco: Aunt Lute Book Co, 1987
- Arguedas, José M. "El sueño del pongo". *Breve antología didáctica*. Lima: Editorial Horizonte, 1984.
- Borges, Jorge. "El fin". *El cuento argentino contemporáneo*. Sarlo, Beatriz ed. Buenos Aires: Centro Editor de América Latina, 1976.
- "El sur". *Ficciones*. Buenos Aires: Emecé, 1956.
- Comisión Nacional sobre la Desaparición de Personas. *Nunca más. Reporte de la Comisión Nacional sobre la Desaparición de Personas*. Buenos Aires: Eudeba, 1985.
- Da Matta, *Carnivals, Rogues, and Heroes: an Interpretation of the Brazilian Dilemma*. Notre Dame: University of Notre Dame Press, 1991.
- Dujovne, "Mártir, momia, santa y abuela". *Evita: La biografía*. Buenos Aires: Aguilar, 1995.
- Echeverría, Esteban. "El matadero". *La cautiva. El matadero*. Buenos Aires: Sur, 1962
- Ejército Zapatista de Liberación Nacional. *EZLN. Documentos y comunicados*. México: Ediciones Era, 1994.
- Fanon, Frantz. "The Fact of Blackness". *Black Skin, White Masks*. New York: Grove Press, 1969.
- Fernandes, Sujatha. "Island Paradise, Revolutionary Utopia or Hustler's Haven? Consumerism and Socialism in Contemporary Cuban Rap". *Journal of Latin American Cultural Studies* 12.3 (2003): 359-375.
- Gómez Peña, Guillermo. "Documented/Undocumented" y "The Border is...". *Warrior for Gringostroika: Essays, Performance Texts, and Poetry*. Minneapolis: Graywolf Press, 1993.
- Guaman Poma de Ayala, Felipe. *Nueva corónica y buen gobierno*. Caracas: Biblioteca Ayacucho, 1980.
- Gracilaso de la Vega, Inca. *Comentarios reales*. Caracas: Biblioteca Ayacucho, 1976.
- Hurtado, Wilfredo. "Del huayno a la chicha". *Chicha peruana. Música de los nuevos migrantes*. Lima: Grupo de Investigaciones Económicas ECO, 1995.

Mariátegui, José. *Siete ensayos de interpretación de la realidad peruana*. Lima: Empresa Editora Amauta, 1974.

McCann, Bryan. "Samba and National Identity." *Hello, Hello Brazil. Popular Music in the Making of Modern Brazil*. Durham: Duke University Press, 2004.

Mellibovsky, Matilde. *Círculo de amor sobre la muerte*. Buenos Aires: Ediciones del Pensamiento Nacional, 1990.

Monsiváis, Carlos. "Notas sobre la cultura mexicana en el siglo XX". VVAA. *Historia general de México*. Vol 2. México: Colegio de México, 1998 [1976].

Poniatowska, Elena. *La noche de Tlatelolco; testimonios de historia oral*. México: Editores Era, 1971

Olavarría, "Rap and Revolution: Hip-Hop Comes to Cuba". *NACLA Report on the Americas* 35.6 (May-June 2002): 28-30.

Ortiz, Fernando. *Contrapunteo cubano del tabaco y el azúcar*. Caracas: Ayacucho, 1987.

Ribeiro, Darcy. *Las Américas y la civilización*. Buenos Aires: Centro Editor de América Latina, 1969.

Romano, Eduardo. *Las letras del Tango*. Rosario: Editorial Fundación Ross, 1995.

Roy, Maya. *Cuban Music: from Son and Rumba to the Buena Vista Social Club and Timba Cubana*. Princeton: Markus Wiener Publishers, 2002.

Sarmiento, Domingo. *Facundo*. Caracas: Biblioteca Ayacucho, 1977.

Sarlo, Beatriz. *Escenas de la vida posmoderna*. Buenos Aires: Ariel, 1994.

Vainfas, Ronaldo. "Santidades y quilombos". *Diccionario do Brasil Colonial (1500-1808)*. Rio de Janeiro: FA Editoracao Eletronica, 2000.

Walsh, "Esa mujer". *Cuentos argentinos*. Buenos Aires: Cámara Argentina del Libro, 2001.

Yúdice, George. "The Funkification of Rio". *The Expediency of Culture. Uses of Culture in the Global Era*. Durham: Duke University Press, 2003.

Yúdice, George. "Parlaying Culture into Social Justice". *The Expediency of Culture. Uses of Culture in the Global Era*. Durham: Duke University Press, 2003.

Videos & Films:

Camerini, Michael. *The Frescos of Diego Rivera*. Founders Society, Detroit Institute of Arts, Instituto Nacional de Bellas Artes, Secretaría de Educación Pública (México). Concord, Mass: Home Vision, 1986.

Cartoy Díaz, Emilio. *Bolivia para todos*. Argentina: INCAA, 2008.

de Beaufort, Marc and Yezid Campos. *The Americas*. "Fire in the Mind: revolutions and revolutionaries". V 9-10. South Burlington, VT: Annenberg/CPB Collection, 1993.

Diegues, Carlos. *Quilombo*. Brazil: CDK Producoes Ltda., 1984.

Eichert, Benjamin. *The Zapatista*. Santa Barbara: Big Noise Films, 1998 (Rebel Works and Media Boutique production).

Fons, Jorge. *Rojo Amanecer*. México: 1989.

Gleyzer, Raymundo. *Mexico: The Frozen Revolution*. New York: The Cinema Guild, 1987.

Cohen, John. *Mountain Music of Peru*. New York: The Cinema Gild, 1984.

Leguizamo, John. *Mambo Mouth*. New York: Island Visual Arts, 1992.

O'Hearn, Deirdre. *Evita: The Woman behind the Myth*. History Television Network Productions, H-TV. New York: A&E Home Video, 1996.

Padilha, José. *Bus 174*. New York: Hart Sharp Videos, 2004.

The Incas Remembered. Creative Projects, Inc. Canoga Park, CA: Monterey Home Video, 1986.

Wenders, Wim. *Buena Vista Social Club*. Berlín: Road Movies Filmproduktion, 1999.

**Agricultural, Environmental and Development Economics 535
International Studies 535**

Economic Development

**Spring 2009
Syllabus**

Course Information

Time: Monday and Wednesday, 4:00 to 5:48 p.m.

Place: Room 0010, Page Hall

Instructor: Professor Claudio **Gonzalez**-Vega
Department of Agricultural, Environmental and Development
Economics
Agricultural Administration, room 249
2120 Fyffe Road

e-mail: gonzalez.4@osu.edu

[Communications by e-mail are preferred]

Office hours: by appointment

Administrative Associate:

Jose Pablo Barquero

Office in room 249, Agricultural Administration

Phone 292-8019, e-mail: barquero-romero.1@osu.edu

Teaching
Associate:

Michael Betz

Office: 317 Agricultural Administration

Phone: 292-9403 / 292-4865

e-mail: betz.40@osu.edu

Office Hours: Mondays-Wednesdays 2:45 to 3:45

Web page:

The syllabus, instructions, homework assignments, references and other materials will be available at the course's webpage in Carmen.

www.carmen.osu.edu

Readings: **D. Perkins, S. Radelet, and D. Lindauer** (PRL). 2006.
Economics of Development (Sixth Edition).
 New York: W.W. Norton and Company.

Additional readings will be posted in the class Carmen website.

Focus:

The fundamental purpose of the course is to introduce students to the field of economic development.

Theories of growth are presented and the nature of the structural change that is an intrinsic feature of economic progress is examined, including the role of agriculture in a developing economy.

Linkages between development, on the one hand, and population growth, international trade, financial development, and human capital formation, on the other, are analyzed as well.

The course combines information from theory, data, and policy experience.

Grading:

The instructional format will be a combination of lectures and class discussion.

Students are expected to have reviewed assigned readings before the lectures that correspond to these readings.

Grades are based on the following elements:

1.	Attendance and active class participation	10
2.	Homework	30
3.	First mid-term <i>(April 29, in class)</i>	25
4..	Second mid-term <i>(June 11, Thursday, 3:30 to 5:18)</i>	35
Total		100

Regular class **attendance** is critical in this course, as many relevant materials presented in class are **not available** elsewhere.

Participation in asking and answering questions and in the discussion of readings enriches the experience. Students who miss a particular class are responsible for obtaining the material and all relevant information from classmates and other sources.

Announcements in class about dates, changes in plans, additional requirements, and instructions for the paper are a complement to this syllabus and are **equally binding**. It is the student's responsibility to **keep track** of these announcements.

Attendance is regularly and randomly checked. **Two points** will be deducted for every absence not excused and one point for every tardiness. Any student who has been absent with an excuse (e.g., note from a medical clinic, obituary notice for a relative who has passed away or the like) will not have the grade lowered. It is the student's own duty, however, to make arrangements with classmates in order to be informed about progress in class and about catching up with their class notes.

Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and they should inform the instructor as soon as possible of their needs, right at the beginning of the quarter, for proper arrangements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Academic misconduct of any kind (e.g., plagiarism, cheating, and copying papers from other students, the internet or other sources) **will not be tolerated**.

Copying someone else's answers to midterm exams constitutes academic misconduct. Failure to **cite**, in the text of the paper, the bibliographic sources for materials used in the writing assignment is also academic misconduct. Appropriate **citations** and references are required for all materials used in papers that are not the student's **own** work. Students can work together, however, in the preparation of homework assignments, but each assignment must be turned in individually.

Faculty Rule 3335-5-54 will be followed in cases of suspected academic misconduct: “*Each instructor shall **report** to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.*” Instances of misconduct are penalized. In the past, students have failed to graduate because of this.

Students may cooperate with one another on homework. Assignments may be handed in late (i.e., after the beginning of the class period of the due date) without any penalty, but only with the instructor’s prior approval and only if a valid excuse (e.g., a doctor’s note or an obituary notice) is provided. Computer difficulties, including faulty diskettes, are not a good reason for tardiness. Without a valid excuse, there is a penalty for late submission –two points per weekday (including the due date if the paper is handed in after the beginning of the class period).

Topical Outline and Reading Assignments

!!!Preliminary!!!

This outline will be revised as the course proceeds. Please, pay attention to announcements in class and in the Carmen website.

Week 1 Introduction to economic growth and development.
 Measuring and comparing economic growth and development.outcomes
 across countries and over time.

PRL, Chapters 1 and 2.

Week 2 Factor accumulation, productivity growth, and economic expansion.
 Sources of growth analysis.
 Characteristics of growing economies.
 Diminishing returns to capital and convergence.
 Structural change.

PRL, Chapter 3.

Week 3 Theories of economic growth.

PRL, Chapter 4 (through page 135).

- Week 4 Inequality and poverty.
 PRL, Chapter 6.
- Week 5 Population.
 Demographic transition.

 PRL, Chapter 7
 (skim “Population Growth and Economic Development,” pages 255-265).
- Week 6 Education, health, and nutrition.

 PRL, Chapters 8
 (skim pages 298-313)
 PRL, Chapter 9 (through page 330).
- Week 7 Trade and development.

 PRL, Chapter 19.
- Week 8 Agriculture’s role in economic development.

 D.G. Johnson. 2000. “Population, Food, and Knowledge” *Am. Econ. R.*
 90:1, pages 1-14.
 PRL, Chapter 16, “The Biological Package and the Green Revolution”
 (pages 632-634).
- Week 9 Finance and economic growth.
 Microfinance.

AED Economics 538
International Studies 538

"Latin American Economic Development"

Spring 2009

Course Syllabus

Time: Monday and Wednesday, 9:30-11:18am
Place: 2017 McPherson Chemical Lab MP

Instructor: Jose Pablo Barquero-Romero, M.S.
Department of Agricultural, Environmental, and Development
Economics
Room 249B, Agricultural Administration Building
2120 Fyffe Road
Phone: 292-8019 *note, email is a more reliable way to find
me.*
Email: barquero-romero.1@osu.edu
Office hours: by appointment.

TA: Emilio Hernandez
Department of Agricultural, Environmental, and Development
Economics
Room 314, Agricultural Administration Building
Phone: 292-9424
Email: hernandez.162@osu.edu
Office hours: Mondays and Wednesdays from 2pm to 3 pm

Objectives: The students will acquire the fundamental theoretical
concepts related to economic growth and development that
allow them to understand the evolution of Latin American
economies over the last fifty years. The students will be
trained to analyze development strategies and policy
choices using a simple principle that is as practical as
undeniable: "people respond to incentives".

Content: The class will consist of a balanced mix of theory and
empirical case studies, such that the students can develop
a richer vision of the pitfalls and success stories
stemming from the different development strategies
implemented by the Latin American countries over the second
half of the 20th century. Based on that and on the
learning associated to the research for the term paper, the
students will be able to have a better understanding of the
reality of those countries, as well as to prescribe some
general policy recommendations to address the challenges
and problems that remain unsolved and that are critical in
the quest for a better living for all Latin Americans,
particularly the poorest.

Format: Combination of lecture, discussion, videos, and guest
speakers.

Course Web Site: Course information including the primary readings will be
posted using Carmen. Log in using your OSU username and
password at <https://carmen.osu.edu>

Grading: Grades are based on the following elements:

a) Two homework assignments
These will be closely related to the final paper and

will require the application of the theory learned in class and may require basic algebra skills. Each assignment is worth 5% of the final grade.

b) Two exams (two midterms)

The second midterm will be comprehensive only as material in the second portion of the course builds upon material in the first part of the course. Each exam will be worth 25% of the final grade.

c) Writing assignment

Detailed instructions are provided on a separate handout. This will be 30% of your final grade.

d) Attendance and preparation

Regular class attendance is critical. The material presented in class may not be readily available from other sources. In addition, suggestions for completing the writing assignment will be discussed in class. Preparation, reading the assignments before coming to class, is always a good idea if you want to do well in a course. In-class exercises (quizzes) asking questions about the reading or about the material covered that day will be used. These cannot be made up; therefore everyone gets one 'freebie' with no questions asked. The lowest score for each individual will be dropped. This along with class participation will make up 10% of the final grade.

Policies:

Homework: The first homework will be individual. However the second homework assignment will be graded as a group effort. Make sure the names of all group members are clearly indicated on the assignment. Homework must be turned in at the class when it is due. Late assignments will be penalized ten (10) points per weekday.

Writing Assignments: This must be individual work. This assignment will be due the last day of regular classes (Monday June 1st). Late assignments will be penalized fifteen (15) points per weekday. Exceptions are possible with a valid excuse. *No papers will be accepted after 5:00 pm June 10th because of grade submission deadlines, unless you have previously talked to me about taking an incomplete.*

Exams: If for some reason you will not be able to take one of the exams at the scheduled time, contact the instructor as soon as possible so other arrangements can be made. Tentative dates for the exams are:

- 1st Midterm: Wednesday, May 6th
- 2nd Midterm: Wednesday, June 3rd, 9:30am-11:18am

Disabilities:

Every effort will be made to accommodate documented disabilities. It is your responsibility to make your needs known. Please do so.

**Academic
Misconduct:**

Academic misconduct of any kind (e.g. plagiarism, cheating, or copying papers from other students, the internet or other sources) will not be tolerated. Copying someone else's answers to exams constitutes academic misconduct, as

does failure to cite the bibliographic sources for materials used in the writing assignment. Appropriate citations and references are required for all materials used in papers that are not the student's **own** work. A file of term papers submitted in previous offerings of this course is kept and consulted when there is suspicion of plagiarism.

Faculty Rule 3335-5-54 will be followed in cases of suspected academic misconduct: "Each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct."

Readings:

Optional

- ♦ Franko, Patrice. The Puzzle of Latin American Economic Development. Rowman & Littlefield Publishers Inc., third edition, 2006.

Strong Reference

- ♦ Easterly, William. The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics. MIT Press, first edition, 2002. *Electronic version at OSU library website

Class Schedule

Date	Topic
30-Mar	Class Introduction
1-Apr	Patterns of Development, Economic Growth and Development
6-Apr	Introduction to Latin America Development, Patterns of Growth
8-Apr	Panaceas that Failed
13-Apr	Import Substitution Industrialization
15-Apr	Latin America's Debt Crisis
20-Apr	Macroeconomic Stabilization and The Role of the State
22-Apr	Poverty, Inequality and Growth
27-Apr	Population, Education, Health
29-Apr	Financing for Development
4-May	Review Session/ Country Case Presentation
6-May	Midterm
11-May	Incentives
13-May	Policies Underpinning Growth
18-May	Trade and Development
20-May	Sustainable Development and Environmental Challenges
27-May	Rural Development (Presentations 1)
1-Jun	Corruption, Populism and Development (Presentations 2)
3-Jun	Second Midterm

AEDE/IS 538
Spring 2009
Writing Assignment

Content

In the writing assignment, you will discuss problems and policies concerning economic development as they apply to one Latin American country. I will ask for your country choice on April 15.

THIS IS NOT EXACTLY THE SAME ASSIGNMENT AS OTHER SECTIONS OF 438.

Due: June 3rd

1. Introduction
 - a. Location, population, size, density, etc.
 - b. Economic activity
 - i. Main products (Is the country a single commodity exporter?)
 - ii. Total GDP
 - iii. Importance of agriculture, manufacture and services
 - c. Thesis statement
2. Growth and Development
 - a. GDP rate of growth
 - b. Living standards
 - i. GDP per capita (PPP adjusted)*
 - ii. Access to sanitation
 - iii. Access to water
 - iv. Life expectancy
 - v. Others (number of doctors, number of beds at hospitals, etc)
 - c. Poverty
 - i. Extreme and Moderate*
 - ii. Human Development Index (HDI)
 - iii. Malnutrition
 - iv. Others (infant mortality, stunt, etc.)
 - d. Inequality
 - i. Gini Coefficient*
 - ii. Urban vs. Rural
 - iii. Racial and Gender Inequality
3. Aspects that Influenced Economic Growth
 - a. Import Substitution Industrialization (ISI)
 - b. Foreign lending and debt-crisis
 - c. Foreign Aid
 - d. Macroeconomic instability
 - i. Fiscal Deficit
 - ii. Inflation
 - iii. Stabilization Programs
 - e. Populism and Corruption
4. Development Policies
 - a. Infrastructure
 - i. Physical
 - ii. Institutional
 - b. Investment
 - i. Physical
 - ii. Human Capital
 - c. Innovation
 - d. International Trade
 - e. Right Incentives
5. Conclusion
6. Bibliography

* Compare with the Latin America and Caribbean region

Things to remember:

- The assignment must be typed (12-point font), double-spaced, with one-inch margins.
- The assignment must contain a bibliography of at least three (3) sources.
- Use graphs, tables, charts, etc if they help you get your point across.
- Numbers of pages are suggestions only and do not include graphs, tables, charts, etc.
- Late assignments will be penalized ten (15) points per weekday. Exceptions are possible with a valid excuse. Computer trouble is not a valid excuse.
No papers will be accepted after 5:00 pm June 3 because of grade submission deadlines, unless you have previously talked to me about taking an incomplete.
- As is emphasized in the syllabus, academic misconduct will not be tolerated. This requires you to provide appropriate citations and references for all material used in the assignment that originated from a source other than your head. Such information could include facts, statistics, ideas, or quotations. If you have questions about this policy, ask!.
- One of the accepted methods of citation must be used. MLA, APA, or Chicago styles are the major formats. Which you use is your choice, but you must link what you have borrowed to where it can be found. Information on these styles can be obtained from the OSU libraries.

Agricultural, Environmental and Development Economics 597.01
International Studies 597.01

Spring Quarter 2009
COURSE SYLLABUS

A. Course Information

Time: Tuesdays and Thursdays, 4:30 – 6:18 p.m.

Place: Hitchcock Hall 0035X
2070 Neil Avenue

Title: ***Problems and Policies in World Population, Food, and the Environment***

Credit hours: 05

Instructor: Professor Claudio **Gonzalez**-Vega
Department of Agricultural, Environmental and Development Economics
Agricultural Administration, room 249
2120 Fyffe Road

e-mail: gonzalez.4@osu.edu

[\[Communications by e-mail are preferred\]](#)

Office hours: by appointment

Office Associate: Jose Pablo Barquero (barquero-romero.1@osu.edu)

Phone: 292-8019

B. Capstone Experience

The course AEDE/IS 597.01 satisfies the tenth GEC requirement, which is a **capstone experience**. Such courses are upper-division and thematic. In addition, they draw on multiple disciplines and enrich the students' experiences of the contemporary world. There are two learning objectives of capstone courses. One is that students "synthesize and apply knowledge from diverse disciplines to contemporary issues." The main discipline drawn on in this course (which focuses on contemporary issues in the global food economy, including

implications from population growth and effects on environmental degradation), is **economics**, while contributions from demography, environmental geography and political science are incorporated as well. The second objective is that students “write about or conduct research on the contemporary world.” Hence, a final paper is required.

C. Teaching Associates

Michael Kidoido: Office: Ag. Admin. 342,
Phone 292-9516,
Email: kidoido.1@osu.edu
Office hours: Tuesdays, 3:00-4:00
Fridays, 9:00-10:00

Nicholas Marconi: Office: Ag. Admin. 247,
Phone 292-1253,
Email: marconi.10@osu.edu
Office hours: Monday, 2:00-3:00
Wednesday, 2:00-3:00

Malena Svarch : Office: Ag. Admin. 342,
Phone 292-9516,
Email: svarch.1@osu.edu
Office hours: Tuesdays, 2:00-3:00
Thursdays, 3:00-4:00

D. Goals and Objectives

This is a thematic, upper-division course, drawing upon multiple disciplines. It hopes to enrich the students' experiences of the contemporary world, through accomplishment of the following **learning objectives**.

1. After the course, the students synthesize and apply knowledge from diverse disciplines to the analysis of contemporary issues.
2. The students conduct research on and write about the contemporary world.

More specifically, the overall objectives of the course are:

- (i) to encourage the students to appreciate the **nature** and **extent** of the world's population, food, and environmental **problems**,
- (ii) to provide the students with basic interdisciplinary **tools** that would help them in understanding better the causes and consequences of these problems, and

- (iii) to alert the students about the substantial challenges involved in the design and evaluation of the appropriate **policies** to address these problems, especially in developing countries and in nations in transition from central planning to a market economy.

The **interrelationships** among the three components of the complex problems related to food, population and the environment and the urgency of rigorous criteria in the **evaluation** of alternative policy options are highlighted in the course.

E. Contents and Format

The course combines information from **theory**, **data**, and policy **experience**.

In particular, the course addresses **population growth** and the challenges it poses –those of providing everyone in a particular society with an adequate **diet** while simultaneously conserving the **natural resources** on which agriculture and other economic activities depend.

To accomplish this, the course examines **key concepts** from demography, the economic analysis of food markets, the relationships between development strategies, poverty, human fertility, and food security, and the political challenges of protecting the environment to conserve resources for the future generations.

The demographic, food availability, and environmental circumstances found in any particular region or country can be traced, in turn, to specific choices, policies and programs. The course examines these issues from a **choice perspective**, and it evaluates policies and programs that influence the extent of these problems through choices and the resulting **human behavior**. Choices are the central concern of economics.

Since population has been increasing more rapidly in **poor** developing countries than anywhere else, special attention is paid to the prospects for environmentally sound agricultural development in Africa, Asia, and Latin America. The problems arising as a **transition** has been made from communism to a market economy in places like Eastern Europe and Central Asia are also examined, since agricultural development has lagged, environmental deterioration has been pronounced or both have occurred in many of the nations experiencing this transition.

Lectures, including active **participation** in class discussion, as well as videos and other uses of media provide opportunities for further discussion.

The material presented in class constitutes the **core** of the course and active **note taking** is strongly encouraged. The students should interact with classmates and check with the GTAs about the quality of their notes. This is particularly critical when a student misses a class. The GTAs are available for further clarification of class materials and course requirements.

F. Grading:

Grades are based on the following dimensions:

1. Attendance and active class participation	12
2. First homework	5
3. First mid-term	22
4. Second homework	5
5. Paper outline	4
6. Second mid-term	22
7. Final paper	30
Total	100

Regular class **attendance** is extremely critical in this course. Many relevant materials presented in class are **not available** elsewhere and the topics of class discussion and participation constitute an integral part of the required learning.

Participation in asking and answering questions in class is much appreciated and it enriches the overall discussion. Indeed, mid-term exam questions are heavily based on classroom discussion. Also, **instructions** about the final paper are regularly offered in class. Specific details about strategies for writing the paper may not be available elsewhere. Students who miss a particular class are responsible for obtaining the material and all relevant information from classmates and other sources.

Attendance is regularly and randomly checked, by calling the roll at various times during each class session. **Two points** will be deducted from the final grade for every absence not excused and one point for every tardiness, up to 12 points. Any student who has been absent with an excuse (e.g., note from a medical clinic, obituary notice for a relative or the like) will not have the grade lowered. It is the student's own duty, however, to make arrangements with classmates in order to be informed about progress in class and about catching up with their class notes and other instructions.

Announcements in class about dates, changes in plans, additional requirements, and instructions for the paper are a complement to this syllabus and are **equally binding**. It is the student's responsibility to **keep track** of these announcements.

The **first homework** assignment will address computational problems on **population** growth. The students will be required to **compute** several demographic magnitudes about a fictional country, to graph the indicators (using Excel), and to interpret the results. Detailed instructions will be offered in class and the TAs will offer additional assistance. A computer program to draw a population pyramid is available in Carmen.

The **second homework** assignment will address computational issues related to the **demand and supply of food**. The students will be asked to compute average geometric annual rates of growth of demand and supply and to interpret the results, by examining the determinants of these rates of growth. Detailed instructions will be offered in class. A tutorial for the computation of growth rates is available in Carmen.

The homework assignments will help the students in the **preparation** of the term paper, by showing the types of information, computations, and analysis that are required. It is expected that the **same** types of computations will be shown in the paper for the country selected for analysis.

The homework assignments must be submitted at the beginning of the class on the day that they are due. Please, pay attention in class for possible changes of **due dates**.

The **first midterm** exam covers the population and some of the food sections of the course, up to the material covered in class during the last session before the exam date.

The **second midterm** exam covers issues about economic development and policies and strategies for economic growth, poverty, and the environment as well as the integrating section of the course. It focuses on materials discussed in class after the first midterm, but not exclusively. It will be taken on the date of the final exam, according to the University calendar.

The **outline** assignment will serve as the initial **preparation** for the writing assignment. It should include a brief (half-a-page) summary of why the country selected is a useful case study, what are the main issues that the writer expects to address, and what references are available to complete the task. It should list the important parts of the paper and the main issues to be discussed. The outline should not be more than two pages. The outline of the potential final paper will allow the TAs to check if the student's plan for the paper is complete. The students are encouraged to have a good conversation with the relevant TA about their papers. Feedback on this assignment will help the students address the final challenge of writing the paper.

The **writing assignment** (term paper) requires a **problem statement** about population and food, with implications about the environment. It must refer to the country selected for analysis, which must be chosen from a **short list** of eligible countries.

The list of eligible countries will be posted in Carmen. There are no exceptions to this list. The countries will be selected for each quarter's course on the basis of the availability of data and the appropriateness of the analysis of relevant population, food and environmental issues for the country. It is expected that the list of eligible countries will change each year, to reduce opportunities for plagiarism, which will not be tolerated.

A typical paper has a **length** of 10-12 pages, followed by graphs and tables. Support of the arguments presented in the paper will require **data analysis** of key population, food demand and supply, environment, and economic development variables, in a particular developing or transition economy, followed by an **evaluation** of policies and recommendations. As indicated, the **homework assignments** will prepare the student for the **computational** portions of the final paper. One assignment addresses relevant computational issues about population growth. The other assignment addresses computational issues about the supply and demand of food in the particular country.

The students are expected to address these same questions in their papers and use the specific concepts and **methods** presented in class. Students will be required to use specific **data sources** and specific time periods for some of the computations that must be included in the paper. These data sources and time periods will be **announced in class**. The computations must be explicitly presented in the paper, and the students are expected to cover specific **time periods** with their analysis. These instructions will be announced in detail as the relevant portions of the course are covered.

In general, the specific content of the paper will be **discussed in class** throughout the quarter. The students are expected to seriously consider the suggestions offered in class and to follow the specific instructions presented during class time.

Homework assignments and the final paper must be submitted at the beginning of the class session on the day they are due. **Late** homework assignments and final papers will be heavily **penalized** and are highly discouraged. On the homework and outline assignments, one out of five/four points will be deducted for each day the assignment is late. On the final writing assignment, 20 out of 100 points will be deducted for each day the paper is late. Final papers will not be received or graded after **June 9**, independently of the reasons.

Midterms must be taken on the dates indicated below, unless a very serious excuse is presented and documented. Advanced notice is required from students

who cannot take the midterm at the appropriate time. The instructor will assign a new date in the case of the first mid-term. The instructor will assign an incomplete, as a grade, to be removed during the following quarter, if the term paper and second midterm exam are not completed within the dates below. No points (0) will be awarded if the excuse does not represent a major and substantial impediment to taking the exam or submitting the term paper.

G. Due Dates and Exam Information:

First Problem Set	April 23	(Thursday)
First Midterm	April 30	(Thursday)
Second Problem Set	May 12	(Tuesday)
Outline and Bibliography	May 19	(Tuesday)
Writing Assignment	June 4	(Thursday)
Second Midterm	June 10	(Wednesday, 3:30-5:18)

Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and they should inform the instructor as soon as possible of their needs, right at the beginning of the quarter, for proper arrangements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Academic misconduct of any kind (e.g., plagiarism, cheating, and copying papers from other students, the internet or other sources) **will not be tolerated**.

Copying someone else’s answers to midterm exams constitutes academic misconduct. Failure to **cite**, in the text of the paper, the bibliographic sources for

materials used in the writing assignment is also academic misconduct. Appropriate **citations** and references are required for all materials used in papers that are not the student's **own** work. Students can work together, however, in the preparation of homework assignments, but each assignment must be turned in individually.

Faculty Rule 3335-5-54 will be followed in cases of suspected academic misconduct: "*Each instructor shall **report** to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.*" Instances of misconduct are penalized. In the past, students have failed to graduate because of this.

Web page:

The syllabus, instructions, short list of countries eligible for the final paper, values of the income elasticity of the demand for food, homework assignments, references and other materials will be available at the course's webpage in **Carmen**.

H. Book and References:

As a companion to the material presented in class (note: this is a valuable **complement**, but it is **not a substitute** for attendance and the course materials), we recommend several chapters of the **book**:

1. Douglas Southgate, Douglas H. Graham, and Luther Tweeten, *The World Food Economy*, Basil Blackwell, 2006.

For students who have an exceptional interest in the course's content, the following two books would be a good **additional** reference.

2. Phillips Foster and Howard D. Leathers, *The World Food Problem*, Boulder, CO: Lynn Rienner Publishers, second edition, 1999.
3. Theodore Panayotou. *Green Markets: The Economics of Sustainable Development*, ICS Press, San Francisco, 1993.

Tentative Topics by Week

Week 1-2 Introduction to Population, Food, and the Environment

- Course objectives and procedures
- Human behavior, choices and policies
- Opportunity costs and redistribution effects
- Matching rule in optimum policies
- Interdependence and global externalities
- Forecasting the future
- Models
- Limits to growth (pessimist)
- Technological change (optimist)

Reading Assignments

1. Tom Tietenberg, *Vision of the Future*, Environmental and Natural Resource Economics, pp. 1-11, Glenview, IL: Scott, Foresman.
2. Donella H. Meadows *et al.*, The Limits to Growth, New York: Universe Books, 1972. (relevant portion in Carmen)
3. Southgate, Graham and Tweeten, Chap. 1, "Introduction".
4. *Columbus Dispatch* article on The Limits to Growth (Carmen)

Weeks 3-4 Dimensions of the World's Population Problems

- demographic variables and processes
- overview of world population dynamics over history (stylized facts)
- downturn in growth rates in 1970s
- demographic transition and its determinants
- population pyramids
- demographic momentum
- why are birth rates so high? Determinants of fertility
- population, economic growth, and the environment
- explanations
 - Mercantilists
 - Malthus
 - Classical and neoclassical economists
- what have we learned since Malthus?
- role of prices and markets

Video: "World Population"

Carmen: several readings to be posted

Weeks 5-6 World Food Problems: Demand

- Nature of the food problem
- Indicators of malnutrition
- Rome Food Conference (1974)
- Food security
- Purposes and costs of drives for self-sufficiency
- Global food adequacy and widespread hunger
- Problem of lack of purchasing power (A. Sen's entitlements)
- Hunger and poverty
- Economic development and food

-Analysis of food demand

- Population growth
- Income effects (Income elasticity of demand)
- Engel's Law
- Price effects
- Product substitution and changes in diets
- Food aid
- Computation and interpretation of the rate of growth of the demand for food

Reading Assignments

1. Southgate, Graham, and Tweeten, Chap. 2, The Demand Side: How Population Growth and Higher Incomes Affect Food Consumption.
2. Foster and Leathers, Chapters 2 through 6, 8 and 9 for further reading.

Weeks 6-7 World Food Problems: Supply

Analysis of food supply

- Overview of world food problems, producing regions
- Climate and soils: the Tropics
- Computation and interpretation of the rate of growth of the supply of food
- Extensification and intensification
- Environmental consequences of growth in the supply of food

Markets

- Market equilibrium and changes in demand and supply determinants
- Finding the right price for food
- Autarky, international trade and food
- Comparative advantages
- Importing and exporting countries
- Phases of supply and demand balance and economic growth (Mellor)
- Food security (availability versus accessibility), Tweeten
- Long-term determinants of food security ("in" strategies)
- Short-term interventions

Reading Assignments

1. Southgate, Graham and Tweeten, Chap. 4, Aligning the Consumption and Production of Food over Time.
2. Foster and Leathers, Chaps. 11, 12, 17, 18, 19 and 20.
3. Southgate, Graham and Tweeten, Chap. 3, The Supply Side: Agricultural Production and its Determinants.
4. D. Gale Johnson, "Population, Food and Knowledge," *American Economic Review*, Vol. 90, No. 1, 2000, pp. 1-14.

Carmen: several readings to be posted

**** First Midterm Exam ****

Week 8 Developing Country Policy Environments

- Food, agriculture, and economic development
- Strategies of economic development
- The relative importance of agriculture
- The productivity of labor in agriculture
- Fragmentation
- Generalist farm-households and specialized farms
- Traditional technology
 - Schultz's hypothesis
- Import substitution industrialization
- Effect of food aid on producers
- The green revolution

Video: *Green Revolution in Ghana*

Reading Assignments

1. Southgate, Graham and Tweeten, Chap. 6, Globalization and Agriculture.
2. Southgate, Graham and Tweeten, Chap. 7, Agriculture and Economic Development.
3. **Southgate, Graham and Tweeten, Chap. 9, Regional Analysis of Economic Growth**

Week 9 The Environment and Issues Related to Population and Food

Sustainable Development

- Bruntland Commission
- ecosystems
- economic sustainability: choices
- Conflicts of interest
- Conservation
- Renewable and non-renewable resources

Natural Resources/Environment

- stock vs. flow resources
- thresholds
- carrying capacity, safe minimum standard
- technological change, population growth, and social institutions

Environmental Economics Concepts

- inter-temporal choices
 - discounting
 - inter-generational equity
- property rights/entitlements
- private vs. social costs - externalities
- market failure
- policy failure and rent-seeking

Reading Assignments

1. Theodore Panayotou, Green Markets: The Economics of Sustainable Development. Chapters 1, 2 and 3.
2. Dixon, John A. and Fallon, Louise A. "The Concept of Sustainability: Origins, Extensions, and Usefulness for Policy," Society and Natural Resources, Vol. 2, 1989, pp. 73-84.
3. Southgate, Graham, and Tweeten, Chap. 5. Agriculture and the Environment.

- Week 10** Integration and Summing Up
- main points of interdependence
 - general policy recommendations
 - policy implementation

Reading Assignments

1. Panayotou, Green Markets: The Economics of Sustainable Development. Chapter 4.

--- 2nd Midterm (Final) Exam ----

ANTH 302: Introduction to Medical Anthropology
Autumn 2008

Course Instructor: Dr. Barbara Piperata
E-mail: piperata.1@osu.edu
Office Hrs: T: 2-4 or by appointment

Office: Smith Lab Room 4054
Office Phone: 292-2766

Lectures: Monday and Wednesday 1:30-3:18 p.m., SM 4012

Pre-requisite: Anthropology 200 and 202

Goal: The goal of this course is to provide you with an introduction to the field of medical anthropology and a new way of understanding human health and illness. In this class we will take an anthropological approach, meaning we will use an evolutionary and cross-cultural perspective in addressing human health issues. This course will introduce you to the methods and theories medical anthropologists use and provide you with a greater appreciation for the importance of understanding cultural variation in the categorization, diagnosis and treatment of disease and illness. Finally, through both lecture and class discussion you will consider the contribution an anthropological perspective can make in solving human health dilemmas.

General Guidelines: While class attendance is not mandatory, regular attendance and participation in class discussion will be critical for performing well in this course. This class will be a mix of lecture and discussion, therefore it is very important that you are up-to-date on the readings so that you can follow and contribute to class discussion. This class will also involve written assignments that will provide you with the opportunity to critically analyze ideas and concepts addressed in class and from the readings. It is expected that these assignments will be well organized and TYPED, that you will use proper grammar and spelling, and that you will hand them in ON TIME. Late assignments will NOT be accepted and will result in a grade of 0. Hard copies of the assignments are due at the beginning of class. NO EMAILED ASSIGNMENTS will be accepted.

Academic misconduct: Academic misconduct will not be tolerated and all suspected cases will be reported to the Committee On Academic Misconduct (COAM).

Classroom etiquette: The classroom is a learning environment. To maintain that environment we must be respectful of one another's ideas, effort and time. This is especially critical in a small class that includes a lot of discussion. Please arrive ON TIME and turn your cell phone OFF during class.

Outside class communication: I will use CARMEN to communicate with you regarding class cancellations, or any other important class news. Outside of office hours, please feel free to contact me via email or phone. I will not use the pager option on Carmen.

Students with Disabilities: Students with disabilities are responsible for making their needs known to the instructor as soon as the quarter begins and are responsible for seeking available assistance from the office of disability services 292-3307, prior to or at the beginning of the quarter. I rely on the office of disability services for assistance in verifying the need for accommodations and developing accommodation strategies.

Required Reading:

Text: Wiley A, Allen J. 2009. *Medical Anthropology: A Biocultural Approach*. Oxford University Press. (MABA on course schedule)

Text: Dettwyler K. 1994. *Dancing Skeletons: Life and Death in West Africa*. Waveland. (DS on course schedule)

Text: Fadiman A. 1997. *The Spirit Catches You and You Fall Down*. Farrar, Strauss and Giroux. (SC on course schedule)

Three articles - See Carmen for details

Evaluation: You will be evaluated based on your performance on three written assignments (40%), a midterm (25%) and final exam (25%). Participation in class/Carmen discussion (10%) is essential and will be used to make final decisions on borderline grades (for example, if you earned an 89 but were an active participant in the class on a regular basis your grade would be boosted to an A- from a B+).

Grades: Grades will be based on the total of 100 points you achieve on the exams, assignments and in-class activities. A ≥ 93 , A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 63-67, D- 60-62, <60 is a failing grade.

1. Dietary Journal: For this assignment you will be asked to record your dietary intake for 3 days. Then, drawing on some of the ideas presented in chapter 4 (MABA), you will consider how your culture influences your food choices. Further details on this assignment will be given in class. (10%)

2. Dancing Skeletons Response Paper: For this assignment I will provide you with 3-5 questions from the book. You will be asked to type your response to each of the questions and plan to discuss your responses in class. We will use this assignment to generate class discussion of Dettwyler's book. I will provide you with further instructions in class. (15%)

3. The Spirit Catches You and You Fall Down Response Paper: For this assignment I will provide you with 3-5 questions from the text. You will be asked to type your response to each of the questions and plan to discuss your responses in class. We will use this assignment to generate class discussion of Fadiman's book. I will provide you with further instructions in class. (15%)

Course Schedule

Date	Topic	Readings
Sept 24	What is medical anthropology?	MABA Chap 1
Sept 29	Theoretical approaches in medical anthropology	MABA Chap 2
Oct 1	Healers: a cross-cultural perspective	MABA Chap 3
Oct 6	Diet and Nutrition I	MABA Chap 4
Oct 8	Diet and Nutrition II Case Study - Sisal farmers in Northeastern Brazil	MABA Chap 4 Article 1
Oct 13	Class Discussion DUE: Dietary Journal	
Oct 15	Growth and Development I	MABA Chap 5
Oct 20	Growth and Development II	MABA Chap 5
Oct 22	MIDTERM EXAM (Material through Oct 20)	
Oct 27	Discussion of <i>Dancing Skeletons</i>	DS Chap 1-6
Oct 29	Discussion of <i>Dancing Skeletons</i> DUE: Response paper to <i>Dancing Skeletons</i>	DS Chap 7-13
Nov 3	Reproductive Health	MABA Chap 6
Nov 5	Reproductive Health Case Study: Motherhood in a shanty town	MABA Chap 6 Article 2
Nov 10	Aging	MABA Chap 7
Nov 12	Infectious Disease I	MABA Chap 8 & 9
Nov 17	Infectious Disease II	MABA Chap 9 & 10
Nov 19	Stress... Case Study: Alcoholism, a biocultural	MABA Chap 11 Article 3

	perspective	
Nov 24	Mental Health and Illness	MABA Chap 12
Dec 1	Discussion of <i>The Spirit catches You...</i>	First ½ of book
Dec 3	The Relevance of Medical Anthropology Discussion of <i>The Spirit catches You...</i> DUE: Response paper to <i>The Spirit Catches You...</i>	Finish Book MABA Epilogue
Dec 9	FINAL EXAM (Material from Oct 27 through Dec 3) 1:30-3:18 p.m.	



ANTH 421.06: Latin American migration: the culture and social meaning of transnational movement.

Jeffrey H. Cohen

Room: McPherson Chemical Lab (MP) 2017

Time: Tuesday and Thursday, 9:30-11:18

Office hours: Tuesday and Thursday, 1:30-3:00

This course is an intensive ethnographic investigation of Latin American and Caribbean migration. We look at several key regions- Mexico, South America and the Caribbean. Our goals include 1) a review of the history of Latin American migration; 2) the investigation

of contemporary movement; 3) the discussion of the costs and benefits of "transnational" movement; and 4) the outcomes of movement for Latino migrants settled in the US. From this course you will learn how anthropologists study migration and the cultural and social meaning of transnational movement.

Readings:

Jeffrey H. Cohen, *The Culture of Migration in Southern Mexico*

David Kyle, *Transnational Peasants: Migrations, Networks and Ethnicity in Andean Ecuador*.

Sarah J. Mahler, *Salvadorans in Suburbia: Symbiosis and Conflict*

Patricia Pessar, *A Visa for a Dream: Dominicans in the United States*.

Classroom mechanics: Please remember that instructors do not give grades; grades are earned. Your grade will reflect your complete fulfillment of the required work in this class. Attendance is mandatory and I expect you to participate in the discussions. We are going to cover a lot of ground and your attention to detail, presence in class and commitment to the content is critical. Your failure to attend this class will result in a reduced final grade. Understand that even with a clear and valid excuse, it can be hard to make up for lost time. If you will be attending a conference, if you are gravely ill it is your duty to let me know and together we will try to find a solution. When you have a presentation in failure to complete your assignment will result in the loss of a letter grade.

Assignments:

Migration in Latin America: In this assignment you will select a migration stream that interests you and involves some aspect of Latin American or Caribbean migration (El Salvadorians in the US, internal movers in Brazil), or finds movers heading to Latin America or the Caribbean (Japanese migration to Peru). Then you will create a power point presentation with a short (1-5 pages) summary paper of your project. In your poster presentation you will pick an aspect of the flow to investigate. Your poster should include approximately 10 slides and it should cover the subject. You will present your presentation in class for a grade and I expect to have everyone in class for presentations. You will turn in a copy of your summary paper and print out of your slides.

There is one midterm and a final, each will include essays, short answers and definitions-identifications.

I have organized this class with time for discussion. You will present topics and research to the class. From time to time, I will ask you to respond to specific issues covered in the readings. You should have the readings complete before class time. Your failure to prepare, to miss class and participate can have a detrimental effect on your final grade.

Grades:

Presentations/participation	50 points
Paper	100 points
Midterm	100 points
<u>Final exam</u>	<u>100 points</u>
Total	350 points



Final grades are based on a standardized distribution, using the total number of points for the course. A general guide to grades:

A 92; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 60-67; F< 60.

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with the course instructor.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact me to arrange an appointment as soon as the quarter begins. At the appointment we can discuss the course format, anticipate your needs and explore potential adaptations to meet your needs. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. You are responsible for seeking available assistance from ODS at 292-3307, prior to or at the beginning of the quarter.

In case of a dispute concerning a grade, the student must first meet with the instructor to reconcile the matter. This should be done within a week after the grade has been received. At that time, the student should be able to submit materials used in creating the paper, drafts, and other supporting material. If reconciliation proves impossible, the matter goes to the Office of Student Advocacy.

Tentative Schedule

Week	Topic	Reading	Assignments
Mar. 25-27	Migration and anthropology		Project statement
Apr 1-3	Migration in Latin America--history	Start Cohen	
Apr 8-10	Contemporary migration in Latin America	Finish Cohen	
Apr 15-17	What is transnationalism	Start Pessar	

Apr 22-24	Moving to new destinations	Finish Pessar	Project update
Apr 29-May 1	Guest speaker		Midterm
May 6-8	Gender/legality and remittances	Complete Mahler	Project update
May 13-15	Migration and development	Start Kyle	
May 20-22	Directions for future studies	Finish Kyle	Drafts of projects due
May 27-29	Paper presentations		Finished projects due with presentation

Final exam-Thursday, June 5, 9:30 am - 11:18

Cultural Conflict in Developing Nations

Anthropology 597.01 – Autumn Quarter 2009

Instructor: Corey M. Maggiano **E-mail:** maggiano.2@osu.edu

Office: Smith Labs 4005D **Office Hours:** Mon & Wed: 5:18–7:18pm or by appointment

Class Time: Mon & Wed: 3:30pm – 5:18pm

Location: Journalism Building 0304

Texts:

- No Required Text (Assigned Weekly Readings instead)
- Optional text: Robbins 2005. Global Problems and the Culture of Capitalism. 3rd Edition

Boston: Pearson

Faculty Coordinator: Dr. Crews, 217 C Lord Hall (614) 292 – 4149 E-mail: crews.8@osu.edu

Introduction: Anthropology is the study of human diversity throughout the world and throughout time, it offers a unique opportunity to focus on cultural and biological variation in our species, both past and present. This course has several aims: 1) focus on the core dimensions of human culture, 2) examine the variability within culture, and 3) explore culture conflict in developing nations resulting from rapid and extensive technological and social change. This course will: 1) introduce essential concepts of anthropology regarding: subsistence patterns, technology, economics, kinship, religion, politics, ethnicity, equality and inequality, gender and age status; 2) examine concepts of culture change, development, modernization, and progress. The majority of the course will focus on case studies of culture conflict with an emphasis on the cultural tensions experienced when industrialized and non-industrialized societies meet. **Class Format:** Lectures, class discussions, student presentations, papers. Anthropology 597.01 helps satisfy the Social Science GEC requirement. Courses in social science help students understand human behavior and cognition, and the structure of human societies, cultures and institutions.

Course Requirements:

Grade breakdown: Class participation 20%

Response paper 5%

Quizzes 35%

Research paper 30%

Research paper presentation 10%

1) Class Participation & Attendance – 20%

Class participation points are earned by attending class, responding to questions in class, after-class and office hour

discussions, and taking an active part in both group discussions and presentation question sessions. It is important to attend class regularly in order to do well in this course. Lectures will undoubtedly cover material that is not found in the readings. If you miss a lecture, get the notes from someone that was in class that day to be sure you get all of the information from lectures, discussions, and films. Class attendance will be checked randomly throughout the quarter. Participation points may also be lost if attendance is low since it is not possible to participate if not present.

2) Response Paper – 5%

During the quarter each student will be responsible for preparing 1 response paper. Each student may pick any **one** reading from the course topics. Response papers are due at the beginning of class when the particular topic is covered. I will not accept e-mailed response papers. Points for the response papers will be based on argument strength, evidence, clarity, grammar, spelling, and your adherence to the guidelines listed below. Response papers must be a one page typed, no greater than double-spaced paper with 1-inch margins on all sides, and

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10 – 12 font size, Times News Roman font. Do not waste space with headers; your name and date are the only information needed. **Response papers are not summaries of the article!** You are to critically analyze and respond to the article. You are to write about your thoughts and give critical opinions (positive/negative) about the article as a whole and/or specific comments and arguments made by the author. Use specific examples/information to bolster your opinion or arguments.

4) Quizzes – 35%

There will be seven quizzes throughout the quarter to evaluate your understanding of the course readings and lecture material. Make up quizzes will be given only if the student is able to provide proper documentation or if previously excused by the instructor.

5) a. Term Paper – 30% b. Presentation – 10%

This assignment consists of four components:

1) Topic Approval: Due Tuesday October 12th (5%): Paper topics and 3 references. If you are not sure about a topic or need help arriving at one, please come meet with the instructor who will be happy to help you find a topic that is both relevant and interesting to you. The topic should be given as a thesis statement. A thesis statement

is one sentence summarizing your argument (not topic). Three references must be listed in HBA format (see below).

The references must be primary sources from peer-reviewed journals. You must also submit a copy of the first page of each reference. No final paper will be accepted without prior approval.

2) Abstract Submission: Due Thursday October 12th (5%): Each student will submit a 250-word abstract of the proposed term paper. This is to be written in HBA format (see below). This does not have to be copied into your term paper, but you can use it if you like. When writing your abstract, remember that abstracts are written to give the reader a summary of the paper highlighting any important findings. Abstracts must be logical and concise. If necessary, I reserve the right to have you rewrite your abstracts.

3) Presentations: Due 11/18, 11/23, 11/25, 11/30, 12/2 (10%): Each student is required to conduct an 8 - 10 minute presentation on their term paper. You will be graded on argument strength, evidence, poise, clarity, creativity, and your ability to answer questions about the presentation. You can (and probably should) use power point, but must arrive to class on time in order to load your presentation.

4) Term Paper: Due Monday November 18th (20%): Each student will write an 6-8 page term paper on the topic you have been researching and working on. Research papers must follow the Human Biology Association's (HBA's) citation formatting (see below). The purpose of an these papers is to develop writing skills and explore a course topic in more depth, while encouraging students to construct a well-substantiated argument addressing cultures in conflict. Students must relate their topic back to material learned in class, either through readings, films, discussions or lectures. Students will be graded on their argument's strength, evidence, clarity, spelling, grammar and adherence to instructions.

Paper Guidelines – Papers must be typed, double-spaced with 1-inch margins, Times New Roman, 12 font, page numbers, and must be stapled. Since this is a research paper, you must have a minimum of 6 primary sources for your paper, internet sources are *not* acceptable. Failure to cite properly constitutes *plagiarism*. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should use direct quotation for emphasis only. Also, a note on *figures and tables*: Both require parenthetical citation at the end of the first sentence

addressing them in the text, like this: (Figure 1). They also both need a caption; figure captions go at the bottom of the figure (ex. “Figure 2: Decline in population...”), whereas, table captions go at the top before the table itself (ex. “Table 5: Decline in family wealth...”). Please make ample use of office hours or class time for questions regarding argument construction if this is unfamiliar to you.

Class Guidelines:

Grading: Each student’s letter grade is based on a standardized scale using the total points earned for all assignments. Grades are earned – the instructor does not “give” them. You can check your general progress by comparing your score against the following scale: 93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 60-66=D; <60=E. Any questions regarding grading must be in writing and given to the instructor within one week of the date an exam or assignment is returned with a grade. According to University policy, grades cannot be given over the phone or through e-mail. You must see the instructor in person to discuss your grade. DO NOT call the Department of Anthropology office regarding grades, as you will only be directed to see your instructor.

Late Assignments: If you miss any assignment, you must e-mail me within 24 hours of the due date. The assignment must be made-up or turned in within one week of the originally scheduled exam, unless approved by instructor. Late assignments will only be accepted at full credit if accompanied by appropriate documentation accounting for *each* late day. For each assignment turned in after the due date, the grade will drop by 1/2 letter grade per day. One day is a standard calendar day, not a class period. E-mailed assignments will not be accepted without documentation and a hard copy submission immediately thereafter.

Academic Misconduct: All students should be familiar with the rules governing alleged academic misconduct. See the Code of Student Conduct, Chapter 3335-25, in The Ohio State University Handbook for further details on what constitutes academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic

misconduct will be referred to the proper university committees.

Possible Paper Topics – these are broad topics that will need to be narrowed down based on your own interest.

Colonialism (and its effects on specific indigenous peoples)

Neocolonialism

Alternatives to “progress” (e.g., sustainable development, global society; NGOs)

Specific case study of conflict resulting from development (e.g., a specific country or indigenous group)

Social Movements

Racism and Culture Conflict

Media and Globalization

Religion and Globalization

Ethnicity and Globalization

Human Rights and Globalization

Development and the Environment

Social Inequality and Health

Web sites that may help you select a topic:

<http://www.zmag.org/ZNET.htm>

<http://www.foodfirst.org>

http://www.globalexchange.org/economy/econ_101

<http://www.earthisland.org/ggn/>

<http://www.alternet.org/>

<http://www.corpwatch.org/>

<http://www.motherjones.com/>

<http://www.twinside.org.sg/>

Citation Format

For HBA style guide format use the following link to the American Journal of Human Biology website, particularly under “For Authors”:

<http://www3.interscience.wiley.com/journal/37873/home>

Also see this example article demonstrating parenthetical citation and reference formatting:

<http://www3.interscience.wiley.com/cgi-bin/fulltext/113509381/PDFSTART>

Writing Problems? Ohio State provides an excellent resource for students with writing assignments, be that a response paper, a term paper or a dissertation, in the Center for the Study and Teaching of Writing. The Writing Center is run by the Department of English and is located in 338 Denney Hall.

Phone: 292-5607.

Email: cstw@osu.edu to arrange an appointment. Web Page: <http://cstw.ohiostate.edu/writingcenter.html>. Contact the

Center early in the quarter as spaces fill up and tutoring time is limited. Don’t suffer –

get help if you need it.

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Reading Schedule

Changes to the following schedule will be announced in class and posted on the class web-site. If you miss a class, it

is your responsibility to contact the instructor regarding announcements you may have missed.

How to find readings on-line

Most readings are available on-line on Carmen. This is meant to save you money and be convenient. Some readings

available through the university library catalogue of electronic journals will be posted on the course Carmen website.

Other articles are available via EBSCO through the library web page. The easiest way to locate these articles is to log

on to OSCAR, the OSU library search engine (you will have to sign-on from off-campus if you are doing this from

home). Once in OSCAR, click on "Research Databases", then either type in Academic Search Premiere in the Search

form, or look it up alphabetically by clicking "A". Once in EBSCO (aka Academic Search Premiere), simply type in

the author's name, article title or journal name.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS

KNOWN TO THE INSTRUCTOR, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE

ASSISTANCE AS SOON AS POSSIBLE, AND PRIOR TO THE FIRST EXAMINATION. I

RELY ON THE OFFICE OF DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING

THE NEED FOR ACCOMODATIONS AND DEVELOPING ACCOMODATION

STRATEGIES.

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READING SCHEDULE

W Sept 23rd Course introduction

M Sept 28th Anthropological perspective and important anthropological concepts

- Weaver H. 2001. Indigenous Identity: What is it, and who really has it? *American Indian Quarterly*. 25(2):240-255.

- Lee BR. 1969. Eating Christmas in the Kalahari. *Natural History* 78(10): 14-

- Gorney C. 2008. A People Apart: the tarahumara of mexico.... *National Geographic*. November: 78-101.

<http://ngm.nationalgeographic.com/2008/11/tarahumara-people/gorney-text>

- Golway T. 2007. Paying Down the Debt. *America* 197(7): 8-8.
<http://web.ebscohost.com.proxy.lib.ohiostate.edu/ehost/detail?vid=3&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>
W Sept 30th Anthropological perspective and important anthropological concepts
- Weaver H. 2001. Indigenous Identity: What is it, and who really has it? *American Indian Quarterly*. 25(2):240-255.
- Lee BR. 1969. Eating Christmas in the Kalahari. *Natural History* 78(10): 14-
- Gorney C. 2008. A People Apart: the tarahumara of mexico.... *National Geographic*. November: 78-101.
<http://ngm.nationalgeographic.com/2008/11/tarahumara-people/gorney-text>
- Golway T. 2007. Paying Down the Debt. *America* 197(7): 8-8.
<http://web.ebscohost.com.proxy.lib.ohiostate.edu/ehost/detail?vid=3&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>
M Oct 5th From first contact to colonialism and imperialism
- Hausmann, R. 2001. Prisoners of Geography. *Foreign Policy*. 122: 44-53.
<http://links.jstor.org/sici?sici=0015-7228%28200101%2F02%290%3A122<44%3APOG>2.0.CO%3B2-H>
- Matthews L. 2006. The Battle for Cattle. *Cultural Survival Quarterly* 30(2):12-18.
<http://www.openjgate.org.proxy.lib.ohiostate.edu/articlelist.asp?LatestYear=2007&JCode=103424&year=2006&vol=30&issue=2&ICode=484159>
- D'Souza, Dinesh 2002. Two Cheers for Colonialism. *Chronicle of Higher Education*, Vol. 48, Issue 35
<http://chronicle.com/free/v48/i35/35b00701.htm>
W Oct 7th Colonialism, Neo-colonialism and globalization
- Obadina T. 2000. The Myth of Neo-colonialism. *African Economic Analysis*,
<http://www.afbis.com/analysis/neocolonialism.html>
- Easterly W. 2007. The Ideology of Development. *Foreign Policy* July/August(161):30-35.
<http://web.ebscohost.com.proxy.lib.ohio-state.edu/ehost/detail?vid=3&hid=115&sid=2da1eb0f-df55-47cf-b12c-3667ff993ef4%40sessionmgr107>
- Goldsmith E. 1999. Empires without Armies. *Ecologist* May/Jun29(3): 154-
[http://find.galegroup.com.proxy.lib.ohiostate.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29"Ecologist"%3AAnd%3ALQ](http://find.galegroup.com.proxy.lib.ohiostate.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29)
[E=%28DA,None,8%2919990501%24&inPS=true&searchType=PublicationSearchForm&prodId=AONE&userGroupNa](http://find.galegroup.com.proxy.lib.ohiostate.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29)
[me=colu44332](http://find.galegroup.com.proxy.lib.ohiostate.edu/itx/paginate.do?qrySerId=Locale%28en,US,%29%3AFQE=%28JN,None,11%29)
- Cohen R. Vive La Dolce Vita. *New York Times* April 16th 2006
http://www.nytimes.com/2006/04/16/weekinreview/16cohen.html?_r=1&oref=slogin&pagewanted=all
M Oct 12th Understanding money, consumerism, modernization, globalization, and development
Topic Approval Due

- White M. 2008. Borneo's Moment of Truth. *National Geographic*. November: 42-63.
<http://ngm.nationalgeographic.com/2008/11/borneo/white-text>
 - 2007. People vs Corporations: A history. *New Internationalist* Dec.
<http://web.ebscohost.com.proxy.lib.ohio.state.edu/ehost/detail?vid=3&hid=103&sid=b51ef7d1-02a0-47d7-b01b-3077326cd0f1%40sessionmgr103>
 - Scott B. 2001. The Great Divide in the Global Village. *Foreign Affairs* March/May 80:160-177.
<http://web.ebscohost.com.proxy.lib.ohio.state.edu/ehost/detail?vid=3&hid=112&sid=3d351fb9-58cc-4f89-84b2-2eab9e31bfbc%40sessionmgr102&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ== - db=a9h&AN=3948669>
 - Plesch D. 2004. Companies Want Rights Without Responsibility. *Financial Times* August 23rd 21:14.
6
http://www.lexisnexis.com.proxy.lib.ohio.state.edu/us/lnacademic/results/docview/docview.do?risb=21_T3333015731&format=GNBFI&sort=BOOLEAN&startDocNo=1&resultsUrlKey=29_T3333015734&cisb=22_T3333015733&treeMax=true&treeWidth=0&selRCNodeID=5&nodeStateId=411
- W Oct 14th World Bank, IMF, NAFTA, GATT, WTO, and the Nation State I.**
<<<Paper topics and 3 references due today>>>
- Cherry, K. 2006. Corruption and Development Strategy: Beyond Structural Adjustment. *Undercurrent* 3(1):34-40.
 - Small, A. 2005. Global Trade and the Common Good. *America* 193:8-12.
<http://web.ebscohost.com.proxy.lib.ohio.state.edu/ehost/detail?vid=5&hid=16&sid=40849dfe-cee5-4f47-a184-aa25530ec691%40SRCSM2&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ== - db=a9h&AN=19036485>
 - 2006. The Economist's Big Mac Index *The Economist* May 27th
http://www.lexisnexis.com.proxy.lib.ohio.state.edu/us/lnacademic/results/docview/docview.do?risb=21_T3332942210&format=GNBFI&sort=RELEVANCE&startDocNo=1&resultsUrlKey=29_T3332942213&cisb=22_T3332942212&treeMax=true&treeWidth=0&csi=7955&docNo=8
- M Oct 19th World Bank, IMF, NAFTA, GATT, WTO, and the Nation State II.**
- 2007. How IMF, World Bank Failed Africa. *New African* Jan:12-16
<http://web.ebscohost.com.proxy.lib.ohio.state.edu/ehost/detail?vid=7&hid=16&sid=40849dfe-cee5-4f47-a184-aa25530ec691%40SRCSM2&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ== - db=a9h&AN=23620764>
 - Wright R. 2005. The Market Will Set You Free. *The New York Times*
<http://www.nytimes.com/2005/01/28/opinion/28wright.html>
 - McNeil J and Williams J. 2007. The Employment Effects of Sustainable Development Policies. *Ecological Economics* 64:216-223.
 - Manzi J. 2008. A More Equal Capitalism. *National Review* 60(3):40-43.
<http://web.ebscohost.com.proxy.lib.ohio.state.edu/ehost/detail?vid=11&hid=113&sid=501ebb10-5b89-44d5-aa0b-4e38e3310f89%40sessionmgr108>

W Oct 21th The role of women in development

Abstract Due

- Scheper-Hughes, N. 1989. Death Without Weeping. *Natural History* 98: 8-16.
- Boudreaux, K and Cowen T. 2008. The Micromagic of Microcredit. *Wilson Quarterly* Winter 31(1):27-31.
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- Poulin R. 2003. Globalization and the Sex Trade: Trafficking and the Commodification of Women and children.
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- W 11/18, M 11/23, W 11/25, M 11/30, W 12/2 Student Presentations**
- Papers Due Wed 18th**

ANTH 601.01: Biological Aspects of Health
Winter 2009

Course Instructor: Dr. Barbara Piperata
E-mail: piperata.1@osu.edu
Office Hrs: MW 3:30-5:00 pm

Office: Smith Lab 4054
Office Phone: 292-2766

Lectures: Monday and Wednesday 9:30 - 11:18 am, Smith Lab 4012

Pre-requisite: Anthropology 200 or permission of the instructor

Course Description: In this course we will examine the complex interplay between culture and biology to better understand how the social environment shapes health and well-being. Some of the topics we will cover include the effects of globalization, environmental change, income and gender inequality, immigration, work, social organization and the longitudinal effects of poor environments on human health. Theoretical frameworks from both biological and cultural anthropology and bio-cultural models will be used to explore the interplay between social variables and health outcomes.

General Guidelines: This is a READING AND WRITING INTENSIVE course that will involve a great deal of class discussion. Class attendance is mandatory. It is expected that you will have carefully read ALL assigned readings BEFORE attending class and that you will be ready to critically discuss the material. A portion of your grade will come from your consistent intellectual contributions to the class discussion. All assignments are due in class on the date noted on the syllabus/CARMEN. Late assignments will NOT be accepted.

Classroom etiquette: The classroom is a learning environment. To maintain that environment we must be respectful of one another's ideas, effort and time. Please arrive ON TIME and turn your cell phone OFF during

Academic misconduct: All students should become familiar with the rules governing academic misconducts, especially as they pertain to plagiarism and cheating. Plagiarism is the inappropriate use of other people's work, which can often be addressed by correct citation and quotation. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is NOT an acceptable defense. Alleged cases of academic misconduct will automatically be reported to the Committee on Academic Misconduct (COAM).

class.

Outside class communication: We will use CARMEN extensively in this course and I expect that you are regularly checking CARMEN for updates. The following materials will be posted on CARMEN: Syllabus and any updates to it, scheduled readings, all non-text readings, instructions for assignments, discussion questions and happenings on or around campus that pertain the course material (lectures, films etc.). I will also be using CARMEN to communicate with you regarding your progress, changes, or class cancellations and any other important class news. You may contact me via email or by phone and I will do my best to respond to you within 24 hours. I also encourage you to make use of office hours.

Students with Disabilities: Students with disabilities are responsible for making their needs known to the instructor as soon as the quarter begins and are responsible for seeking available assistance from the Office of Disability Services (614-292-3307), prior to or at the beginning of the quarter. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies.

Required Readings:

1. Panter-Brick C and Fuentes A. 2008. Health, Risk and Adversity. New York: Berghahn Books 293 p. (HRA on course schedule)
2. Farmer P. 2006. Aids and Accusation: [Haiti and the Geography of Blame](#). 2nd Edition. University of California Press. 372 p.
3. Additional articles and book chapters see CARMEN. (📖 + author's name on syllabus)

Other Books You May Want To Consider

1. Goodman AH and Leatherman TL 1998. Building a New Biocultural Synthesis: Political-Economic Perspectives on Human Biology. University of Michigan Press 512 p.
2. Farmer P. 1999. Infections and Inequality: The Modern Plagues. University of California Press 419 p.

Evaluation: You will be evaluated based on your performance on 4 critical article reviews (30%); article presentations (20%) daily in-class participation (15%) which will include leading class discussion on a topic and a final project (35%), which will include a 10-12 page paper.

CRITICAL ARTICLE REVIEWS (30%)

For approximately 50% of the class periods you will prepare a one page synthesis of the material assigned for that day plus two discussion questions. The purpose of these reviews is to help you gain experience critically analyzing primary literature and prepare for class discussion. These one-pagers and your questions will be due at the beginning of class and I will randomly select a sample of critical review papers to grade, although I will look at them all. By the end of the quarter you will have 4 graded one-page reviews. You will also receive credit for the “ungraded” pieces and your questions. We will use the *American Journal of Human Biology* (AJHB) as our style guide and you will be expected to follow the AJHB formatting in preparing your critical article reviews. We will discuss the details of these reviews. **GUIDELINES: SINGLE SPACED, 12 PT FONT, 1 INCH MARGINS. NO LATE OR EMAILED REVIEWS WILL BE ACCEPTED.**

ARTICLE PRESENTATION (20%)

During the second week of class you will be assigned to a “working group.” Over the course of the quarter, your group will be responsible for leading class discussion on the articles assigned for a particular day. A sign-up sheet will be handed out and you will have the opportunity to select a topic/date. Your presentation will include the development of 5 discussion questions which you will

be posted on CARMEN one week in advance and a brief (20 minute) presentation of some new/cutting edge information on the topic that you will gather from sources that go beyond the course reading. Discussion questions will be cleared with me first and I will post them on CARMEN. All group members will be expected to play an active role in the presentation and/or discussion.

IN-CLASS PARTICIPATION (15%)

Your participation grade will come from attendance and consistent contributions to in-class discussion.

FINAL PAPER (35%) - DUE MARCH 11 in class

Your final paper will be based on a single public health topic covered in class during the quarter. The goal of the paper will be to discuss how an anthropological perspective (theory, methods) can help improve our understanding of the public health topic you chose. You will use the assigned readings as part of your bibliography and will add to this base bibliography by conducting a thorough literature review on your research topic. Your paper should be 10-12-pages in length (12 pt, Times New Roman font, double spaced with 1 inch margins). Your grade for the paper will be determined based on content (strength of the argument), writing (spelling, grammar, clarity and organization), bibliography (well-researched) and style (we will use the *American Journal of Human Biology* as our style guide and you will be expected to follow the formatting of this journal for in-text citations and in the preparation of your bibliography). We will discuss the details of the paper further during the 3rd week of class.

NOTE: IF YOU HAVE NOT HAD EXPERIENCE WRITING A COLLEGE RESEARCH PAPER AND USING THE MAJOR LIBRARY SEARCH ENGINES TO CONDUCT A LITERATURE SEARCH, IT IS STRONGLY ADVISED THAT YOU UTILIZE ON-CAMPUS RESOURCES WELL IN ADVANCE (I.E. THE LIBRARY AND WRITING PROGRAM).

The Grading scale for this course is as follows: A \geq 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72 D+ 68-69, D 63-67, D- 60-62, E <60

CLASS SCHEDULE

Date	Theme / Readings
WEEK 1	
JAN 5	Topic: Course overview, logistics, “writing a one-page synthesis”
JAN 7	Topic: Anthropology and Public Health Readings: <ul style="list-style-type: none"> ▪ HRA: Foreword (Goodman) ▪ HRA: Introduction (Panter-Brick, Fuentes) ▪ 📖 (1) Porter, 2006 ▪ 📖 (2) Marmot, 2007 ▪ 📖 (3) Hrushka and Hadley 2008
WEEK 2	
JAN 12	Topic: Theoretical frameworks I: Bio-cultural approaches Readings: <ul style="list-style-type: none"> ▪ 📖 (4) Dufour, 2006 ▪ 📖 (5) Worthman and Kohrt, 2005 ▪ 📖 (6) Oliwenstein, 1998
JAN 14	Topic: Theoretical framework II: Critical approaches

	<u>Readings:</u> <ul style="list-style-type: none"> ▪ (7) Goodman and Leatherman, 1998 ▪ (8) Singer, 1996 ▪ (9) Dressler, 2005
WEEK 3	
JAN 19	<i>MARTIN LUTHER KING DAY - NO CLASS</i>
JAN 21	<i>Topic:</i> Theoretical framework II: Critical approaches CONTINUED
WEEK 4	
JAN 26	<i>Topic:</i> Culture change and human health outcomes <u>Readings:</u> <ul style="list-style-type: none"> ▪ HRA: Understanding Health (Roberts) ▪ HRA: Leonard et al ▪ (10) Leatherman, 1996
JAN 28	<i>Topic:</i> Emerging Diseases <u>Readings:</u> <ul style="list-style-type: none"> ▪ HRA: Jones-Engel and Engel ▪ HRA: Herring ▪ (11) Garrett, 2005
WEEK 5	
FEB 2	<i>Topic:</i> Emerging Diseases <ul style="list-style-type: none"> ▪ (12) Barrett et al ▪ (13) Coimbra, 1988 ▪ (14) Whiteford 1997
FEB 4	<i>Topic:</i> Generational and Developmental Effects <u>Readings:</u> <ul style="list-style-type: none"> ▪ HRA: Dufour ▪ HRA: Ellison and Jasienska ▪ HRA: Nunez-de la Mora and Bentley ▪ (15) Himmelgreen et al, 2008
WEEK 6	
FEB 9	<i>Topic:</i> Reproduction <u>Readings:</u> <ul style="list-style-type: none"> ▪ (16) Piperata and Dufour, 2007 ▪ (17) Piperata, 2008 ▪ (18) Dufour and Sauter, 2002
FEB 11	<i>NO CLASS</i> <i>Topic:</i> Political and Economic Perspectives on Disease Risk <u>Readings:</u> <ul style="list-style-type: none"> ▪ AIDS and Accusation
WEEK 7	
FEB 16	<i>Topic:</i> Political and Economic Perspectives on Disease Risk <u>Readings:</u> <ul style="list-style-type: none"> ▪ AIDS and Accusation Part 1 (In-class Discussion)
FEB 18	<i>Topic:</i> Political and Economic Perspectives on Disease Risk <u>Readings:</u> <ul style="list-style-type: none"> ▪ AIDS and Accusation Part 2 (In-class Discussion II)
WEEK 8	
FEB 23	<i>Topic:</i> Generational and Developmental Effects <u>Readings:</u> <ul style="list-style-type: none"> ▪ HRA: Sellen

	<ul style="list-style-type: none"> ▪ (19) Gittelsohn ▪ (20) Lunn, 2000
FEB 25	<p><i>Topic:</i> Gene, Evolution, Environment, and Health</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ HRA: Dressler ▪ HRA: Godfrey and Hanson
WEEK 9	
MAR 2	<p><i>Topic:</i> Gene, Evolution, Environment, and Health</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ HRA: McDade ▪ HRA: Madrigal et al
MAR 4	<p><i>Topic:</i> Food Insecurity</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ (21) Dufour et al 1997 ▪ (22) Food Insecurity Data Collection - to be posted ▪ (23) Lemke et al 2003
WEEK 10	
MAR 9	<p><i>Topic:</i> Nutrition Transition</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ (24) Lieberman 2006 ▪ (25) Hoffman 2004 ▪ (26) Drewnowski and Darmon 2005
MAR 11	<p><i>Topic:</i> Environmental Contamination and Health</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ (27) Schell et al, 2005 ▪ (28) Kuhnlein and Chan 2000 ▪ HRA: conclusion

**Global Perspectives on Women's Health
Anthropology 601.04
Spring 2008**

Dr. Barbara Piperata

*Days/Time: MW 2:30-4:18
Tues: 1-4*

Office Hours:

*Location: Central Classrooms Room 326
Lord Hall 113-A*

Office:

Course Description

This course will examine health issues important in the lives of women around the world. The course will take a life cycle approach beginning with issues surrounding the birth of girl babies, continuing through the period of growth and development, adulthood, including pregnancy and lactation and ending with senescence. The course will end with a consideration of programs aimed at improving women's lives world-wide. We will take a bio-cultural approach in considering the topics in this course. The bio-cultural perspective considers our evolutionary history, as well as the interplay between our modern biology and culture. The goal of this course is to provide students with a clearer understanding of the biology of the female life cycle and a greater appreciation for the health risks women face on a global scale. In addition, by taking a bio-cultural perspective, students should gain a richer understanding of the complexities of the health issues women face and the importance of considering both biological and cultural perspectives in improving women's health.

Required Texts:

1. Croll E. 2001. Endangered Daughters: Discrimination and Development in Asia. London: Routledge.
2. Gruenbaum E. 2000. The Female Circumcision Controversy: An Anthropological Perspective. Philadelphia: University of Pennsylvania Press
3. Yunus M. 2007. Banker to the Poor: Micro-Lending and the Battle Against World Poverty. New York: PublicAffairs.
4. Articles available in pdf format on Carmen. Note: at the end of the syllabus you will find a numbered list of these articles. Under Theme/Readings these articles will be referred to by these same numbers.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

Evaluation:

Op-Ed/Critical Essay (2) - 15% each (30%). These critical essays will follow the format of a NY Times Op-Ed piece. You will choose a topic and write a critique or reaction to that topic. You should take a position, clearly argue your points, drawing on class readings for examples where appropriate. Papers will be graded on both grammar/spelling, organization and content. These Op-Ed pieces should be no longer than 2, double-spaced type-written pages (500 words, maximum). **DUE DATES are April 23 and May 21.** The Op-Ed piece should reflect issues/topics discussed in class prior to the due date. Late papers will be docked a full letter grade for each day late.

Quizzes – (25%) Over the course of the quarter there will be brief quizzes at the beginning of class over the assigned reading material for that day or from the previous class discussion. There will NOT be any make-up quizzes.

Discussion – (20%) During most class periods, one group will be responsible for generating a discussion on the assigned topic and readings. The discussion leaders must guide the discussion and provide suggestions for improving the situation. How you choose to generate a discussion and define your pro-active prescription is up to the group members. For example, you could provide a description of a project that is addressing the needs of women with respect to the issue under discussion. Such information can be obtained from websites or other similar sources. Your discussion grade will be generated by (a) the other members of your group (10%); and (b) the other groups' opinions of your performance (10%). Each individual group member will give the other members in their group a grade for participation. Each time a group leads the discussion the other students in the class will turn in a sheet indicating the group's strengths and weaknesses in presentation, along with a recommended grade (marked on a 5 point scale). If you miss class on the day of your group's presentation you will receive a 0.

Final Exam – (25%) This will be a take-home final which will be handed out during the last class period and **DUE at 1:30 pm on June 4 (in my office 113-A Lord hall)**. The final exam will include a series of short essays. Each response will have a word limit and should be typed, double spaced. It is expected that each response will be clearly written and will use proper grammar and spelling. Due to the word limitation, it is important that your answers be concisely constructed and clear in order to maximize your ability to convey your knowledge of the topic. It is expected that in your response you include specific example from the readings, which should be properly cited (see the journal *American Anthropologist* for proper citation style).

Weekly Readings

Date	Theme / Readings
WEEK 1	
24 Mar	Theme: <i>Introduction – Millennium Goals and women's health in global perspective</i> Readings: #1
26 Mar	Theme: <i>Poverty and women's health, an overview</i> <u>Readings: #2, #3</u>
WEEK 2	
31 Mar	Theme: Being born female, fetal screening and sex-selective abortion <u>Readings:</u> Croll E. 2000. <i>Endangered daughters</i>
2 Apr	Theme: Being born female continued <u>Readings:</u> Croll E. 2000. <i>Endangered daughters</i>
WEEK 3	
Apr 7	Theme: Growing up female I: Nutrition, education, marriage, abuse, work <u>Readings:</u> #4, #5
9 Apr	Theme: Growing up female II <u>Readings:</u> Gruenbaum E. 2001. <i>The Female Circumcision Controversy</i> Film: Fire eyes
WEEK 4	
14 Apr	Theme: Growing up female II <u>Readings:</u> Gruenbaum 2001. <i>The Female Circumcision Controversy</i>
16 Apr	Theme: Growing up female III: Body image in cross-cultural perspective <u>Readings:</u> #6, #7, #8
WEEK 5	
21 Apr	Theme: Pregnancy in global perspective: maternal and fetal risk <u>Readings:</u> #9, #10, #11
23 Apr	Theme: Childbirth practices in cross-cultural perspective <u>Readings:</u> ; #12, #13, #14 DUE: Op-Ed #1
WEEK 6	
28 Apr	Theme: Biocultural perspectives on breastfeeding <u>Readings:</u> #15, #16, #17, 18
30 Apr	Theme: <i>Reproductive rights and infertility</i> <u>Readings:</u> #19, #20
WEEK 7	
5 May	Theme: Women and AIDS <u>Readings:</u> # 21, #22, #23 Film: Sowing the seeds of hunger
7 May	Theme: Sex work and trafficking in women <u>Readings:</u> #24, #25
WEEK 8	
12 May	Theme: Domestic violence and war <u>Readings:</u> #26, #27
14 May	Theme: Women and work <u>Readings:</u> #28, #29 Film: China Blue

WEEK 9	
May 19	Guest Speaker
May 21	Theme: Making a difference, innovative ideas and hope for the future <u>Readings</u> : Yunus M. 2003. <i>Banker to the Poor</i> DUE: Op-Ed #2
WEEK 10	
May 26	*****HOLIDAY NO CLASS*****
May 28	Theme: Making a difference, innovative ideas and hope for the future <u>Readings</u> : Yunnus M. 2003. <i>Banker to the Poor</i>

Bibliography (all articles can be found on CARMEN)

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2. Jacobson JL. 1993. Women's health: the price of poverty. In Koblinsky M, Timyan J, Gay J editors. The Health of Women, a Global Perspective. Boulder: Westview Press. p 3-31.
3. World Health Organization. 2003. En-gendering the millennium development goals on health. Geneva: World Health Organization.
4. Merchant KM, Kurz KM. 1993. Women's nutrition through the life cycle: social and biological vulnerabilities. In Koblinsky M, Timyan J, Gay J editors. The Health of Women, a Global Perspective. Boulder: Westview Press. p 63-90.
5. Levine R, Lloyd C, Greene M, Grown C. 2008. Girls count: a global investment and action agenda. Washington D.C: Center for Global Development. (Chapters 1-4)
6. Nichter M. and Vuckovic N. 1994. Fat talk, body image among adolescent girls. In Sault N editor. Many Mirrors: Body Image and Social Relations. New Brunswick: Rutgers University Press p. 109-131.
7. Sobo EJ. 1994. The sweetness of fat: health, procreation and sociability in rural Jamaica. In Sault N editor. Many Mirrors: Body Image and Social Relations. New Brunswick: Rutgers University Press p. 132-154.
8. Anderson-Fye EP. 2004. [A "coca-cola" shape: cultural change, body image, and eating disorders in San Andres, Belize](#). Culture, Medicine and Psychiatry 28: 561-595.
9. Pike IL. 2005. [Maternal stress and fetal responses: evolutionary perspectives on preterm delivery](#). American Journal of Human Biology 17: 55-65.
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11. Davis-Floyd R. 2001. The technocratic, humanistic, and holistic paradigms of childbirth. International Journal of Gynecology and Obstetrics 75: S5-S23.
12. Trevathan W. 1999. Evolutionary obstetrics. In: Trevathan WR, Smith EO, McKenna JJ editors. Evolutionary Medicine. New York: Oxford University Press. p 183-207.
13. Jordan B. 1993. Buscando la forma, an ethnography of contemporary Maya childbirth in the Yucatan. In: Jordan B editor. Birth in Four Cultures, A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States. Long Grove: Waveland Press. p 15-44.
14. Jordan B. 1993. The crosscultural comparison of birthing systems, toward a biosocial analysis. In: Jordan B editor. Birth in Four Cultures, A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States. Long Grove: Waveland Press. p 45-90.

15. Dettwyler KA. 1995. A time to wean: the hominid blueprint for the natural age of weaning in modern human populations. In Stuart-Macadam P and Dettwyler KA editors. *Breastfeeding: Biocultural Perspectives*. Hawthorne: Aldine de Gruyter. p 39-73.
16. Dermer A. 1998. Breastfeeding and women's health. *Journal of Women's Health* 7: 427-433.
17. Van Esterik P. 1995. The politics of breastfeeding: an advocacy perspective. In Stuart-Macadam P and Dettwyler KA editors. *Breastfeeding: Biocultural Perspectives*. Hawthorne: Aldine de Gruyter. p 145-166.
18. Zeitlyn S, Rowshan R. 1997. Privileged Knowledge and Mothers' "Perceptions": the case of breastfeeding and insufficient milk in Bangladesh. *Medical Anthropology Quarterly* 11:56-68
19. Inhorn MC. 2003. [Global infertility and the globalization of new reproductive technologies: illustrations from Egypt](#). *Social Science and Medicine* 56: 1837-1851.
20. Siquiera AD, D'Antona AO, Fernanda D'Antona M, Moran EF. 2007. Embodied decisions: reversible and irreversible contraceptive methods among rural women in the Brazilian Amazon. *Human Organization* 66: 185-195.
21. Quinn TC, Overbaugh J. 2005. HIV/AIDS in women: an expanding epidemic. *Science* 308: 1582-1583.
22. Csete J. 2005. A comfortable home: globalization and changing gender roles in the fight against HIV/AIDS. In Kickbush I, Hartwig KA, List JM. *Globalization, Women, and Health in the Twenty-first Century*. New York: Palgrave, Macmillan. p 167-182.
23. Farmer et al. 1996. Women, Poverty and AIDS. In Farmer P, Connors M, Simmons J editors. *Women, poverty and AIDS*. Monroe: Common Courage Press. p 3-38.
24. Beyrer C. 2001. Shan women and girls and the sex industry in southeast Asia: political causes and human rights implications. *Social Science and Medicine* 53: 543-550.
25. Long LD. 2004. Anthropological perspectives on the trafficking of women for sexual exploitation. *International Migration* 42: 5-29.
26. World Health Organization. 2005. WHO multi-country study on women's health and domestic violence against women. Geneva: World Health Organization.
27. Jansen GG. 2006. Gender and war: the effects of armed conflict on women's health and mental health. *Affilia: Journal of Women and Social Work* 21: 134-145.
28. Avotri, J, Walters V. 1999. "You just look at our work and see if you have any freedom on earth": Ghanaian women's accounts of their work and their health." *Social Science and medicine* 48: 1123-1133.
29. Mills MB. 2003. Gender and inequality in the global labor force. *Annual Review of Anthropology* 32: 41-62

Geography 605
Changing Geographies of Latin America
(Special Problems in the Geography of Latin America)

Instructor: Dr. Kendra McSweeney

Office: 1164 Derby Hall

E-mail: mcsweeney.14@osu.edu

Phone: 247-6400

Office hours: Tues 1:00-3:00, or by appointment

Class: MW, 1:00-2:48, Derby Hall 1116

Call No.: 10253-1L, 5 credits

Overview

Latin America's landscapes have undergone dramatic and sometimes surprising changes over the past quarter-century: rapid deforestation as well as forest regrowth; massive agroexport booms alongside plummeting staple production; rural depopulation coincident with resort development booms; ghost towns full of empty mansions adjacent to burgeoning slums. How can we make sense of this dynamic region? And what do these changes have to do with more persistent characteristics of the region, such as the chronic disparity between rich and poor? What motivates the millions of Latin Americans who head for the U.S. every year? How are our lives connected to theirs, and how do our actions influence their well-being? The purpose of this course is to address these questions, and to use geographers' integrative perspective to understand Latin American landscapes as historically shaped by these deeply interrelated processes. With an emphasis on case studies and personal narratives from the tropical regions of Central and South America, we will explore ongoing debates about the best paths to socially equitable and environmentally sustainable development in Latin America, with particular attention to how Latin Americans envision their lives, livelihoods and landscapes.

There are no prerequisites for this course, and no prior knowledge of Latin America is expected.

Course Format

This course meets twice a week, and will be run as a seminar, combining brief lectures with student-led group discussion. Critical and interesting class discussion requires that you come to class with the readings completed. Readings are diverse, and combine theory, case studies, and personal narratives in order to provide both a general understanding of the issues and a sense of how they play out in particular places in particular ways. To help you stay on top of the readings and to structure discussion, all students will send *brief* but substantive questions/comments on the readings by noon on the day of class (M and W). Please do so by uploading a file of your comments to the appropriate folder in the Carmen course dropbox; should this be impossible, you may send me your comments in the body of an email.

Required Readings

There are two required texts.

One is a course pack, produced by Zip Publishing and available at **SBX**, which holds the bulk of the readings:

Geog 605 2009 1

1) **Geography 605 Reader**. \$TBA (Questions or other purchase options? Contact Zip Publishing at: info@zippublishing.com, www.zippublishing.com).

One backup copy of the reader is available on 3-hour reserve in SEL for emergency use only.
Please bring the coursepack to ALL class meetings, as we will refer to readings and figures frequently.

The other required text, available at **OSU Barnes & Nobles/Long's** is:

2) Benjamin, Medea, ed. 1987. ***Don't Be Afraid, Gringo: A Honduran Woman Speaks from the Heart*** (*The Story of Elvia Alvarado*). New York: Harper and Row (paperback). \$12.95 (new); \$9.70 (used). Also available from Amazon.com (any edition is fine), used and new from \$1.00.

Recommended Reading

The following text is recommended, and is also available at the OSU Bookstores:

3) Nazario, Sonia. 2007. ***Enrique's Journey***. New York: Random House (paperback). \$14.95 (new); \$11.20 (used); at Amazon.com used and new from \$3.25.

Evaluation

Success in the course rests more than anything on keeping up with readings and contributing to class discussion, which means that evaluation is spread fairly evenly over the quarter. Every student will help to lead one class discussion (see separate guidelines). There will be one in-class exam (**March 4**) that will encourage you to review and synthesize materials read and discussed in class. A project is due at the end of the quarter (proposal, worth 5%, is due Feb. 9). The project requires conducting primary research; specific topics will depend on the level of the student and be developed in consultation with the instructor to clearly reflect course themes. Students will present their projects in Week 10. Class attendance, participation, and written responses to readings account for 40% of the final grade.

Note: Undergrads will be evaluated differently from graduate students:

UG Grad

Class attendance, participation, and written contributions 40% 40%

Class leadership (graded as a group) 10% 10%

In-class exam (March 4) 20% 10%

Project proposal 5% 5%

Project report (max 10 pages) + presentation 25% 20%

Book review (graduate students only; ~ 5 pages; on recent migrant narrative) 15%

Policies

All assigned work is due by 5 pm on the due date in the Geography Main Office. Late work will lose two (2) percentage points per day. In-class evaluation cannot be made up without special advance notice and at the discretion of the instructor.

GRADING options for course: A,A-,B+,B-,C+,C-,D+,D, OR E. Students will be evaluated based on their academic level.

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Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

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Course Schedule (*Subject to Change*) EVALUATION Schedule

W1	Jan. 5	Course introduction.
I Picturing the Latin American Tropics		
Jan. 7		Looking at Latin American landscapes
W2	Jan. 12	Picturing the tropics: Peoples
Jan. 14		The Columbian Exchange
W3	Jan. 19	<i>No class; MLK holiday</i>
Jan. 21		Picturing the Tropics I: “Nature” [Conservation]
W4	Jan. 26	Picturing the Tropics II: The Pristine Myth [Native Peoples]
II Hunger & Plenty: Commodifying Latin America’s Tropics		
Jan. 28	Oligarchs & Multinationals: Latin America’s Globalized Agriculture	Begin to meet for project
W5	Feb. 2	Tackling land inequality: Agrarian reforms
Feb. 4		Tackling land inequality: Revolution
W6	Feb. 9	‘Adapting’ to poverty Project proposal due
Feb. 11		Women, Non-traditional agricultural exports, and <i>Maquiladoras</i>
W7	Feb. 16	Cocaine: another NTAE
Feb. 18		Is Fair Trade the answer?
III On the Move: Latin American Migrations		
W8	Feb. 23	Rural-urban migration & Project updates in-class
Feb. 25		Making a living in the city
W9	Mar. 2	International migration I: Getting There
		International migration II: Being Here
IV Exam, Presentations and Wrap-Up		
Mar. 4	In-class exam	Exam
W10	Mar. 9	Project presentations Presentations
Mar. 11	Project presentations and class summary	Presentations
Mar. 17	Project due for graduating seniors (Tuesday)	Grad’ing Senior PROJECT DUE
Mar. 19	Grades posted for graduating seniors	
Mar. 20	Project due for all others (Friday)	PROJECT DUE (all others)

**Geography 820.01: Satellite Meteorology
Spring Quarter 2009, 5 Credits.**

Instructor: David H. Bromwich

Contact Information: Room 037A Scott Hall. Email: bromwich.1@osu.edu.

Call Number: 10383-9

Class Location and Times: Byrd Polar Research Center, Scott Hall Room 0140 on **West Campus**. Tuesday and Thursday, 3-5 pm.

Course Description:

Geography 820.01 will consider satellite remote sensing applied to atmospheric science. The topics to be covered include: a historical overview; a focus on the NASA Earth Observing System including the Terra and Aqua platforms with their MODIS, MISR, AMSR-E, AIRS, CERES, and AMSU instruments; atmospheric sounding with vertical and limb scanning sensors; wind, cloud, and precipitation determination from space; and determination of lower boundary conditions, such as sea surface temperatures, sea ice coverage, and vegetation characteristics. Applications that will be considered are include use of scatterometer winds to analyze and predict oceanic storms such as hurricanes, assimilation of satellite observations and global numerical weather prediction, Earth radiation budget studies, and global climate change issues. The grade will be based upon two student presentations (30%), a hands-on term project on image interpretation performed in groups (20%), an individual term paper tailored to each student's interests (40%), and participation in class discussion (10%). There is no single textbook as the field continues to develop rapidly. Material will be drawn from online NASA materials, and extensive readings from the contemporary literature.

Prerequisites:

Atmospheric Science 230 or Geography 520 or equivalent; the atmospheric science core sequence on thermodynamics and dynamics is useful background that can be taken at the same time as this course.

Reference Text:

Kidder, S.Q., and T.H. Vonder Haar, 1995: Satellite Meteorology: An Introduction. Academic Press, 466 pp. ISBN: 0-12-406430-2.

Class Outline

Week One:

Tuesday, March 31: Lecture: Orbits and Navigation

Thursday, April 2: Lecture: Radiative Transfer

Week Two:

Tuesday, April 7: Lecture: History of Meteorological Satellites up to the Earth Observing System

Thursday, April 9: No class.

Week Three:

Tuesday, April 14: Lecture: MODIS, MISR, AMSR-E.

Thursday April 16: Two Student Presentations

Week Four:

Tuesday, April 21, Lecture: AIRS, AMSU, CERES.

Thursday April 23: Two Student Presentations

Week Five:

Tuesday, April 28: Lecture: Atmospheric sounding with vertical and limb scanning sensors; wind, cloud, and precipitation determination from space

Thursday, April 30: Two Student Presentations

Week Six:

Tuesday, May 5, Lecture: Determination of lower boundary conditions, such as sea surface temperatures, sea ice coverage, and vegetation characteristics. Scatterometers.

Thursday, May 7: Two Student Presentations

Week Seven:

Tuesday, May 12: Lecture: Assimilation of satellite observations and global numerical weather prediction

Thursday, May 14: Two Student Presentations

Week Eight (A number of us are out of town):

Class Project

Week Nine (Monday 5/25 Memorial Day):

Tuesday, May 26: Lecture: Earth radiation budget studies

Thursday May 28: Two Student Presentations

Week Ten (Last week of classes):

Tuesday, June 2: Lecture: Global Climate Change

Thursday, June 4: Presentations on class project.

Term Paper due Friday, June 5, 2009, 5 pm.

History 171: Latin American Civilization to 1825
Spring 2009
Tuesday/Thursday 11:30am-1:18pm
Campbell Hall 309

Instructor: Ray Ball

292-1882

Office hours: Tues/Thurs 1:30-2:30

ball.1793@osu.edu

Office: Dulles Hall 009

I am also available to meet with students by appointment. The best way to reach me is via email. Please be advised that it may take up to 24 hours to receive a response to an email.

Required Readings for the Course:

Boyer, Richard and Spurling, Geoffrey, *Colonial Lives: Documents on Latin American History, 1550-1850*, Oxford, 1999.

Burkholder, Mark and Johnson, Lyman, *Colonial Latin America*, 6th edition. Oxford, 2007.

De Erauso, Catalina, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, translated by Michele and Gabriel Stepto, Boston: Beacon Press, 1996.

****The required books are at the SBX bookstore. For the purposes of taking part in the discussions and citing the works properly in your papers, it is required that you purchase the books and not use online versions of these sources.**

Readings online [see schedule below for links]

Course Description:

This course surveys Latin American history from its pre-Columbian origins to the Era of Independence. It offers narrative structure of major events in early Latin American History. It will also introduce you to religious and political ideas, the art, literature, and gender roles, and the social and cultural history of the region. The course objectives are to familiarize you with some of the major cultural roots of our own modern world, including the problem of poverty in Latin America and the foundations of the relationship between the United States and Latin American countries. Other objectives of this course are to provide you with a background to make you a more informed inhabitant of this world and to improve your critical thinking and communication skills. This class is also intended to be an introduction to the discipline of History, to the assumptions about what History is that we as a society make, and to give you the basic tools to engage with and analyze historical texts. The readings are integrated closely with the lectures and both give insights into how people lived and thought in Latin America to 1825.

Course Requirements:

The course is designed not only to acquaint students with cultural and historical background of Latin American civilization to 1825, but also to teach skills in reading, critical thinking, exam preparation, and public speaking. Attendance at lectures and participation in discussions is the only way to fully assimilate the materials and skills of this course. I have selected readings that will complement the lectures. We will spend time discussing these texts and how they illuminate greater historical themes. The assigned readings from the Burkholder textbook will not be discussed in class. I have listed them in parentheses on the schedule of lectures and readings. However, I advise you to keep up with the readings in the textbook, as they will supplement the lectures and fill in gaps that you may have in your notes. The other readings will be up for discussion on the day that they are due. Participation is mandatory, and it helps you to fix the facts and trends in history in your mind because you have articulated them aloud. This is part of the public speaking part of the course and contributes to your grade.

****Note:** Learning how to take good notes is an important part of the college experience. For each class I will post a brief lecture outline with key terms on Carmen, but I will not put my lectures notes or the power points online. Do not ask me for the notes or for the power points. If you miss class, it is your responsibility to get the notes from one of your peers. However, as always, if you have specific questions, please feel free to visit me during my office hours or to set up an appointment with me.

Breakdown of Course Credits:

Classroom Participation	15%
Film Review	10%
Group Project	15%
Midterm	20%
Paper	20%
Final Exam	20%

Policy on the Midterm and Final:

The midterm and final exams must be taken on the announced dates and times. Both exams will include a take-home essay portion, which will be handed out one week before the exam is due and an in-class portion, which will include multiple choice, IDs, and possibly a map quiz portion (no longer than 45 minutes). The take-home essay will have specific requirements as to length and formatting. The only accepted excuses for missing an exam and taking a make-up exam are medical excuses from a doctor, an official University event such as music or athletic competitions, or personal tragedies. Official participation in University events requires official notification in advance. Anyone needing special arrangements for taking the midterm or the final must let me know in advance. Personal vacations will not be an acceptable excuse to miss an exam.

Group Projects:

Each student will sign up by 7 April to do a group project based on a set of primary sources from the Colonial Lives documents reader. Each group will have some time to meet in class, but in will most likely wish to either meet outside of class or be in communication with each of its members in order to prepare the presentations. Group presentations will take place on 14 and 19 May. Each group will have 20-30 minutes to present on the topic dealt with in the primary source readings. I strongly recommend that each group take the documents as a starting point and do some outside research (internet and library) on the topic in order to enhance both individual and collective understanding of these issues (including abominable sins, witchcraft, marriage, and violent crimes) in colonial Latin American society. Your grade will be determined by averaging an overall group evaluation and an individual evaluation of each group member's efforts and contributions to the presentation.

Film Review and Paper Topic:**Film Review**

Each student will write a review of the film *How Tasty Was My Little Frenchman*. The review should include a very brief plot synopsis and a critical reaction to the film. (Feel free to check out newspapers' archives of their movie reviews to find models for writing the critical part of your review.)

2-3 pages, 12-point font, standard format

Paper

The other paper will test your comprehension of primary sources and your ability to write a historical analysis. Please read over the following guidelines. I am giving them to you now so that you are aware of all the work required for this class. The papers must be turned in on the assigned due date. Again, the only accepted excuses are medical excuses from a doctor, a documented, official University event such as music or athletic competitions, or personal tragedies.

Paper Topic:

Assess the role of gender in *Lieutenant Nun* and how typical Catalina de Erauso's behaviors were for women living in colonial Latin America.

4-5 pages 12-point font, standard format and style (see Handout)

Note: I do not accept late papers or papers sent via email.

Please note: Use proper citations (MLA, APA, or Chicago Style), for all quotations and paraphrased ideas not your own. **Do not use external sources for these papers. This includes all internet sources that are not listed on the syllabus.**

Enrollment: All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Statement on Academic Misconduct: All work turned in for this course must be your own. Plagiarism is a form of property theft. Any form of academic misconduct, such as cheating on exams will be dealt with through the procedures established by the Committee on Academic Misconduct.

Students with Disabilities: Any student who feels he or she may need an accommodation due to a disability should contact me privately to discuss his or her specific needs. He or she should also contact the Office of Disability Services at 614-292-3307, or visit 150 Pomerene Hall, to coordinate reasonable accommodations.

Schedule of Lectures and Readings:

I. Native America meets Iberia

31 March Course Introduction, Lecture: "What is History?"

2 April Lecture: "Pre-Columbian Societies: Mesoamerica and South America"

Readings: (Burkholder, pp. 1-23)

7 April Lecture: "Spain and the Reconquista"

Readings: (Burkholder, pp. 23-32)

"The Expulsion from Spain" <http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html>

****Group Project Sign-Up**

9 April Lecture: "Imperial desires: Spain and Portugal"

Readings: (Burkholder, pp. 40-48.)

"Privileges and Prerogatives granted to Columbus" http://avalon.law.yale.edu/15th_century/colum.asp

****Group Project Preliminary Meetings** (by this point you should have read the documents for your group)

14 April Lecture: "The Conquests of Mexico and Peru"

Readings: (Burkholder, pp. 52-70, 78-90.)

"A Short Account of the Destruction of the Indies"

<http://web.archive.org/web/19980116133031/http://pluto.clinch.edu/history/wciv2/civ2ref/casas.htm>

II. Colonial Institutions

16 April Lecture: "Iberian Administration: The Spanish and the Portuguese"

Readings: (Burkholder, pp. 93-102.)

21 April Lecture: “The Church in Latin America: Evangelism and Missions”
Readings: (Burkholder, pp. 106-116.)
Boyer and Spurling, Chs. 3 & 4, pp. 18-38.

23 April Lecture: “New World Christianity: Catholicism and Idolatry”
Readings: (Burkholder, pp. 116-119.)
Boyer and Spurling, Ch 5, pp. 39-53.

28 April **Midterm Exam and Group Project Preparation Time**

III. Early Colonial Society, Economy, and Culture

30 April Film: *How Tasty Was My Little Frenchman*

5 May Lecture: “The Organization of Colonial Society: Slavery and Indian Labor”
Readings: (Burkholder, pp. 123-153)
Boyer and Spurling, Ch. 20, pp. 249-268.

7 May Lecture: “The Mining Economy”
Readings: (Burkholder, pp.156-162, 165-171)
***** Film Review Due**

12 May Lecture: “Women in Colonial Society”
Readings: (Burkholder, pp. 240-245)
Lieutenant Nun

14 May Group Projects on “Popular Religion and Culture in Colonial Society”
Readings: (Burkholder, pp. 260-294)
Readings for projects: Boyer and Spurling, Chs. 7, 9 &13, pp. 77-100, 112-129, 166-177
******Group Projects 1, 2, 3**

19 May Group Projects on “Family and Daily Life in the Colonies”
Readings: (Burkholder, pp. 225-240)
Readings for projects: Boyer and Spurling, Chs.10, 12, & 15, pp. 130-140, 155-165, and 185-200.
*****Group Projects: 4, 5, 6**

21 May What about Brazil?
Readings: (Burkholder, pp.102-106, 162-165, 171-172, 188-192)
Boyer and Spurling, Chs. 11 & 22, pp. 141-154 and 279-293

IV. The Eighteenth Century

26 May Imperial Crises: The Spanish
Readings: Boyer and Spurling, Ch. 14, pp. 178-184.
*****Paper Due**

28 May The Bourbon Reforms
Readings: (Burkholder, pp. 298-356)

VI. Independences

2 June Rebellion and Independence
Readings: (Burkholder, pp. 357-368)
Boyer and Spurling, Ch 23, pp. 294-308.

4 June Independence and Wrap-up
Readings: (Burkholder, pp. 368-406)

9 June Final Exam 11:30-1:18

THE OHIO STATE UNIVERSITY

Instructor: Kenneth J. Andrien

Office: 244 Dulles Hall

Office Telephone: 292-0157

E-Mail: andrien.1@osu.edu

Office Hours: T, 10:00-11:00; R, 10:00-11:00

History 368.02: Native American Peoples of the Andes

Course Description

History 368.02 is an introductory survey of the history the Native American Peoples of the Andes from Pre-Columbian times to the present that assumes no previous study of the region. It will meet twice each week for lecture and for discussion. The course will focus on a series of historical problems including: the rise of the Inca Empire, the European invasion of the Andes, the place of the Native Andean peoples in the new "colonial" society. It will then discuss the Age of Andean Rebellions, the role of Native Andeans in the independence movements, their participation in the nation-building in the nineteenth century, their struggles for full citizenship in the twentieth century; and both radical and democratic attempts to gain political power. The goal is to convey some basic factual knowledge about the Native American peoples during this period and to provide an interpretive framework for understanding the historical changes taking place.

Course Objectives

1. The students will acquire a deeper understanding of the Native American peoples of the Andes and of the factors that have shaped human activity over time in the region.
2. Learning about the expansion of Spanish society to the Americas and the impact of this migration/invasion from Europe on the Native American peoples will demonstrate some of the important forces that help to shape our increasingly global community in the twenty-first century.
3. Through the structured assignments in the course, students will enhance their ability to apply the skills of critical thinking through a historical analysis of primary sources and secondary works.
4. Students will use historical data to develop the ability to analyze and to evaluate diverse interpretations of historical events.
5. Through class discussions students will advance their effectiveness in oral communication, and in written assignments they will enhance their skills in writing clear, logical historical arguments and in using documentary evidence to support those arguments.

Course Requirements

- I. The classes will consist of both lecture and focused discussions. Class participation and attendance are integral parts of the course and will count **15%** towards determining the final grade.
- II. Students are required to complete each assignment for the discussion classes, and they must be prepared to discuss it. Students are expected to attend class, unless the instructor excuses them in writing. In addition, students who must miss a class are responsible for getting the notes from another student in the class. They should also plan to meet with the instructor to discuss any questions that they might have.
- III. There will be a quiz on basic geographical and historical terms in the first two weeks of the term, which will count **5%** of the final grade. The map quiz will be given on **January 22, 2009**.
- IV. Each student must write a critical review of three to five pages on Birds Without a Nest. The paper will count **20%** of the final grade, and it is due on **March 10, 2009**. *Late papers will be penalized.*
- V. There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a

short objective section and two essay questions, and it will be taken on **February 5, 2009**. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade and be taken on **March 16, 2009, between 1:30 and 3:18**. Any students unable to appear on the examination dates must present a written excuse and receive clearance from the course instructor before the scheduled examination date. Without such clearance, a student can not expect to take a make-up examination. Make-up exams may be either written or oral, and they must be taken during one of the department's scheduled dates.

Grading Policy

A: 92 and above; A-: 90-92; B+: 88-89; B: 82-88; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-72; D+: 68-69; D: 60-67; E: below 60

Required Readings

Kenneth J. Andrien, Andean Worlds: Indigenous History, Culture, and Consciousness Under Spanish Rule (text)

Catherine Julien, ed., How the Spaniards Arrived in Peru

Brooke Larson, Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810-1910 (text)

Cathryn Lombardi and John V. Lombardi, Latin American History: A Teaching Atlas (recommended)

Clorinda Matto de Turner, Birds Without a Nest: A Story of Indian Life and Priestly Oppression in Peru

There will be a duplicated collection of articles to be purchased on campus.

The books are available at the Student Book Exchange at 1806 North High Street and at other area bookstores.

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Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Schedule of Assignments and Class Topics

Unit 1: The Rise and Fall of the Inca Empire (Tawantinsuyu)

Reading Assignments: Lombardi for Map Quiz

Jan. 6: Course Goals, Objectives, and Requirements and the Origins of Andean Civilization

Jan. 8: The Origins and Growth of the Inca Empire (Tawantinsuyu)

Reading Assignments: Andrien, Chs. 1, 2.

Jan. 13: The Inca Empire in 1532

Jan. 15: No Class

Unit 2: Consolidation and Change, 1570-1650

Reading Assignments: Julien, entire

Jan. 20: The Spanish Invasion (discussion of Julien)

Jan. 22: The Civil Wars and Manco Inca's Rebellion (**Map Quiz**)

Reading Assignments: Andrien, Chs. 3, 4

Jan. 27: Francisco de Toledo and the Consolidation of Spanish Rule

Jan. 29: The Andeans and the Colonial Economy

Reading Assignments: Andrien, Ch 5

Feb. 3: The Andean Cultural Renaissance

Feb. 5: **Midterm Examination!**

Reading Assignments: Andrien, 6, 7, Conclusion

Unit 4: Late Colonial Changes and Independence, 1650-1825

Feb. 10: The Church, Evangelization, Idolatry, and Punishment

Feb. 12: The Great Age of Andean Rebellions

Reading Assignments: Larson, 1,3

Feb. 17: Independence and the Andean Peoples

Feb 19: The State and Andean Servitude in Ecuador, 1810-1910

Unit 6: Nineteenth Century Trials of Nation Making

Reading Assignments: Larson, 4, 5

Feb. 24: The Republic and the Andeans in Peru, 1810-1910

Feb. 26: Bolivia and the Insurgent Andeans, 1810-1910

Reading Assignments: Larson, Conclusion, Matto, entire

Mar. 3: Indiginismo, Elites, and the "Indian Question."

Mar. 5: *Birds Without a Nest*, Discussion of Matto

Reading Assignments: Xavier Albó, "Andean People in the Twentieth Century," in Frank Salomon and Stuart Schwartz, eds., *Cambridge History of the Native Peoples of the Americas*, Volume III, Part II, pp. 756-860.

Mar. 10: Andean Protests and Rebellions in Peru, **Matto Paper Due.**

Mar. 12: The State and the Indigenous Movement in Ecuador

The Final Examination will be given on **March 16, 2009, between 1:30 and 3:18.**

Registration Policy

All students must be enrolled in class officially by the end of the second full week of the term. Requests to add the course after then are extremely unlikely to be approved by the department chair.

INSTRUCTIONS FOR THE *BIRDS WITHOUT A NEST* PAPER

Purpose of the Assignment

Clorinda Matto de Turner (1852-1909) was an intellectual, progressive political reformer, and feminist in Peru. She wrote *Birds Without a Nest: A Story of Indian Life and Priestly Oppression* in 1904 to sensitize the Peruvian public to the status of the Native American peoples in her country. Matto grew up in Cusco, where she learned both Quechua and Castilian, giving her the opportunity to know both the Andean and more Europeanized cultures of Peru. After its publication in 1904, the novel created a scandal in Peru as various elite groups denounced her presentation of governmental and clerical abuses. Some later readers, however, have called the work the first *indigenista* novel because of its focus on Indian characters and their exclusion from the wider nation. As historians, we must try to reconstruct the past as accurately and objectively as possible. Sometimes, works of literature are important sources in attempting to learn about political, cultural, and social mores of a society, particularly when dealing with largely illiterate groups such as the Native American peoples of Peru at the turn of the twentieth century. In such cases, historians must exercise some critical judgment and weigh the strengths and weaknesses of the ideas presented in a work of fiction and come to her/his own conclusions about the events under investigation. The purpose of this assignment is to evaluate critically *Birds Without a Nest*. Like any professional historian, each student will evaluate the purpose, content, conclusions, and historical reliability of this novel as a historical source.

Format for the Critical Review

This paper is an exercise in expository writing. It should inform the reader about the content of the book and evaluate critically its accuracy and overall usefulness to students in the field.

A. The review should have a strong introductory paragraph indicating the topic covered, the chronological scope of the work, the author's purpose in writing it, and a short summary (one or two sentences) of your critical thoughts about the book.

B. The second section of the review must summarize the content of the book. The following questions should prove useful in preparing this section. The paragraphs in this section should not, however, read like a point-by-point answer to each question.

1. What information does Matto relate about the Andean peoples?
2. What does she tell the reader about the Priests and the Catholic Church, local government officials?
3. What is the importance of the outsiders residing in the rural community?
4. What picture of the Hispanicized elites emerges?

5. What is the role of the indigenous protagonists?

C. The final section of the paper is the critical review of the work. Do not merely say that the book was interesting or boring. Discuss its merits or flaws, why you liked or disliked it, and whether you would recommend it to others interested in the subject. Listed below are some questions to guide you in preparing this section, but again, your paragraphs should not read like a point-by-point answer to each question.

1. How and why is the book useful or not useful?
2. Does it present you with any important information about the historical period?
3. What historical problems are related?
4. Is it at all accurate? Why or why not?
5. Who was Clorinda Matto de Turner?
6. What was her purpose in writing this book?
7. What is the author's bias?
8. What limits the author's perspective?

Requirements

All reviews must be double-spaced and either typed or neatly handwritten. They should vary from 750 to 1,250 words in length (three to five typed pages or the equivalent in handwritten pages). Late papers will be penalized 5 points for each class session after the due date (up to a maximum of 30 points). Students who do not hand in a paper will receive a zero for the assignment.

THE OHIO STATE UNIVERSITY

Instructor: Kenneth J. Andrien
Office: 244 Dulles Hall
Office Telephone: 292-0157
Office Hours: Monday, Wednesday, and Friday, 2:30-3:30; and by appointment
E-Mail: andrien.1@osu.edu

History 851.01: Seminar in Latin American History

Course Description:

This is the first half of a two-quarter research seminar. Students will formulate a topic, write, and revise an article- or chapter-length manuscript (approximately 25-35 pages). The goal is to create the draft of a future publication. The seminar paper will focus on any significant historical problem dealing with Latin America or even comparative topics that include the region. The time period and the focus of the topic are open and will be chosen in consultation with the instructor.

Over the course of the first term we will discuss the techniques needed for archival research, the different primary sources that might be available for different topics, and any pertinent secondary works. We will also discuss how to identify a research problem, to frame an argument, and to identify appropriate sources. Finally, we will discuss writing a research prospectus.

Students who enroll in the winter should enroll for History 851.02 in the spring quarter. Students making adequate progress in the seminar will receive a "P" at the end of the winter quarter and a regular grade will be assigned for both quarters at the completion of the second term.

Required Readings:

Each class we will read a series of articles (provided by the instructor) dealing with different types of historical sources. The readings are all uploaded onto Carmen.osu.edu, our course management system.

Course Requirements:

- I. Class attendance and participation are mandatory and will count **10%** towards the determination of the final grade for the two-term seminar. Each student must read the material assigned for the class session and be prepared to discuss it.
- II. Each student will write a two-four page synopsis of one of the articles assigned for each class session, which collectively will count **10%** towards the determination of the final grade for the seminar. The synopsis should cover the following issues: (1) what are the sources identified? (2) What is the likely intended audience for such sources? (3) What are the strengths and weaknesses of these sources? (4) How might you verify the validity of these sources? On **4 February** students will also write and share a one-paragraph summary of their proposed topic.
- III. In addition, each student should bring to class either an **example** of one of the types of sources discussed or an **archival catalog** that lists such sources. If the catalog is online, then the web address and a short summary of the collection will suffice. From 28 January students will bring a **scholarly**

- monograph** that relies heavily on sources that they will use in their seminar paper.
- IV. The final assignment is a project prospectus that proposes, defines, and defends a seminar paper topic to be completed during the spring term. It will count **10%** of the final grade for the seminar. The prospectus should be approximately ten pages and include a preliminary bibliography that includes a body of primary sources and secondary works pertinent to the topic. It is due on the last class session, **March 3, 2008**. Each student must be prepared to give a ten minute summary of the project prospectus, following by a discussion and constructive critique by the other members of the class. The remaining **70% of the final grade** will be determined by assignments during the second term in 851.02, primarily the final seminar paper.
 - V. Students doing colonial history topics should be aware of the digital portal into those documents digitized and available from the Spanish Archives, P.A.R.E.S. Open your web browser and type **pares**; you can then go to the main web page of the archives.

Schedule of Class Assignments:

January 4: Definition of Course Goals, Objectives, and Requirements

- How do historians choose topics?
- What sources are appropriate to any given topic?
- What historical methods does a scholar choose and why?
- Discussion of proposed topics
- Schedule first meeting with the course instructor

January 7: Chronicles and Indigenous Sources:

- Read:** Franklin Pease, Sabine MacCormack, Gary Urton.
- Bring in a document and/or archival catalog to discuss with the class.

January 14: Government Archival Sources and the Relaciones Geográficas:

- Read:** Kenneth J. Andrien, Noble David Cook, and Barbara Mundy

Bring in a document and/or archival catalog to discuss with the class.

January 21: Clerical Sources:

Read: Eric Deeds, Kenneth Mills, and Julián Heras

Bring in a document and/or an archival catalog to discuss with the class

January 28: Travel Literature and Urban Sources:

Read: Jorge Cañizares Esguerra and Richard Kagan

Bring in a **book or article** using this type of material to discuss with the class

February 4: Artistic Sources, Printing, and Newspapers:

Read: Teresa Gisbert and Teodoro Hampe Martínez

Bring in a book or article using this type of material to discuss with the class. **Be prepared to discuss a one paragraph summary of your proposed topic!**

February 11: Modern Historical Sources: Steven Hyland

Bring a book or important article to class that is critical to your project.

Discuss the **historiographical importance** of the book and the **contribution that your work** will make to the historiography of your topic.

February 18: The Mysterious Naples Documents:

Read: *Exsul Immeritus* and *Historia et Rudimenta*

February 25: Individual Consultations

March 3: Prospectus Presentations

Grading Policy:

A: 92 and above; A-: 90-92; B+: 88-89; B: 82-88; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-72; D+: 68-69; D: 60-67; E: below 60

DISABILITY SERVICES:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their

needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

ACADEMIC MISCONDUCT:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

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E-Mail: andrien.1@osu.edu

History 851.02: Seminar in Latin American History

Course Description:

This is the second half of a two-quarter research seminar. Students will formulate a topic, write, and revise an article- or chapter-length manuscript (approximately 25-35 pages). The goal is to create the draft of a future publication. The seminar paper will

focus on any significant historical problem dealing with Latin America or even comparative topics that include the region. The time period and the focus of the topic are open and will be chosen in consultation with the instructor.

Students who enrolled in the winter and have enrolled for History 851.02 in the spring quarter receive a regular grade for both quarters at the completion of this second term.

Required Readings:

Each student will discuss a book that uses the sources or a method that will prove useful in producing their seminar paper. This syllabus is uploaded onto Carmen.osu.edu, our course management system.

Course Requirements:

- VI. Class attendance and participation are mandatory. Every student should also come to class on time.
- VII. Each student will prepare a grant proposal about their research project, just as if they were applying for research money from a funding agency. The proposal should include the following information: (1) the importance of the project, (2) the major hypotheses and/or research questions that you will pose, (3) the data that you will use and its availability, (4) how you will use this data to deal with the hypotheses and answer the research questions that you pose, and (5) how this project fits into any future publication plans or how it will fit into your fulfilling any degree requirements at Ohio State. You must also append a selected bibliography and a curriculum vitae. The proposal itself must not exceed **five single-spaced pages** (not including the bibliography and vitae). Each student must submit a grant proposal to Professor Andrien, a second to the class commentator, and place a third copy in an envelope on the bulletin board outside of Professor Andrien's office. Every student must read the proposals before the class meeting scheduled for discussing them. In addition, every student will be assigned to make a short oral commentary on the proposal of a fellow student to facilitate discussion.
- VIII. Beginning on 12 May 2008, we will discuss drafts of the research papers. On the Thursday before the class scheduled for discussing your paper, bring a copy to Professor Andrien, another to the class commentator, and deposit a third copy in the envelope on the bulletin board outside of Professor Andrien's office in Dulles Hall. Every student must read all of the papers and come to class prepared to discuss them. The students who commented on the grant proposals will also do the same for the drafts of the seminar papers. This special responsibility will involve opening the discussion by summarizing the argument of the paper and taking a leading role in facilitating the discussion of it. For every paper the commentator should be prepared to ask questions, make suggestions, and offer both constructive criticisms and praise. Each commentator will also prepare some written comments on the paper, given to the author and to Professor Andrien by the assigned discussion day. These

written comments must be prepared in advance and should serve as the basis for the day's discussion in class. Everyone will be expected to make such comments on one paper in class.

- IX. The final seminar papers are due on 26 May 2008. They should be written as manuscripts that one might submit to a major journal in the field. Commentators should also take the care required by referees selected to review prospective journal articles. The papers should be approximately 25-35 pages (ideal article length) and should present an argument, supported with convincing evidence from the sources. Each student should also plan to revise his/her paper in light of the written comments of the professor, the peer commentary, and the class discussion before submitting the final draft on 26 May 2008.
- X. **70% of the final grade** will be determined by assignments during this second term in 851.02, primarily the final seminar paper.
- XI. Students doing colonial history topics should be aware of the digital portal into those documents digitized and available from the Spanish Archives, P.A.R.E.S. Open your web browser and type **pares**; you can then go to the main web page of the archives.

Schedule of Class Assignments:

March 24: Definition of Course Goals, Objectives, and Requirements

March 31: Discussion of Books Chosen by Students

April 7: Discussion of Steven Hyland's Grant Proposal

April 14: Discussion of Grant Proposals

April 21: No Class, individual consultations

April 28: No Class, individual consultations

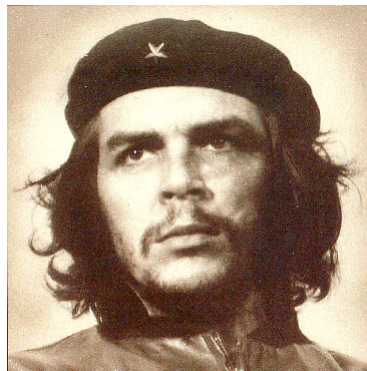
May 5: No Class, individual consultations

May 12: Discussion of the First Set of Seminar Papers

May 19: Discussion of the Second Set of Seminar Papers

May 26: Final Drafts of all Seminar Papers are Due!

Grading Policy:



A: 92 and above; A-: 90-92; B+: 88-89; B: 82-88; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-72; D+: 68-69; D: 60-67; E: below 60

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HISTORY 172

HISTORY OF MODERN LATIN AMERICA

Winter Quarter 2009 **Tues., Thurs. 11:00-12:18**

Postle Hall (PH) 1180

Instructor: Professor Stephanie Smith
 Assistant Professor, History

Office: Dulles Hall, Room 340

Office Hours: 9:30-10:30 Tuesday, Thursday, or by appointment

Phone : 292-6216

Email: smith.4858@osu.edu

Description:

This course in the History of Latin America is designated in the History Major as a course from Group A, (Latin America), post- 1750.

This course is designed to introduce students to the people, places, culture, and history of Latin America since 1821. We will consider the history of individual countries, while at the same time analyzing the effect, influence and relevance of various historical events on the region as a whole to better understand the Latin American experience. We will also consider the role of the US and international institutions in the regional politics, economics and culture. This course begins with the tumultuous nineteenth century and the Wars of Independence. In focusing on state formation and national identity, the first section of this course aims to understand the dramatic social, cultural, and political impact of Latin America's post-Independence political conflicts and modernizing growth. Next we move to the twentieth-century, starting with Mexico's great revolution and then moving forward to analyze other revolutions, including in Cuba and Nicaragua. We will also examine the rise and fall of export economies and industrialization; gender, poverty, and social reform; military dictatorships and repression; and the search for social justice.

Websites:

PowerPoints, handouts, and extra copies of the syllabus can be found on Carmen:
<https://carmen.osu.edu/>

Teaching Assistant:

Cameron Jones
jones.2618@osu.edu

Office Hours: 12:30 - 1:30,
Tuesday and Thursday
or by appointment
322 Dulles Hall

Recitation: Mon., Wed., 10:30-11:18, BO 0437
Mon., Wed., 11:30-12:18, DB 0080

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of each student.

Assigned Readings

1. Thomas Skidmore, Peter Smith, *Modern Latin America*, 6th Edition, New York:

Oxford University Press, 2005. ISBN: 978-0-19-517013-9.

2. John Charles Chasteen, James Wood, eds., *Problems in Modern Latin American History: Sources and Interpretations*, Revised and Updated



Edition, Lanham, Maryland:

Rowman & Littlefield Publishers, 2003. ISBN: 0-8420-5061-2.

3. Marguerite Guzman Bouvard, *Revolutionizing Motherhood: The Mothers of the Plaza*

de Mayo, Lanham, Maryland: Rowman & Littlefield Publishers, 2002.

ISBN: 978-0-8420-2487-7.

Course Objectives/Learning Outcomes:

1. Acquire a perspective on history and an understanding of the factors that shape human activity in Latin America. This knowledge will furnish students with insights into the history of Latin America, and provide a foundation for future comparative understanding of other civilizations. The course will also provide students with scholarly information and an analysis of the relationship of various Latin American countries to other countries and the United States.

2. Develop critical thinking and the ability to analyze and evaluate diverse interpretations of historical events. For example, students will debate current events that affect Latin America today, such as the U.S.-Mexico border and immigration, and the current situation in Venezuela.

3. Apply critical thinking through historical analysis of primary and secondary sources. For this course students will utilize the book comprised of primary sources, *Problems in Modern Latin American History*. Students will also analyze the secondary source, *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*.

4. Communications skills in exams, papers, discussions. Students for this course will be required to attend lectures and take notes, write papers based on assigned readings, films, discussions, and the texts. They will also be expected to participate in discussions and debates.

5. Acquire a deeper understanding of the factors that shaped human activity as it changed over time in varying geographical and cultural contexts. The course will take a broad historical approach to the history of Latin America, examining cultures, themes, and various countries from the time of independence up to the recent presidential elections and student uprisings. We will also study diverse parts of Latin America to better understand the geographical factors, such as urban cities versus rural, indigenous areas, that shape history.

6. Advance students' effectiveness in oral communications and in writing historical arguments and documenting evidence to support those arguments. Students will be required to document their sources in their papers with proper historical citations.

Grading:

Attendance/Participation/Work in Recitations: 15%

Paper: 25%

Midterm: 30%

Final Exam: 30%

Grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Make-up examinations and late work: Make-up work will be allowed only in the case of a real emergency, and only if this can be documented with an official written excuse. Do not ask for exceptional treatment.

Late work will be downgraded by one letter grade for each day it is late. Work that is four or more days late will not be accepted.

I will only assign an incomplete grade if you have suffered a debilitating injury or a life altering loss, which **must** be documented, and you have completed a significant portion of the course work. If this is not the case, you will be assigned the grade earned.

Academic Misconduct

Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. See this web site for information on plagiarism and writing handouts:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Warning: Do not attempt to copy a paper off the Web and present it as your own work! This is plagiarism, and will result in an academic misconduct hearing.

The Office for Disability Services

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All information and documentation of disabilities will be kept confidential.

OSU Writing Center:

<http://cstw.osu.edu>.

Study and Paper Tips:

☺ Do the assigned readings **before** you come to class. Overall, keep up with the readings.

☺ When writing your paper, keep several things in mind.

1. Strive for good overall paper organization. Begin with an introduction, where you state your thesis and briefly tell the reader what you will be writing about. This is followed by the body of the paper, where you will present the body of your evidence through the development of supporting arguments. Finally, your paper should have a conclusion, in which you once again explain the significance of your question and argument.
2. Strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.
3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
4. Avoid lengthy quotes. These take up valuable space that is better spent on your own analysis.
5. Avoid contractions, such as don't and isn't, in your paper.
6. Minimize use of the passive voice. For example: "The war was begun by peasants" should be "Peasants began the war." Passive voice makes your writing weak.
7. Once again, avoid plagiarism of any kind.
8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
9. Make sure that you use footnotes properly.

Class Assignments

Recitations: Attendance is required for every class, and will be taken at the beginning of recitation. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If you need to miss a class, please talk to your T.A. beforehand, and present an official written excuse when you return.

During recitation, you will discuss your readings from the *Problems in Modern Latin American History*, the lectures, films, and other materials and documents that complement the lectures. You will also discuss practical course strategies, such as writing your paper, reviewing for the exams, and efficient note-taking.

Recitation requires active class participation and discussion by every student for each class. Participation by every student is an important element for your sections, since part of your evaluation will be based upon active participation and class work. To participate well in class, you will need to keep up with the reading material.

*** Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to learn how to coherently express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

Paper: Using *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*, the film *Las Madres de Plaza de Maya*, as well as the lectures and material from our textbook, you will write a paper that analyzes the ways in which ordinary women struggle against oppression. What did the women hope to accomplish? How did the Madres organize to find their children? How did they fight against the military regime? How did they reach out to international organizations for help? What does their ability to come together against all odds tell us about the ways in which people participate in reforming society? We will talk more about the paper in class.

Your paper should be 5-7 pages long, typed, double-spaced, 12 point type, with one inch margins. In addition, you also need to include a bibliography that lists your sources with full publication dates on a final page (which does not count towards your total pages). When you quote or paraphrase any publications, including *Revolutionizing Motherhood*, you should properly cite the material. This can be done either with a **foot- or endnote** or with an **in-text citation**. However, you should avoid lengthy quotes. These take up valuable space that is better spent on your own analysis. The paper is due at the beginning of class on **Thursday February 26th**.

I will NOT accept papers by email.

Midterm: The midterm will be held in class on **Thursday, February 5th**. It will be based on ALL of the material presented during the first half of the course, including lectures, the film "Tracing Che," additional film clips shown in class, assigned readings, and recitations. The midterm will be comprised of one essay (out of a possible two) and short answer identifications.

Final Exam: The final will be held on **Tuesday, March 17th, 9:30 AM - 11:18 AM**. It will ONLY cover material after the midterm. However, it will cover ALL material since the midterm, including lectures presented in class, the film "Las Madres de Plaza de Maya," additional film clips shown in class, assigned readings, and recitations. The final will be comprised of two essays (out of a possible three) and short answer identifications.

Course Schedule

Week 1 **Colonial Legacies**

Mon. Jan. 5 Recitation: Introduction

Tues. Jan. 6 **Lecture--Introduction and discussion of the syllabus**

Skidmore and Smith: Prologue (pp. 1-12)

For a map of Latin America see:

http://www.lib.utexas.edu/maps/americas/latin_america.gif

Wed. Jan. 7 Recitation: Discussion of class

Thur. Jan. 8 **Lecture--The Colonial Foundations**

Skidmore and Smith: Chapter 1 (pp. 13-26)

Week 2 **Nineteenth-Century Transitions**

Mon. Jan. 12 Recitation Discussion Documents:
Legacies of Colonialism (pp. 1-2)
The Racial Heritage of Colonialism (pp. 3-6)
A Bishop Reports on Social Conditions (pp. 16-21)

Tues. Jan. 13 **Lecture--**
Latin American Independence and Aftermath: From
Colonies to Republics

Skidmore and Smith: Chapter 1 (pp. 26-36)

Wed. Jan. 14 Recitation Discussion Documents:
Independence and Its Consequences (pp. 23-24)
War to the Death (pp. 25-26)
The Vision of Father Morelos (pp. 27-30)
What Independence Meant for Women (pp. 37-44)

Thur. Jan. 15 **Lecture--Postcolonial Politics-- Liberals vs. Conservatives,**
Caudillos

Skidmore and Smith: Chapter 1 & 2 (pp. 36-51)

Week 3 **Early to Mid-Twentieth Century**

Mon. Jan. 19 Recitation Discussion Documents:
Caudillos (pp. 77-78)
Liberalism an the Catholic Church (pp. 103-104)

Caudillos as Profit Maximizers (pp. 82-87)
The Juárez Law (pp. 117-120)

Tues. Jan. 20 Lecture--Mexican Revolution

Skidmore and Smith: Chapter 8 (pp. 254-295)

Mon. Jan. 19

Recitation Discussion Documents:
Economic Nationalism in Action (pp. 193-195)
First Declaration from the Lacandón (pp. 315-317)
Handout

**Thur. Jan. 22 Lecture--WWII into the Cold War, Case Study:
Guatemala**

Skidmore and Smith: Chapter 2 (pp. 51-58); Chapter 11
(pp. 356-367; 389-395)

Week 4 Revolutions in Central America

Mon. Jan. 26

Recitation Discussion Documents:
Testimony of a Guatemalan Revolutionary (pp. 258-
261)
Latin America, the U.S., and the Cold War (pp.
279-281)
The Lesser of Two Evils (pp. 281-286)

Tues. Jan. 27 Lecture--Case Study: Cuba

Skidmore and Smith: Chapter 9 (pp. 296-327)

Wed. Jan. 28

Recitation Discussion Documents:
A Raceless Nation (pp. 142-148)
Essence of Guerrilla Warfare (pp. 253-258)

Thur. Jan. 29 Film: Tracing Che

Week 5 Revolutions in Central America, cont.

Mon. Feb. 2

Recitation Discussion Documents:
Discussion of Tracing Che

Tues. Feb. 3

Lecture--Case Study: Nicaragua

Skidmore and Smith: Chapter 11 (pp. 367-389)

Wed. Feb. 4 Recitation: Review for Midterm!

Thur. Feb. 5 **MIDTERM**

Week 6 **South American Politics and Repression**

Mon. Feb. 9 Recitation Discussion Documents:

Alleged Assassination Plots (pp. 289-294)

Christianity and Revolution (pp. 261-264)

Tues. Feb. 10 **Lecture--Case Study: Chile**

Skidmore and Smith: Chapter 4 (pp. 109-138)

Wed. Feb. 11 Recitation Discussion Documents:

Chile's Revolution from Below (pp. 265-269)

The Chilean Road to Socialism (pp. 269-274)

Thur. Feb. 12 **Lecture--Case Study: Argentina**

Skidmore and Smith: Chapter 3 (pp. 69-108)

Week 7 **Gender**

Mon. Feb. 16 Recitation Discussion Documents:

Populism and the Working Class (pp. 227-229)

The Peronist Political Vision (pp. 229-234)

Declaration of Workers' Rights (pp. 234-236)

Tues. Feb. 17 FILM: Las Madres de Plaza de Maya

Wed. Feb. 18 Recitation Discussion Documents:
Discussion of Las Madres de Plaza de Maya
Women and Education (pp. 205-210)
The Lady of Hope (pp. 214-219)
Peronist Feminism (pp. 219-222)

Thur. Feb. 19 Lecture--Women in Latin America

Skidmore and Smith: Chapter 2 (pp. 62-68)

Week 8 Violence & Revolution

Mon. Feb. 23 Recitation Discussion Documents:

Women's Reform Issues in Peru/Mexico (pp. 210-213)
Women's Reform Issues in Brazil (pp. 222-226)
The Power of Indigenous Communities (pp. 186-190)

Discuss Paper!

Tues. Feb. 24 Lecture--Case Study: Peru

Skidmore and Smith: Chapter 6 (pp.181-220)

Wed. Feb. 25 Recitation Discussion Documents:

Discuss Paper!

Thur. Feb. 26 PAPER DUE

Lecture--Case Study: Colombia/Venezuela

Skidmore and Smith: Chapter 7 (pp. 221-253)

Week 9 **Ethnicity & Race**

Mon. Mar. 2 Recitation Discussion Documents:

The Athens of South America (pp. 169-171)
Words as Weapons (pp. 245-249)

Tues. Mar. 3 **Lecture--Brazil**

Skidmore and Smith: Chapter 5 (pp. 139-180)

Wed. Mar. 4 Recitation Discussion Documents:

A Day on a Coffee Plantation (pp. 63-66)
Amazonian Exotica (pp. 165-171)
Mestizo Pride (pp. 183-186)
Many Getúlios (pp. 236-241)

Thur. Mar. 5 **Lecture--The Caribbean: Haiti, Puerto Rico, Dominican Republic**

Skidmore and Smith: Chapter 10 (pp. 328-355)

Week 10 **Latin America in the Modern World**

Mon. Mar. 9 Recitation Discussion Documents:

The Poetry of Anti-Imperialism (pp. 190-192)

The Shark and the Sardines (pp. 195-198)

Two Centuries Later (pp. 294-299)

Tues. Mar. 10 **Lecture--U.S.-Latin America Relations**

Skidmore and Smith: Chapter 12 (pp. 396-439)

Wed. Mar. 11 Recitation Discussion Documents:

Statements of U.S. Foreign Policy Doctrine (pp.
286-289)

Globalization (pp. 301-303)

What Photos Would You Take (pp. 307-312)

NAFTA and the U.S. Economy (pp. 312-315)

Thur. Mar. 12 **Lecture--Latin America Today, Latin America
Tomorrow**

Skidmore and Smith: Chapter 2 (58-62); Epilogue (pp.

440-445)

FINAL EXAM: Tuesday, March 17th, 9:30 AM - 11:18 AM

Links to some internet sources will be found below. These are not required reading, but you may find them helpful.

<http://www.oberlin.edu/faculty/svolk/latinam.htm> provides web sites on a series of countries.

<http://www.history.emory.edu/LatAm/> provides chronologies and other information on Argentina, Mexico and Brazil.

<http://www1.lanic.utexas.edu/> The LANIC data base is one of the most comprehensive data bases on all aspects of Latin America

Web sites on Venezuelan History <http://vlib.iue.it/history/americas/Venezuela/index.html>
http://www.acdi-cida.gc.ca/cida_ind.nsf/0/75e2faa4d25034b485256bfb006a8d85?OpenDocument

<http://globetrotter.berkeley.edu/GlobalGender/latampage.html> This web site has links to other web sites that look at women in Latin America

<http://historicaltextarchive.com/sections.php?op=listarticles&secid=14> has text articles on various Latin American topics. There is also a special site for Argentina, Peru, etc. There are also e books on this site.

<http://lib.nmsu.edu/subject/bord/laguia/-pub> is another data base with links to interesting sites about Latin America.

<http://jewishcuba.org/bibjewish.html> provides a bibliography on Jewish history in Cuba.

<http://lcweb2.loc.gov/hlas/mdbquery.html> The Hispanic Division of the Library of Congress has been annotating books and articles on Latin American Studies since the 1930s. Now you can get it online.

<http://www.uoregon.edu/~caguirre/resources.html> Here is another website of favorite resources compiled by Prof. Carlos Aguirre.

<http://www.iisg.nl/~womhist/vivalink.html> This web site offers links to sites about women's history in Latin America and other places in the world.

<http://www.georgetown.edu/pdba/Constitutions/constitutions.html> provides English translations of all Latin American constitutions

<http://www.evita-peron.org/> provides information on the life of Argentine Evita Perón

<http://www.fordham.edu/halsall/mod/modsbook32.html> offers an internet sourcebook on 19th century Latin America.

<http://www.fordham.edu/halsall/mod/modsbook55.html> provides information and documents for 20th century Latin America

<http://www.unl.edu/LatAmHis/LatAmLinks.html> This web site offers thematic topic web links for Latin America

<http://w3.unece.org/stat/scriptsdb/variables.asp> provides statistics on gender in Latin America

<http://www.popact.org/> tracks reproductive rights and policies

<http://www.bbk.ac.uk/ibamuseum/library.html> For those interested in cultural history, this source offers full text articles on cultural topics in Latin America

<http://www-sul.stanford.edu/depts/hasrg/latinam/balder.html> provides an extensive bibliography on sex and sexuality topics in Latin America

<http://www.iisg.nl/~womhist/specialtopics.html> This is the virtual library on women's history topics

<http://www.latinamericanstudies.org/> has lots of links for most countries.

History 533.01

Dr. Kenneth J. Andrien

Colonial Latin America

Office: 244 Dulles Hall

Office Telephone: 292-0157

Office Hours: Monday, 1:30-2:30; Wednesday, 2:30-3:30; and by appointment

E-mail: andrien.1@osu.edu

COURSE OBJECTIVES:

1. The students will acquire a deeper understanding of early Latin American history and of the factors that have shaped human activity over time in the region.
2. Learning about the expansion of Spanish and Portuguese societies to the Americas will demonstrate some

of important forces that help to shape our increasingly global community in the twenty-first century.

3. Through the structured assignments in the course, students will enhance their ability to apply the skills of critical thinking through a historical analysis of primary sources and secondary works.
4. Students will use the historical data to develop the ability to analyze and evaluate diverse interpretations of historical events.
5. Through class discussions students will advance their effectiveness in oral communication and in written assignments they will enhance their skills in writing clear, logical historical arguments and in using documentary evidence to support those arguments.

COURSE REQUIREMENTS:

1. The course will be conducted on a lecture and a discussion basis. Class participation and attendance are an integral part of the course and will count 10% towards the determination of the final grade. Students must complete each reading exercise on the date that it is assigned and be prepared to discuss it.
2. Each student will complete a paper of seven to ten pages, which will compose 25% of the final grade. The paper is due in class on **May 15, 2008**. No electronic copies will be accepted unless approved in advance by the instructor.
3. An in class midterm examination will count 30% of the final grade; it will be taken on **April 22, 2008**. It will be composed of a short objective section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will count 35% of the grade. It will be held in our regular classroom on **Monday, June 2, 2008**, between **1:30 PM and 3:18 P.M.**

REQUIRED READINGS:

1. Peter Bakewell, A History of Latin America: Empires and Sequels, 1450-1930.
2. Geoffrey W. Conrad and Arthur A. Demarest, Religion and Empire: The Dynamics of Inca and Aztec Expansionism.
3. Inga Clendinnen, Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570.
4. Catalina de Erauso, Lieutenant Nun: Transvestite in the New World.
5. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, Colonial Spanish America: A Documentary History.

All of the assigned books are available for purchase at the Student Book Exchange at 1806 North High Street and at other area bookstores.

Please note: All students must be enrolled in the class officially by the end of the second full week of the term. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is the student's responsibility.

DISABILITY SERVICES:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

ACADEMIC MISCONDUCT:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS:**I. Amerindian Civilizations**

Mar.	25	Introduction to the course; The Maya of Mesoamerica. Bakewell, 1-23.
	27	The Aztecs (Mexico): Society, Government, and Culture. Bakewell, 25-30; Mills, Taylor, Graham (hereafter MTG), documents 3, 4.
Apr.	1	The Andean Peoples of South America. Bakewell, 30-43; MTG 1, 2.
	3	Inca and Aztec Expansionism. Conrad and Demarest, 1-151; 191-230.

II. The Emergence and Evolution of the Colonial Order

Apr.	8	Spain, the European Invasion, and its Aftermath. Bakewell, 44-77; MTG 8, 9, 11, 12.
	10	No Class.
Apr.	15	Maya and Spaniard in Yucatan, Clendinnen, entire.
	17	Colonial Society. Bakewell, 78-107, 159-81; MTG 16-20, 25, 48.
Apr.	22	MIDTERM EXAMINATION
	24	The Colonial State. Bakewell, 112-158; MTG 15, 22,.
Apr.	29	The State, Church, and Society: Transvestite in the New World. Erauso, entire; MTG 26, 29,35, 36, 38.
May	1	Colonial Agriculture and Industry. Bakewell, 159-213; MTG 29, 37.
May	6	Colonial Trade Patterns and Imperial Decline. Bakewell, 219-270; MTG 28.

III. Imperial Reform, Revival, and Disintegration

May	8	Reform, Dissatisfaction, and Revolt. Bakewell, 271-318; MTG 40, 41, 43-44.
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- 13 Independence Juntas and the Constitution of 1812
- May 15 Independence in Mexico and South America. Bakewell, 382-410; MTG 49, 53, 55-56.

IV. Portuguese Brazil

- May 20 The Colonial Society of Portuguese Brazil. Bakewell, 322-334; MTG 7, 13. **PAPER DUE!**
- 22 Slavery and Plantation Life. MTG, 33-34
- May 27 The State and the Economy. Bakewell, 334-368; MTG 45, 47, 50, 51.
29. Reform and Independence. Bakewell, 368-375; 406-10; MTG 57.

Term Paper Assignment

I. Purpose of the Assignment:

The principal task of the historian is to reconstruct the past as accurately and objectively as possible. This is always a difficult task, particularly when dealing with an area as complex and multifaceted as early Latin America. The chief tools of historians in this endeavor are the letters, diaries, documents, and personal recollections written by participants, observers, or later chroniclers of the events under study. These **primary sources**, such as those included in Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, Colonial Spanish America: A Documentary History, provide the basis for any textbook or monograph written by a modern-day historian. Difficulties frequently arise, however, when these primary sources directly contradict each other, or when they just reflect the differing assumptions, viewpoints, and biases of their authors. In such cases, historians must exercise some critical judgment and weigh the strengths and weaknesses of each primary source, in order to understand what they tell and do not tell about the past. Finally, historians must come to their own conclusions about the events under investigation. The purpose of this assignment is to evaluate critically three or more selections from the Mills-Taylor-Graham book in answering a fundamental historical question about colonial society, religion, and/or politics. Like any professional historian, each student will evaluate the purpose, content, conclusions, and historical reliability of these primary sources.

II. Historical Questions for Analysis:

The instructor will evaluate each student's paper on the basis of how well it provides appropriate evidence from the selections in Mills-Taylor-Graham to answer one of the basic questions listed below. Any student wishing to frame his/her own question must have it approved by the course instructor. All students must submit, in writing, the historical question to be addressed in the paper and the specific documents to be analyzed, along with a brief (1 sentence) explanation of how each document pertains to the question. This is due on **May 1, 2008**.

1. What evidence do you see of divisions within the Catholic Church about converting the Amerindians?
2. How did the Spanish experience with the Muslims and Jews of Iberia influence crown policies towards the Amerindian peoples?
3. How central was religion in the lives of Spaniards in the Americas?
4. How did the Amerindians react to Spanish efforts to convert them to Catholicism?

5. Was religion a tool used by Spaniards to assert their political sovereignty and social control over the Amerindian peoples?
6. How did Catholicism influence the production of art, the construction of society, and the organization of space (in cities, for example) in Spanish and Portuguese America?
7. Compare and contrast the problems facing the Spanish and Portuguese clergy trying to convert the indigenous peoples in their respective colonies.
8. In what ways did Amerindians and/or Afro-Spanish Americans contest, resist, or acquiesce the power of the colonial state and/or the church?
9. What were some of the tensions that emerged in Spanish American societies between the political, social, and religious ideals of the colonial regime and the church and the realities of daily life in the colonies?
10. How did women find more advantageous spaces for themselves within the patriarchal colonial societies of Spanish America?
11. Was the Spanish spiritual conquest of the Amerindian peoples ever truly completed?
12. Discuss the economic and social role of slavery (both African and Amerindian slavery) in the evolution of Brazilian society.

Format for the Critical Review

This paper is an exercise in expository writing. It should answer the historical question chosen by informing the reader about the content of the selections, discuss the connections between them, and evaluate them critically--particularly their accuracy and overall usefulness as historical texts for students in the field.

- A. The review should have a strong introductory paragraph indicating the historical question to be addressed, the selections chosen, and a brief discussion of the thesis of the paper (in this case the answer reached to the original question).

B. The second section of the review must summarize the content of the selections. This section should also explain the connections among the various selections chosen. The following questions should prove useful in preparing this section. The paragraphs in this section should not, however, read like a point-by-point answer to each question.

1. What information do these selections present?
2. What do they tell the reader about the historical question?
3. How are the selections related to each other and to the historical question chosen?
4. What is their importance?"
5. What do they tell about the nature of Spanish America?

C. The final section of the paper should use the evidence presented from the selections to support your answer to the historical question chosen. This answer need not be an unequivocal yes or no. In any case, it should be defended by an effective use of evidence from the documents. In addition, discuss the merits or flaws of the selections. Explain what they tell you about the historical period, and how you find them pertinent to the historical question. Listed below are some questions to guide you in preparing this section, but again, your paragraphs should not read like a point-by-point answer to each question.

1. How and why are the selections useful in answering the question?
2. What pertinent important information do they present about the historical period?
3. What historical problems are related?
4. In what ways are they accurate? What are their limitations and biases?
5. What was the author=s purpose in producing this text?

Requirements

The entire term paper should be between **seven and ten** type-written pages; it is due in class on **May 15, 2008**. Late papers will be penalized five points for each day they are late up to a maximum of twenty points. **No papers will be accepted after May 30, 2008!**

HISTORY 598.01 SENIOR COLLOQUIUM

COLONIAL ENCOUNTERS: EUROPEAN IMPERIALISM 1830-2009

History 598.01
Conklin
Summer 2009
conklin.44@osu.edu
T 5:30-7:18
168 Dulles Hall

Prof. Alice L.

232 Dulles Hall
Tel: 292-6325

OFFICE HOURS: Tuesday, 3:00-5:00 p.m. or by appointment

This course will explore Europe's often brutal -- and always complex -- encounter with some of the peoples it colonized in the modern "Age of Empire," and the many different ways in which historians have written about this encounter. Special attention will be paid to the

French, British and especially the Belgians in Africa, as well as European and African reactions to the devastating impact of imperialism. Themes we will consider include the economic, political and moral motives for European expansion; the emergence of new racist and humanitarian ideologies; strategies of resistance and accommodation to colonial rule; and men and women's different roles in empire.

The course requirements are designed to help students acquire a perspective on history and an understanding of the factors that shape human activity, with specific reference to the Modern West's expansion into the rest of the world. Students will develop critical thinking skills through the study of diverse interpretations of historical events and the analysis of primary and secondary sources. The various papers and discussions will build the communication skills essential for modern citizenship and career advancement in a global world.

REQUIRED TEXTS (all available from SBX). All other readings are on Carmen.

Adam Hochschild, *King Leopold's Ghost*
Chinue Achebe, *Things Fall Apart*
Sven Lindqvist, *Exterminate All the Brutes*

CLASS REQUIREMENTS:

- Students should come to class prepared, and participate actively in discussions. The weekly readings must be completed before class. **Students should always bring the assigned reading (including print-outs from CARMEN) to class to facilitate discussion.**
- Each student will do a **5-10 minute** presentation to the class on his/her research and final paper during one of the two final class meetings.
- There will be three short papers due during the quarter and a longer research paper due at the end. As part of the final research project, students will turn in an annotated bibliography on Aug. 11th. **An annotated bibliography lists the sources for your research paper and includes a brief description of each of these sources.**

SHORT PAPERS

- Each of these papers will be three to four double-spaced pages
- Always give a title and have an argument (i.e. thesis statement)
- Use short quotations from the texts, always to back up a point you have already made – not to make a point for you
- Quotations that are longer than three lines must be single-spaced and indented
- For papers #1, you should reference your quotes by giving the author and p. after the quote in parentheses. For example (Lenin, p. 42)
- For papers #2 and #3, use proper footnoting format

FINAL RESEARCH PAPER AND PRESENTATION

The final research paper must meet the following guidelines:

- Ten to twelve double-spaced pages
- be properly footnoted, and include a full bibliography and a title
- Quotations that are longer than three lines must be single-spaced and indented
- Use quotations to back up a point you have already made – not to make a point for you
- Use five major primary or secondary sources from outside the course readings (for example, three books and two journal articles)
- Many journal articles are to be found on line, and may be used. But general information drawn from websites cannot count as one of your five sources. As a rule of thumb, if in doubt about its appropriateness, run the website by me first. Failure to do so, and use of inappropriate web-based sources will count against you in the final grade.
- For the final research presentation, you should present your major findings to the class. Powerpoint and/or hand-outs can be part of your presentation. You must stick to the time limit, and you will be graded on clear organization, delivery, and conciseness.
- The final paper should be turned in both in an electronic version, and in hard copy.

These are the various options for your research topic:

1) Based on what you have learned about King Leopold's Congo, choose another violent "colonial encounter" to explore. The point of the paper is to explain the excessive violence in its many forms (physical violence; racist violence; violence against women, etc.); for this option I recommend the following topics: the Armenian genocide; the 19th century American war against the Sioux; the British in India; the My Lai massacre; the German massacre of the Herero; or the recent Rwandese genocide or on-going human disaster in Darfur; you are free to identify another encounter on your own.

2) Consider writing a paper on some aspect of missionary or humanitarian activity in Africa during the colonial period or since. Were missionaries imperialists? Were teachers and doctors? A good example would be Nobel Prize Winner Albert Schweitzer, the German doctor who worked in Gabon in the first half of the twentieth century.

3) Using the comic *Tintin* as your inspiration, find some other examples of children's literature that helped justify imperialism in the late nineteenth or early twentieth century, and analyze how this literature promoted racist ideas in a variety of ways.

5) Consider writing a paper on Joseph Conrad's classic set in the Congo, *Heart of Darkness*, placing it in the context of late nineteenth-century attitudes towards Africa.

6) Write a paper on the impact of colonialism in the "home country." Here you could look at World Fairs, where people from the colonies were put on display, or analyze schoolbooks and advertisements to see how the colonized were represented.

7) Women, sexuality, and gender played a particular role in European colonialism. Building an empire was considered "man's" work, yet women were present too. There are many great topics about men and women's roles in empire, and about how "sex across the color line" was sometimes encouraged, and sometimes discouraged by colonial powers.

8) Empire and war is another great topic: how did the two World Wars of the twentieth century affect colonialism? How and why did colonial powers incorporate colonial subjects into their armies? Why would the colonized agree to fight the "white man's wars"?

8) Write a paper on a topic related to the class themes of your own choosing, which builds on a subject that interested you in an earlier history course.

Students must consult with me about their topics by the fifth week of the quarter, commit to a topic by the seventh week, and submit annotated bibliographies by the eighth week of the quarter.

Final deadline for papers: 5:00 pm Tuesday, August 25 in my office (232 Dulles Hall).

GRADING:

Your grade will be based on the following components:

Final paper and presentation: 35%
First short writing assignment: 10%
Second short writing assignment: 10%
Third short writing assignment: 10%
Participation: 35%

Grades will be computed on the following standard scale:

A+ 97.5% and above	B+ 87.5% and above	C+ 77.5% and above	D+ 67.5% and above
A 92.5% and above	B 82.5% and above	C 72.5% and above	D 60% and above
A- 90% and above	B- 80% and above	C- 70% and above	
E below 60%			

Good **writing** relies on argument, evidence, and what William Strunk Jr. (<http://cstw.osu.edu/>) called the "elements of style." An **A** paper is distinguished by an original, compelling argument; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. A **B** paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A **C** paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A **D** paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An **E** paper lacks an argument; shows no familiarity with relevant evidence; and has consistent problems with basic sentence construction.

Participation involves preparing for class, listening to your colleagues, and contributing to the discussion in process. An **A** means that you have read the material carefully and that you are ready to summarize its argument, ask questions, and offer a critique; that you are attentive to the ongoing discussion and your colleagues' contributions; and that your own contributions build on the discussion by making links, asking questions, or revealing aspects that have not been previously apparent. A **B** means that you have read the material and are an attentive, active participant in the discussion, but that your contributions remain within the boundaries set by the materials, your colleagues, or common sense. A **C** means that you have read the material, but that your contributions are occasional and out-of-focus. A **D** means that you have only skimmed through the material, and that your contributions are either minimal or off-point and distracting. An **E** means that you show no familiarity with the material, that you make no

effort to contribute to the discussion, or that you disrupt the work of the class as a whole.

Late papers. Extensions for the paper are granted to those students presenting valid and verifiable excuses, preferably at least one day before the due date of the assignment. Papers that are received late without just cause or without a previously approved extension will be graded down per day late.

Absences. All absences must be excused. More than one unexcused absence will result in failure to pass the course. It is up to students who miss a class to come see me to make up what they missed.

Plagiarism, cheating, and or other academic misconduct will not be tolerated and will be reported to the Committee on Academic Misconduct. Plagiarism is theft. Please visit the website http://cstw.osu.edu/writingcenter/handouts/research_plagiarism.cfm. If you do not understand what plagiarism entails, you should see me before beginning any of the assignments. Be forewarned that I will pursue cases of academic misconduct to the appropriate University committee.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Schedule

****ALWAYS BRING THE ASSIGNED READING TO CLASS****

Week One (June 23)

Course introduction: European expansion in the nineteenth century

Stephen Howe, "Who's an Imperialist?," in *Empire: A Very Short Introduction*, chap.1, 9-34 (**CARMEN "Howe"**)

Week Two (June 30)

Theme: What was imperialism in the early twentieth century?

All of this week's readings are in CARMEN "Week 2 readings"

Conklin and Fletcher, *European Imperialism 1830-1930*, 1-13

J.A. Hobson, "Imperialism" (1902), 14-20

Rosa Luxemburg, "Capitalism depends on the non-capitalist world" (1913), 29-36

V.I. Lenin, "Imperialism, the highest stage of capitalism" (1916), 36-43

Joseph A Schumpeter, (1918) "The Sociology of Imperialisms," 43-51

First Short Paper Due In Class (3-4 pages):

Topic: On the basis of these readings, briefly compare and contrast Hobson, Luxemburg, Lenin, and Schumpeter's definitions of European imperialism in the modern era and its key characteristics. (See paper guidelines on p. 2 of syllabus)

Week Three (July 7)

MEETING with HISTORY BIBLIOGRAPHER, DAVID LINCOVE, IN SULLIVANT 244A

Theme: Leopold's Congo

Adam Hochschild, *King Leopold's Ghost*, pp. 1-181

Week Four (July 14)

Theme: Colonialism and Human Rights

Adam Hochschild, *King Leopold's Ghost* (finish)

Kevin Grant, "Bodies and Souls: Evangelicism and Human Rights in the Congo Reform Campaign, 1884-1913." (**CARMEN "Grant reading"**)

Second Short Paper Due In Class (3-4 pages):

Topic: What is the most important difference between Kevin Grant's and Adam Hochschild's view of the role played by Edmund Morel in mobilizing protest against Leopold's regime in the Congo? Why do these two authors disagree and who is more persuasive and why? (See paper guidelines on p. 2 of syllabus)

Week Five (July 21)

Theme: The View from the Other Side

Chinue Achebe, *Things Fall Apart*

Week Six (July 28)

Theme: Popular Culture and Empire.

Hergé, *The Adventures of Tintin in the Congo* (1931) (**CARMEN "Tintin in the Congo"**)

Alice L. Conklin, "Colonialism and Human Rights: A Contradiction in Terms?" (**CARMEN "Colonialism and Human Rights"**)

Week Seven (Aug. 4)

Theme: Imperialism as Genocide?

Sven Lindqvist, *Exterminate all the Brutes*

Third Short Paper Due In Class (3-4 pages)

Topic: Conklin and Lindqvist view the connections between the concepts of progress, civilization, and human rights, on the one hand, and imperial rule, on the other, quite differently. Summarize their different points of view, and then state which author you find more historically convincing and why (and there is no right answer here!) (See paper guidelines on p. 2 of syllabus)

Week Eight (Aug. 11) NO CLASS - will be made up

Annotated Bibliographies Due (See guidelines on top of p. 2 of syllabus)

Week Nine (Aug. 18) Student Presentations

Week Ten (make-up class) (Aug. 25) Student Presentations.

Final papers due 5:00 pm on Aug. 25 in my office. You may turn your paper in earlier if done. **All papers must be submitted in an electronic AND a hard copy version.**

INTERNATIONAL STUDIES 240

Autumn 2008

T-Th 9:30-11:18

Jennings Hall Room 0040

INTRODUCTION TO LATIN AMERICA

Abril Trigo

Office: Hagerty Hall 242

Tel: 292-8695

Trigo.1@osu.edu

Office hours: Tuesdays and Thursdays 11:30-12:30 or by appointment

Raquel Pina, Assistant

Office: Hagerty Hall 278

pina.7@osu.edu

Office hours: Tuesdays and Thursdays 12:30-1:30 or by appointment

DESCRIPTION

This course is an introduction to the contemporary societies of Latin America and explores the main features in the development of the economies, politics, and cultures of the region. By means of a transdisciplinary approach, which combines the use of different disciplinary methodologies from the humanities and the social sciences, we will map out the historical, ethnic, social, and political processes that have shaped diverse geo-cultural formations. Although the course follows

a loosely historical trajectory of the 20th Century, it is organized around the unfolding of geopolitically overdetermined geo-cultural areas. Each module will focus on selected cultural and/or political topics which have particular social and/or historical relevance. Through this journey, we will be able to understand the complex dialectics between change and continuity, the emergent and the residual, modernity and traditions, as well as the articulation between regional cultures and the local practices, the nation states and global actors, high culture and popular culture, folklore and pop, political agents and civil society, subcultures and countercultures, ethnicity and class, gender and age. Students will be encouraged to address topics relevant to their major(s) in an interdisciplinary manner. The course incorporates a series of lectures, by experts in different fields.

GOALS/ RATIONALE:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world. Courses in social science and the humanities help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

- Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.
- Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
- Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
- Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

READINGS

Skidmore, Thomas E. & Peter H. Smith. Modern Latin America. Cambridge: Oxford UP, 2005.
(Sixth Edition)

Articles in CARMEN

Please note that some readings are required while other readings are recommended.
Recommended readings are further indented.

EVALUATION AND POLICIES

Class participation	20%
Pop quizzes (4)	20%
Mid-term exam	30%
Final exam	30%

Class attendance is mandatory. Students are allowed a maximum of two unexcused hour-class absences. Any additional unexcused absence will lower the final grade in 2.5%. Class participation will be evaluated according to the active involvement in class discussions, thorough reading of class materials, and contribution to the group. Come to class prepared. Reading assignments are due the day for which they are assigned.

The in-class, open book exams evaluate the conceptual and critical understanding of the topics covered in the readings and in class up to that point. You may use any materials or notes used in class but you cannot refer to materials from the internet. The pop quizzes, which will be taken randomly and unannounced, will test the due reading of the materials relevant to that class.

Extra-credit can be earned by assisting to the Latin American Film Series and writing a brief commentary of each film.

All cellular phones and electronic equipment not intended to take notes must be turned off during class.

Academic Misconduct

The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. "All copying, cheating, plagiarism, fraud, deceit, and other unacceptable forms of academic conduct are strictly prohibited and all cases or suspicions of such activity will be reported to the Office of Academic Misconduct without exception and per university policy. All work in class is expected to be the student's own; this is especially true regarding exams and papers. Students are encouraged to study together and to discuss the concepts and/or readings together. Regardless, each student must turn in his or her own work for any and all assignments, including homework." Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

CLASS SCHEDULE

September

25 **INTRODUCTION: CONTEMPORARY GEO-CULTURAL FORMATIONS**

- CARMEN: Cathryn L. & John V. Lombardi and K. Lynn Stoner. *Latin American History. A Teaching Atlas* (selections)
- Skidmore & Smith, "Prologue: Why Latin America?"

FIRST MODULE: THE MEXICAN GEO-CULTURAL FORMATION

30 **THE MEXICAN REVOLUTION**

- Skidmore & Smith, "Mexico: the taming of a revolution", chapter 8

Guest speaker: Ignacio Corona, Spanish and Portuguese

October

2 **MESTIZAJE, INDIGENISM, AND STATE POPULISM: MASS CULTURE AND NATIONAL IDENTITY**

- CARMEN: Jesús Martín-Barbero. "Modernity, Nationalism, and Communication in Latin America"

- CARMEN: Carlos Monsiváis, "Would so many millions of people not end up speaking English? The North American culture and Mexico", from Del Sarto et al, *The Latin American Cultural Studies Reader*

7 **THE CRISIS OF THE POLITICAL REGIME AND THE EMERGENCE OF CIVIL SOCIETY: FROM THE MASSACRE OF TLATELOLCO TO THE INSURRECTION IN CHIAPAS (THE ERA OF NAFTA)**

- CARMEN: Roger Burbach, "Roots of the Postmodern Rebellion in Chiapas"
 - Subcomandante Marcos, "The Fourth World War has begun" <http://mondediplo.com/1997/09/marcos>
 - "Marcos, globalization and the new world map" <http://www.chiapaslink.ukgateway.net/news/010202.html>

SECOND MODULE: THE ANDEAN GEO-CULTURAL FORMATION

9 **ONE STATE, TWO NATIONS: TAHUANTINSUYO, MESTIZAJE AND INDIGENISM IN PERU**

- Skidmore & Smith, "Peru: soldiers, oligarchs, and indians", chapter 6
- CARMEN: Antonio Cornejo Polar, "Mestizaje, Transculturation, Heterogeneity", *The Latin American Studies Reader*
- CARMEN: José María Arguedas, "The Pongo's Dream", Starn, Degregori & Kirk, *The Peru Reader*

Guest speaker: Ken Andrien, History

14 **NATIONAL CRISIS, SOCIAL CHAOS, AND THE INFORMAL ECONOMY: BETWEEN NEOLIBERAL MODERNIZATION AND THE ANTIMODERN MILLENARIANISM OF THE SHINING PATH**

- CARMEN: Deborah Poole & Gerardo Rénique, *Perú, Time of Fear* (chapters 1, 2)
 - CARMEN: Víctor Tokman, "The informal sector", from *Beyond Regulation*
 - CARMEN: Hernando de Soto, *The Other Path* (Introduction)

16 **THE POLITICS OF ETHNICITY AND NATION (RE)BUILDING IN BOLIVIA AND ECUADOR**

- CARMEN: Benjamin Kohl & Linda Farthing. *Impasse in Bolivia* (selections)
 - CARMEN: UNESCO 2000, Eduardo Arizpe et al, "Cultural Diversity, conflict and pluralism"
 - CARMEN: Xavier Albó, "And from Kataristas to MNRistas? The Surprising and Bold Alliance Between Aymaras and Neoliberals in Bolivia" (Van Cott 1994)
 - CARMEN: Xavier Albó, "Bolivia: From Indian and Campesino" (Sieder, ch 3)

Guest speaker: Diego Mattos, Spanish and Portuguese

21 **TRANSNATIONAL NARCO-TRAFFICKING, SOCIAL VIOLENCE, AND THE CRISIS OF THE COLOMBIAN NATION- STATE**

- Skidmore & Smith, "Colombia: discord, civility, and violence", chapter 7
- CARMEN: Manuel Castells, "The perverse connection: the Global Criminal Economy"

- CARMEN: Bellone, "The Cocaine commodity chain", from Korzeniewicz and Smith, eds. *Latin America in the World-Economy*
- CARMEN Enrique Mayer, "Coca as Commodity: Local Use and Global Abuse" (*The Articulated Peasant*, chapter 6).
- CARMEN: *NACLA Report on the Americas* 35.1. *Widening Destruction. Drug War in the Americas* (July/August 2001)

THIRD MODULE: THE CARIBBEAN GEO-CULTURAL FORMATION

23 COLONIALITY, SLAVERY, AND THE PLANTATION ECONOMY: TRANSCULTURATION IN CUBA

- Skidmore & Smith, "Cuba: late colony, first socialist state", chapter 9
- CARMEN: Fernando Ortiz: *Cuban Counterpoint: Tobacco and Sugar* (selections)
 - CARMEN: Bronislaw Malinowski: "Introduction" to *Cuban Counterpoint*

28 MIDTERM EXAM

30 ANTI-COLONIALISM, NEGRITUDE, CALIBANISM: THE SOCIO-CULTURAL FRAMING OF THE CUBAN REVOLUTION

- CARMEN: Frantz Fanon: "The Fact of Blackness", from *Black Skin, White Masks*
- CARMEN: Roberto Fernández Retamar: "Caliban: notes toward a discussion of culture in Our America", from *The Latin American Cultural Studies Reader*
 - CARMEN: Aimé Césaire: *Discourse on Colonialism* (selections)

November

4 BETWEEN SOCIALISM AND GLOBALIZATION: TOURISM ECONOMY, AFRO-CUBAN HIP-HOP, AND THE POLITICAL SIDE-EFFECTS OF THE "SPECIAL PERIOD"

- CARMEN: Carmen Diana Deere, "Cuba's struggle for self-sufficiency"
- CARMEN: Sujatha Fernandes: "Island Paradise, Revolutionary Utopia or Hustler's Haven? Consumerism and Socialism in Contemporary Cuban Rap"
 - CARMEN: Margot Olavarria: "Rap and Revolution: Hip-Hop Comes to Cuba"

Guest speaker: David McLaughlin, Spanish and Portuguese

FOURTH MODULE: THE BRAZILIAN GEO-CULTURAL FORMATION

6 SAMBA, FUTEBOL E CARNAVAL: MODERNIZATION, URBAN POLITICS AND THE IDEOLOGY OF WHITENING

- Skidmore & Smith, "Brazil: development for whom?", chapter 5
- CARMEN: William Rowe y Vivian Schelling: Memory and Modernity, "Urban Contexts"
 - CARMEN: Roberto Damatta: *Carnivals, Rogues, and Heroes* (selecciones)

Guest speaker: Richard Gordon, Spanish and Portuguese

11 Veteran's Day, no classes

13 THE REVOLUTIONARY SIXTIES: LIBERATION THEOLOGY AND DEPENDENCY THEORY

- CARMEN: Enzo Faletto and Fernando Henrique Cardoso, “Dependency and Development in Latin America”
 - CARMEN: Theotonio dos Santos, “The Structure of Dependence”
- CARMEN: Latin American Episcopal Council (CELAM), “Medellín Document on Peace”
- CARMEN: Ernesto Cardenal, “Jesus and the Samaritan Woman”, from *The Gospel in Solentiname*

18 **GLOBAL FLOWS, WALLED CITIES, MARGINAL PEOPLES**

- Film: *Bus 174* (Brazil, José Padilla, 2002, 120’)
- CARMEN: UNESCO 1998, Jelin, “Cities, culture and globalization”

FIFTH MODULE: THE LA PLATA GEO-CULTURAL FORMATION
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20 **MODERNIZATION, NATIONALISM AND STATE POPULISM: PERON AND EVITA**

- Skidmore & Smith, “Argentina: prosperity, deadlock, and change”, chapter 3

25 **THE NATIONAL SECURITY DOCTRINE AND THE NEOLIBERAL TURN: THE DIRTY WAR, SOCIAL AMNESIA, AND THE MOTHERS OF THE PLAZA DE MAYO**

- CARMEN: Guzmán Bouvard, *Revolutionizing Motherhood. The Mothers of the Plaza de Mayo* (introduction and chapters 1 and 10)
 - CARMEN: Scott Bidstrup, “Free Market Fundamentalism: Friedman, Pinochet and the ‘Chilean Miracle’”
 - CARMEN: “Neoliberalism: origins, theory, definition”

27 Thanksgiving (no classes)

December

2 **THE CRISIS OF 2001: POSTMODERN CULTURE AND THE COLLAPSE OF THE NEOLIBERAL MODEL**

- CARMEN: Miguel Teubal, “Rise and Collapse of Neoliberalism in Argentina”
- CARMEN: Beatriz Sarlo, *Scenes from Postmodern Life* (selections)
 - CARMEN: Oscar Ugarteche, *The False Dilemma* (chapter 5 and Epilogue)
 - CARMEN: Alejandro Portes, “Neoliberalism and the Sociology of Development: Emerging Trends and Unanticipated Facts”, from Robbins & Hite, *From Modernization to Globalization*

POSTSCRIPT: GLOBALIZATION, TRANSNATIONAL MIGRANCY AND THE LATINO DIASPORA
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4 **THE LATINO/AS IN THE USA**

- CARMEN: Gloria Anzaldúa, *Borderlands/La Frontera* (selections)
 - CARMEN: Saskia Sassen, «US Immigration Policy toward Mexico in a Global Economy », from Gutiérrez, *Between Two Worlds*
 - CARMEN: Huntington, “The Hispanic Challenge”
<http://www.foreignpolicy.com/>

Guest speaker: Theresa Delgadillo, Comparative Studies
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9 FINAL EXAM

RECOMMENDED BIBLIOGRAPHY

- Agüero, Felipe and Jeffrey Stark, eds. *Fault Lines of Democracy in Post-Transition Latin America*. Coral Gables, FL: U Miami P., 1998.
- Alvarez, Sonia E., Eveligna Dagnino, and Arturo Escobar, eds. *Cultures of Politics, Politics of Culture: Re-Visioning LA Social Movements*. Boulder: Westview, 1998.
- Anzaldúa, Gloria: *Borderlands/La frontera*. San Francisco: Aunt Lute Books, 1987
- Appadurai, Arjun. *Modernity at Large. Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 2000.
- Arnove, Robert F. and Carlos Alberto Torres. *Comparative Education: The Dialectic of the Global and the Local*. Lanham: Rowman & Littlefield, 1999.
- Barnett, Thomas P.M. *The Pentagon's New Map*.
<http://www.thomaspmbarnett.com/published/pentagonsnewmap.htm>
- Bauman, Zigmunt. *Globalization. The Human Consequences*. New York: Columbia UP, 1998.
- Berryman, Phillip. *Liberation Theology*. Pantheon, 1987.
- Beverley, John and José Oviedo, eds. 1993. *Postmodernism Debate in LA*, Special Issue of *boundary 2* 20.3.
- Bidstrup, Scott. "Free Market Fundamentalism: Friedman, Pinochet and the 'Chilean Miracle'" <http://www.bidstrup.com/economics.htm>
- Boff, Leonardo and Clodovis Boff. *Introducing Liberation Theology*. Maryknoll: Orbis Books, 1988.
- Borón, Atilio. *Imperio & Imperialismo. (Una lectura crítica de Michael Hardt y Antonio Negri)*. Buenos Aires: CLACSO, 2002.
- Brunner, José Joaquín. *Globalización cultural y posmodernidad*. Santiago: Fondo de Cultura Económica, 1998.
- Brysk, Alison. *From Tribal Village to Global Village: Indian Rights and International Relations in Latin America*. Stanford: Standord UP, 2000.
- Bulmer-Thomas, Victor and James Dunkerley, eds. *The United States and Latin America: The New Agenda*. Cambridge, MA: Harvard UP, 1999.
- Burbach, Roger. *Globalization and Postmodern Politics. From Zapatistas to High-Tech Robber Barons*. London/Kingston: Pluto Press/Arawak Publications, 2001.
- Calderón, Fernando. 1993. "LA Identity and Mixed Temporalities; or How to Be Postmodern and Indian at the Same Time." *Boundary 2* 20.3: 55-64.
- Cardenal, Ernesto. "Jesus and the Samaritan Woman", from *The Gospel in Solentiname*. New York: Orbis Books, 1985, vol. 2
- Castells, Manuel. *The Information Age: Economy, Society and Culture. The Rise of the Network Society*. Oxford: Blackwell, 1996.
- . *The Information Age: Economy, Society and Culture. End of Millenium*. Oxford: Blackwell, 1998.
- Césaire, Aimé. *Discourse on Colonialism*. New York: Monthly Review Press, 2000.
- Chossudovsky, Michel. *The Globalisation of Poverty. Impacts of IMF and World Bank Reforms*. London/New Jersey: Zed Books; Penang: Third World Network, 1997.
- Cleary, Edward L. *Born of the Poor: The Latin American Church since Medellin*. Notre Dame, Ind.: U. of Notre Dame P., 1990.
- Comblin, Joseph. *The Church and the National Security State*. Maryknoll: Orbis Books, 1979.
- Coronel Molina, Serafín. "Crossing Borders and Constructing Indigeneity. A Self-Ethnography of Identity." *Indigeneity: Costruction and Re/Presentation*. Ed. by James N. Brown and Patricia M. Sant. Commack, NY: Nova Science Publishers, 1999.
- Coronil, Fernando. "Beyond Occidentalism: Toward Nonimperial Geohistorical Categories" *Cultural Anthropology* 11.1 (1996): 51-87.
- . "Del eurocentrismo al globocentrismo: la naturaleza del poscolonialismo" In *La colonialidad del saber: eurocentrismo y ciencias sociales*. Edgardo Lander, ed. Caracas: Universidad

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- Del Sarto, Ana, Alicia Ríos and Abril Trigo, eds, *The Latin American Cultural Studies Reader*. Durham: Duke UP, 2004.
- De Soto, Fernando. *The Other Path. The Invisible Revolution in the Third World*. New York: Harper & Row, 1989.
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- World Commission on the Social Dimension of Globalization Report
<http://www.ilo.org/public/english/fairglobalization/report/>
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INTERNATIONAL STUDIES 640/SPANISH 640

Spring 2009
M-W, 1:30-3:18
McPherson Lab (MP) 2019

GLOBALIZATION AND LATIN AMERICA: MULTIDISCIPLINARY APPROACHES

Ana Del Sarto
Office: Hagerty 343
Tel: 247-8109
del-sarto.1@osu.edu
Office hours: Mondays 3:30 to 5:30pm or by appointment.

DESCRIPTION

Despite the trendiness of the term and the opulent bibliography on the topic, which grows exponentially

day after day, there is a great deal of confusion about the meanings of globalization. Such confusion is understandable indeed, given the contested status of a term that finds itself at the center of complex political struggles and ideological mystifications that pit globaliphilics and hyperglobalizers against globaliphobics and skeptics, not to mention the myriad of transformationalists or third way globalists, for the control of a global imaginary that, according to German philosopher Peter Sloterdijk, serves as a sort of negative ideology for these cynical postmodern times in which we live. What do we mean when we talk about *globalization* today? Is “transnational” equivalent to “international” or “multinational”? Is globalization a synonym for “postmodernity,” or “New World Order,” or “the information age,” or “late capitalism,” or a multiplicity of “scapes,” or the ultimate “Empire”? Is there a “global culture”? And what does it mean? Is it a synonym for “cultural globalization” or “the globalization of cultures”? What is the role that culture plays in current global processes? Does culture have the same function in central economies and peripheral ones?

This course explores some of the current debates on globalization in Latin America and recent and interrelated transformations in the economies, politics, and cultures of the region. Several issues will be examined from different disciplinary perspectives: the impact of global pop culture, the informal economy, the culture of narco-trafficking, the rise of ethnic and social movements, transnational migrancy, and the supposed dissolution of the nation-state. Students will be encouraged to address topics relevant to their major(s) in an interdisciplinary manner. The course incorporates a series of lectures, by experts in different fields (academics from OSU).

The main objective of this course is, obviously, to promote an in-depth critical discussion on globalization and its diverse theories, and, more concretely, on the effects of economic and cultural global processes on Latin American societies. Additionally, students would be challenged to analyze these complex issues by practicing an interdisciplinary methodology, which ideally will generate a reflection on their specific fields of specialization.

TEXTS

Hoogvelt, Ankie. *Globalization and the Postcolonial World. The New Political Economy of Development*. Baltimore: John Hopkins UP, 1997.

ISBN 0-8018-6692-8

Rifkin, Jeremy. *The Age of Access. The New Culture of Hypercapitalism, Where All Life Is a Paid for Experience*. New York: Penguin/Putnam, 2000

ISBN 1-58542-082-4

Articles in CARMEN

EVALUATION

Class participation	20%
Book/article review and report	20%
Draft Research paper	20%
Final Research paper	40%

These grading criteria are applicable to both undergraduate and graduate students. However, graduate students are expected to produce a more substantial research paper, both in extension (10 pages for

undergraduates; 15-20 pages for graduate and professional students) and theoretical/critical content. The topics will be determined during the first week of classes according to the students' interests and the class schedule. Students could choose an interdisciplinary methodology, or a more specifically economic, political, social, or cultural approach.

Attendance Policy

Students are allowed a maximum of two unexcused absences. Any additional unexcused absence will diminish the final grade 2%. Class participation will be evaluated according to the active involvement in class discussions, thorough reading of class materials, and contribution to the group.

The Seminar Model

A seminar is not a lecture-based course. In a seminar, students are expected to complete readings in preparation for weekly open-format discussions, and therefore are expected to bring notes, questions and arguments to the meeting. Thus, participation is essential, insofar as seminars are led by student involvement, not by the professor, whose role is mostly facilitative. Only two unexcused absences are allowed without penalty.

Student reports

Reports should be concise and to the point (5-10'). A thoughtful and provocative report may include: a summary of the main points of the reading selection or an identification of its underlying structure or organization; a power point presentation (or hand out, or additional materials) to support the main argument; a personal interpretation or critique.

Research Project

Your research paper will focus on a specific topic chosen according to your interests but in consultation with the professor. This assignment will be presented in two steps: first, a **midterm draft** (4-5 pages) due **May 4**, in which the main topic and major lines of argumentation are discussed; it should include the bibliography. Second, the midterm should be reworked and edited as a **final paper** (8-10 pages) due **June 8**. For this paper, students must use the contents of texts and ideas discussed in class and a minimum of five scholarly bibliographical sources.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

CLASS SCHEDULE

March

30 **INTRODUCTION: GLOBALIZATION, THE LAST STAGE OF CAPITALISM, A NEW CIVILIZATION, OR A CULTURAL REVOLUTION?**

- CARMEN: Held & McGrew, "The Great Globalization Debate: An Introduction", from Held & McGrew, *The Global Transformation Reader*

Guest speaker: Abril Trigo, Latin American Studies Center Director (Dept. of Spanish and Portuguese)

April

1 **THE HISTORICAL ROOTS OF GLOBALIZATION**

- Hoogvelt, *Globalization and the Postcolonial World* (chapters 1, 2, 3)

Recommended

- CARMEN: Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis", from Roberts & Hite, *From Modernization to Globalization*

REPORTS

6 **THE NEWNESS OF GLOBALIZATION**

- Hoogvelt, *Globalization and the Postcolonial World* (chapters 4, 5, 6)

Recommended

- CARMEN: Manuel Castells, "The Net and the Self", from *The Rise of the Network Society*
- CARMEN: Guiddens, "The Globalizing of Modernity," from Held & McGrew, *The Global Transformation Reader*

REPORTS

8 **THE NEW ECONOMIC ORDER: A NEW REGIME OF CAPITALIST ACCUMULATION**

- Harvey, *The Condition of Postmodernity* (Part II, The political-economic transformation of late twentieth-century capitalism)
- CARMEN: Fernando Henrique Cardoso, "Dependency and Development in Latin America", from Roberts & Hite, *From Modernization to Globalization*

Recommended

- CARMEN: United Nations, "Globalization with a Human Face", UNDP Report 1999, from Held & McGrew, *The Global Transformation Reader*

REPORTS

13 **LATIN AMERICA IN THE NEW WORLD ORDER: NEOLIBERALISM AND THE WASHINGTON CONSENSUS**

- Hoogvelt, *Globalization and the Postcolonial World* (chapter 11)
- CARMEN: Gorostiaga, "Latin America in the New World Order"
- CARMEN: Jaramillo Correa, "Globalization and the World Trade Organization: Latin America at a Crossroads."

REPORTS

15 **THE GLOBAL ORDER AND LATIN AMERICA**

- CARMEN: Ugarteche, *The False Dilemma* (chapter 5 and Epilogue)
- CARMEN: Alejandro Portes, "Neoliberalism and the Sociology of Development: Emerging Trends and Unanticipated Facts", from Robbins & Hite, *From Modernization to Globalization*
- Global Exchange. *Top Ten Reasons to Oppose the Free Trade Area of the Americas*. <http://www.globalexchange.org/campaigns/ftaa/topten.html>

Guest speaker: Claudio González, Agricultural, Environmental, and Developmental Economics

20 **INFORMAL ECONOMY AND SOCIAL MARGINALITY**

- CARMEN: Rakowski, from *Contrapunto. The Informal Sector Debate*
- CARMEN: Tokman, "The informal sector", from *Beyond Regulation*

Recommended

- CARMEN: De Soto, *The Other Path* (Introduction)

Guest speaker: Cathy Rakowski, Human and Community Resource Development and Women's Studies

22 **WHOSE SOVEREIGNTY IS THIS? THE LATIN AMERICAN NATIONS IN THE GLOBAL ORDER**

- Hoogvelt, *Globalization and the Postcolonial World* (chapter 7)
- CARMEN: Stark, "Globalization and Democracy in Latin America", from Agüero and Stark, *Fault Lines of Democracy*

Recommended

- CARMEN: Lechner, "The Transformations of Politics", from Agüero and Stark, *Fault Lines of Democracy*
- CARMEN: Patricio Silva, "The new political order in Latin America: towards technocratic democracies?" from Gwynne and Kay, *Latin American Transformed*

REPORTS

27 **TRANSNATIONAL NARCO-TRAFFICKING AND GLOBAL GEOPOLITICS**

- CARMEN: Castells, "The perverse connection: the Global Criminal Economy"
- CARMEN: Bellone, "The Cocaine commodity chain", from *Latin America in the World-Economy*
- CARMEN: Mayer, "Coca as Commodity: Local Use and Global Abuse" (*The Articulated Peasant*, chapter 6).

REPORTS

29 **DRUGS CULTURE, SOCIAL VIOLENCE AND THE CRISIS OF THE NATION-STATE**

- CARMEN: Anderson, George. "Mexico's Drug Violence". *America* (December 2007)
- CARMEN: "Mexico's Drug War." *CQ Researcher*

Recommended

- CARMEN: *NACLA Report on the Americas* 35.1. *Widening Destruction. Drug War in the Americas* (July/August 2001)
- CARMEN: UNESCO 1998, Jelin, "Cities, culture and globalization"

REPORTS

May

4 **THE IMPACT ON THE ECOLOGY AND THE LOCAL CULTURES**

- CARMEN: Warwick E. Murray, "Natural resources, the global economy and sustainability", from Gwynne and Kay, *Latin American Transformed*
- CARMEN: Robert Gwynne and Eduardo Silva, "The political economy of sustainable development", from Gwynne and Kay, *Latin American Transformed*

Recommended

- CARMEN: Held & McGrew, "Catastrophe in the Making: Globalization and the Environment"

REPORTS



Draft of research paper due

6 **SOCIAL AND INDIGENOUS MOVEMENTS: FROM THE LOCAL TO THE GLOBAL, CHIAPAS AND THE EZLN,**

- CARMEN: Philip McMichael, "Globalization: Myths and Realities", from Roberts & Hite, *From Modernization to Globalization*
- CARMEN: Burbach, "Roots of the Postmodern Rebellion in Chiapas"

Recommended

- Subcomandante Marcos, "The Fourth World War has begun"
<http://mondediplo.com/1997/09/marcos>
- "Marcos, globalization and the new world map"
<http://www.chiapaslink.ukgateway.net/news/010202.html>

REPORTS

11 THE RESHAPING OF THE NATION-STATE: THE POLITICS OF ETHNICITY IN BOLIVIA

- CARMEN: Kohl and Farthing, *Impasse in Bolivia*

Guest speaker: Diego Mattos, Dept. of Spanish and Portuguese

13 **DENMAN FORUM**, *class is canceled*
Student attendance to the Denman is required

18 TRANSNATIONAL MIGRANCY AND GLOBAL DIASPORAS

- CARMEN: Bacon, *Illegal People*

Recommended

- CARMEN: Appadurai, "Disjuncture and Difference in the Global Cultural Economy", from Held & McGrew, *The Global Transformation Reader*

REPORTS

20 TRANSNATIONAL MIGRANCY AND GLOBAL DIASPORAS

- CARMEN: Saskia Sassen, «US Immigration Policy toward Mexico in a Global Economy », from Gutiérrez, *Between Two Worlds*
- CARMEN: Huntington, "The Hispanic Challenge" <http://www.foreignpolicy.com/>

REPORTS

25 Holiday

27 THE CULTURAL SHIFT

- CARMEN: Trigo, [What Do You Mean by 'Cultural Globalization'?](http://people.cohums.ohio-)
or
<http://people.cohums.ohio->

state.edu/trigo1/pdffiles/WhatDoYouMeanByCulturalGlobalization%20.pdf

Recommended:

- CARMEN: Hall, "The centrality of culture: notes on the cultural revolutions of our time," in Thompson, *Media and Cultural Regulation*
- CARMEN: Jameson, "The Cultural Logic of Late Capitalism"

Guest speaker: Abril Trigo, Latin American Studies Center Director (Dept. of Spanish and Portuguese)

June

1 **THE POSTMODERN CULTURE OF HYPERCAPITALISM**

- Rifkin, *The Age of Access* (chapters 1, 5, 6, 7, 8)

REPORTS

3 **THE GLOBALIZATION OF CULTURE, THE CULTURE OF GLOBALIZATION**

- Rifkin, Jeremy. *The Age of Access* (chapter 11)
- CARMEN: UNESCO 1998, del Corral et al, "Cultural and economic development through copyright in the information society"

Recommended:

- CARMEN: Oliveira, "Brazilian Soaps outshine Hollywood", from *Beyond National Sovereignty*
- CARMEN: UNESCO 1998, Throsby, "The role of music in internacional trade and economic development"
- CARMEN: Monsiváis, "Will Nationalism be Bilingual?", from McAnany
- CARMEN: García Canclini, "North Americans or Latin Americans?", from McAnany
- CARMEN: Mosco, "Free Trade in Communication: Building a World Business Order", from *Beyond National Sovereignty*

REPORTS

8 **Final research paper due**

BIBLIOGRAPHY

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- Alvarez, Sonia E., Eveligna Dagnino, and Arturo Escobar, eds. *Cultures of Politics, Politics of Culture: Re-Visioning LA Social Movements*. Boulder: Westview, 1998.
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- Chossudovsky, Michel. *The Globalisation of Poverty. Impacts of IMF and World Bank Reforms*. London/New Jersey: Zed Books; Penang: Third World Network, 1997.
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Political Science 540.01 (180461)
LATIN AMERICAN GOVERNMENT AND POLITICS
SPRING 2009

Instructor: Dag Mossige
Lecture: Caldwell Laboratory (CL) Room 220, Tuesdays and Thursdays,
1230-2:18
Office: 3056 Derby Hall
Office hours: Tuesday and Thursday after class, 2:30-4:00 pm, in Derby
Hall 3056
The best way to reach me: Mossige.1@osu.edu or Mossige@gmail.com Office
phone: 614 247-6439

It is almost a miracle that modern teaching methods have not yet

entirely strangled the holy curiosity of inquiry; for what this delicate little plant needs more than anything, besides stimulation, is freedom.
-Albert Einstein

Course Description:

This course is an intensive study of the political processes and institutions of Latin America. Emphasis will be given to events in the latter half of the twentieth century up until the present, with particular focus given to Mexico, Argentina, Cuba, Venezuela, and Guatemala. Latin America in the 21st has evolved from a history of turbulent political institutions, revolutions, and military dictatorships, and special attention will be given to the process of democratization that took place in the past decades.

The course will also examine the stability and quality of current democracy, and the region's general turn away from neoliberal economics toward more interventionist economic policy. Lastly, while this is not a course on U.S.-Latin American relation, the course will also touch upon the region's historical and often contentious relationship with the United States

Required books and readings:

In general, you will read around 150 pages every week, give or take. You are responsible for keeping up with the assigned readings by the time we discuss them in class, and will be held responsible for them on your exams. In addition to the three books listed below, a variety of readings will be posted on CARMEN (www.carmen.osu.edu). I strongly recommend that you download, print, and bring these readings to class, as we will make direct references to most readings in class.

The following textbooks have been ordered at SBX, and also at Library Reserve at Sullivant Library:

Politics of Latin America: The Power Game (3rd ed.). Harry E. Vanden, Gary Prevost. Oxford University Press, 2009 (2008); *Real World Latin America*, Dollars and Sense/NACLA Report on the Americas. Dollars and Sense, 2008; and *Bitter Fruit: The Story of the American Coup in Guatemala*. Stephen E. Schlesinger, Stephen Kinzer. Harvard University, 1999 (older version of Bitter Fruit OK).

Student with little historical background knowledge of Latin America are recommended to in addition consult general texts on history, such as *Modern Latin America*. Thomas Skidmore and Peter Smith. Oxford University Press, 2005.

Grading/Class requirements:

This upper-level course is an at times intense study of Latin American politics. To excel in this course, you will need to attend regularly, and do the assigned readings ahead of time.

The course grade will be comprised as follows:

5-page book review: 10%

Midterm: 20%. Assigned readings and class material.

Final exam: 30% Assigned readings and class material.

Research project: 10-15 page (double-spaced/12p/1-inch/Times new Roman) research paper 40%

In addition, attendance and participation will be used to adjust borderline grades up or down.

Current events:

This course also aims at addressing current political events and developments in Latin American politics as they often unexpectedly unfold. You are expected to keep up with Latin American politics, and I will occasionally distribute relevant news articles.

English-language resources - news and background information:

New York Times, Americas Section: <http://www.nytimes.com/pages/world/americas/>

The Economist, Americas Section: <http://www.economist.com/World/americas/index.cfm>

The Christian Science Monitor: <http://www.csmonitor.com/world/americas.html>

Yahoo News – Latin America news: <http://news.yahoo.com/i/734>

The Washington Office on Latin America: <http://www.wola.org/> (L)

North American Congress on Latin America: <http://nacla.org/> (L)

Council on Hemispheric Affairs/ Washington Report on the Hemisphere: <http://www.coha.org/> (L)

Inter-American Dialogue: <http://www.thedialogue.org/> (C)

Center for Strategic and International Studies: <http://www.csis.org/researchfocus/Americas/> (R)

Latin American Information Center (LANIC): <http://lanic.utexas.edu/>

CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Political Science/history journals on Latin America (available from OSU/OhioLink)

Latin American Research Review; Latin American Politics and Society; Journal of Latin American Studies; Latin American Perspectives; Bulletin of Latin American Studies; The Americas

Course outline (subject to modification/correction):

Tuesday, March 31: Introduction: The aims of the course and its requirements.

Discussion of Inter American Dialogue Report, March 2009. CARMEN.

Thursday, April 2: The colonial legacy. Open veins – or idiocy?

Required reading: *The Power Game*, chapters 1 and 2

Required reading: Excerpts from Galeano. CARMEN.

Required reading: Excerpts from Mendoza et al. CARMEN.

Tuesday, April 7: Overview: Towards modernity – and the United States

Required reading: *The Power Game*, chapter 3

Required reading: Dollars & Sense/NACLA reader: 251-270

Required reading: Dollars & Sense/NACLA reader: pages 9-16, 32-56

Thursday, April 9 Populism

Required reading: Introduction, by Conniff. CARMEN

Required reading: Populism and its legacies, by Horowitz. CARMEN

Required reading: Evita's charismatic leadership, by Navarro. CARMEN

Required reading: Latin America's Populist Revival, by Roberts. CARMEN

Required reading: *The Power Game*, chapter 8

Tuesday, April 14 Political economy: From ISI to neoliberalism

Required reading: *The Power Game*, chapter 6

Required reading: Dollars & Sense/NACLA reader: pages 79-88, 113-148

Thursday, April 16: Revolution: Cuba

Required reading: *The Power Game*, chapter 10 and 13

Required reading: Engaging Cuba, by Leogrande. CARMEN

Tuesday, April 21: Bureaucratic Authoritarianism and the Military: Argentina

Required reading: *The Power Game*, Chapter 15

Required reading: Dollars & Sense/NACLA reader: pages: 58-77

Required reading: Counterrevolutionaries, by Lewis. CARMEN

Required reading: Overview of the bureaucratic authoritarian model, by Collier.
CARMEN

Thursday, April 23 Argentina
Required reading: *The Power Game*, chapter 10
Book reviews due

Tuesday, April 28 Midterm Exam

Thursday, April 30 Guatemala
Required Reading: Finish Bitter Fruit.
Required Reading: *The Power Game*, chapter 11
Tuesday, May 5 Guatemala, Religion, and the Other Americans
Required Reading: *The Power Game*, chapter 11, 6, 4

Thursday, May 7 Democratization
Required reading: Democracy's Third Wave, by Huntington. CARMEN
Required reading: Dilemmas of Democratization in Latin America, by Karl. CARMEN.
Required reading: What democracy is... and is not, by Schmitter and Karl. CARMEN
Required reading: The Paradoxes of Contemporary Democracy, by Huber et al.
CARMEN

Tuesday, May 12 Democratization
Required reading: Toward Consolidated Democracies, by Linz and Stepan. CARMEN
Required reading: Illusions About Consolidation, by O'Donnell. CARMEN
Required reading: O'Donnell's Illusions A Rejoinder, by Gunther et al. CARMEN

Thursday, May 14 Political institutions:
Required Reading: *The Power Game*, chapter 9
Delegative Democracy, by O'Donnell. CARMEN

Tuesday, May 19 Political institutions:
Required reading: The Perils of Presidentialism, by Linz. CARMEN
Required reading: Presidentialism and Democracy in Latin America, by Shugart and
Mainwaring
Required Reading: Latin American presidencies interrupted, by Valenzuela. CARMEN

Thursday, May 21 Mexico
Required reading: *The Power Game*, chapter 12
Required reading: Populism and Neo-Populism in Latin America, Especially Mexico, by
Knight. CARMEN

Tuesday, May 26 Mexico
Required reading: The Mexican Standoff, by Schedler. CARMEN
Required reading: Dysfunctional democracy, by Dresser. CARMEN

Thursday, May 28 Venezuela
Required reading: *The Power Game*, chapter 17
Required reading: Human Rights Coverage Serving Washington's Needs, by FAIR.
CARMEN
Required reading: Delegative democracy or electoral autocracy, by Myers. CARMEN

Tuesday, June 2: Venezuela, and the turn to the Left? The pink wave and current politics

Required reading: Latin America's Left turn, by Castañeda. CARMEN

Required reading: Populism, Socialism, and Democratic Institutions, by Schamis.

CARMEN

Required reading: Explaining the left's resurgence, by Cleary. CARMEN

Thursday, June 4 Back to the future:

Required reading: The rise of Populism and the Left, by Seligson. CARMEN

Required reading: Arguments about the Left, by Ardití. CARMEN

PAPER DUE

FINAL EXAM: Wed June 10 11:30 am - 1:18 pm

Other course policies:

Academic Honesty: The university rules are quite simple: Do not cheat, and do not plagiarize. I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). Technology that detect plagiarism is becoming increasingly sophisticated, and I am obliged to and will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy. Bottom Line: If you have any doubts at all regarding what amounts to plagiarism, do not hesitate to contact me.

OSU Guidelines on Academic Misconduct: *It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). See also the FAQ at <http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>*

Writing papers: For help with writing your paper, the OSU Writing Center is highly recommended:

The Writing Center, <http://cstw.osu.edu/writingcenter/> (614) 688-5865

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Finally, upon advice from a professor friend with a long experience in teaching, I want to include the following information on mental well being:

Mental Health Problems. Between seven and ten percent of all people suffer from brain disorders (schizophrenia, bipolar disorder, major depression, etc.) Caused by a chemical imbalance in the brain, these disorders usually strike when the individual is in his/her late teens/early twenties - i.e. precisely the age when people are in college. If untreated, they will disrupt one's life and can lead to suicide. It's no one's fault and shouldn't be a source of shame. The good news is that - in most cases - brain disorders are very treatable. So please, if you, a roommate, or a friend is having trouble, reach out for help. Call:

OSU Younkin Success Center: 614-292-5766 (Psychiatric Services)

OSU Police (Ask for a "CIT officer"): 614-292-2121 (trained help in an emergency)

The National Alliance on Mental Illness: 614-224-2700 (for confidential advice, support, classes)

Political Science 541: The Politics of the Developing World Prof. Marcus Kurtz 2049D Derby Hall 292-0952 Winter 2009 kurtz.61@osu.edu Teaching Assistant: Didi Lund Office Hours: MW 2:30-3:30, and by appointment. **Course Website:** carmen.osu.edu **Description** The premise of this course is that economic development is as much a political question as it is an economic one. The goal will be to understand the different approaches that poorer countries have taken to the question of development, why they have made differing choices, and their political and economic consequences. Along the way we will consider questions that touch on contemporary political debates: What are the merits or dangers of international economic integration (free trade)? What is the proper role of the state in the process of economic development? What is the relationship (positive or negative) among free markets, democratic politics, political corruption, and human/labor rights? What can be learned from recent —successful cases of development, and are these lessons useful in a world that is increasingly globalized? What political dynamics can cause – or cure – financial crises? The course is structured around two broadly defined and fundamentally different (or at least so I will argue) periods—the long post-war boom from 1945 to the debt crisis of the 1980s, and the more challenging period of globalization thereafter. This is a course in comparative political economy, not in economics, and it does not require any economics knowledge as a prerequisite. The only prerequisite is an open, critical mind. **Course Requirements** This course has three requirements that will enter into the calculation of your grade: two short midterms and final exam. All exams are cumulative, but weighted toward material not already covered. Note that the exams will generally be in essay format, and will require you to take and defend positions on issues related to the course. There will likely also be some short answer questions on the midterms. You are not graded on the particular position you take, but rather on the quality of your defense of that perspective. That is to say that the effective linkage of evidence to argument is the standard of evaluation. Grades will be calculated according to the following weights: Short Midterm I 30% Short Midterm II 30% Final Exam 40% There is a TA for this course who will be responsible for the grading of the essay and the exams. All grade appeals will be handled by the professor. There are no recitation sections, though the TA will be available for an office hour after each exam to answer questions about the grading. **Website and Email** The URL for the course website is listed above. Important information and some handouts will be made available there. Most notably, study guides and in-class handouts will usually be accessible there after they have been distributed in class (how soon may vary). If you missed a handout, you should be able to obtain it from the website. You will need Adobe Acrobat (it's free) to access most files. In addition, course information and updates will regularly be sent out via email. It is important (and required) that you check your OSU email and the course website regularly. 2

Readings Here there is good news. The good news is that there is only one (inexpensive) book for this course (saving you some serious money!). The other good news is that all the other readings for this course will be posted on the Carmen website – that is, there will be no expensive coursepack to purchase. All readings posted online will be in .pdf form, so be sure that the computer you use has the Adobe Acrobat reader (available for free at adobe.com). Some of the readings are long – you will probably want to download and print them through a high-speed connection; you’ll wait a long time with a dialup link (if anyone still uses those...). Required book: Amartya Sen. 2000. *Development as Freedom* (New York: Anchor Books). *A Warning*: The readings for this class are sometimes VERY DIFFICULT. The idea is to present you material taken directly from the books and journals that political scientists read, rather than in some pre-digested textbook form. You will not necessarily always understand 100 percent of what is in the articles (or if you do, then you’re doing very well indeed!), and that is intentional. Do not be discouraged or afraid. The idea is to stretch your abilities as far as possible and the only way to do that is to set the bar as high as possible. Rest assured that you will be tested on material that is extensively discussed and interpreted in class; there will be no effort to include trick questions about obscure and difficult bits of the reading. Grading is not punitive, nor is it curved.

Academic Honesty

Do not cheat and do not plagiarize. Academic dishonesty has become quite easy to catch, and you should avoid it at all costs. Infractions will be punished as provided for under university policy. If you are unsure as to what constitutes a violation, please do not hesitate to inquire. Details of the university academic honesty policy, and the complete code of student conduct, are available on the OSU website: http://studentaffairs.osu.edu/resource_csc.asp.

Special Needs

Every effort will be made to accommodate students who have special needs. These will be handled according to university policy. Please bring these to the attention of your TA and your Professor in the first week or two of class so that proper arrangements can be made.

Missed Exams/Emergencies

From time to time emergencies occur that prevent you from taking exams at the regularly scheduled time and place (e.g., severe injury, death in the immediate family). Accommodations are possible, but only with advance notice and only if the reason represents a circumstance that could neither be anticipated nor is under the control of the student. Potential problems should be brought to the attention of the professor and the TA as soon as you know about them (and in advance of the exam in question). Obviously, prior notification is not required in the case of emergency medical conditions that occur immediately prior to the exam, though documentation may be required after the fact. Do not hesitate to email or call your professor (see first page for number) if you have a special circumstance that makes it impossible for you to take an exam at the normal time or place. This paragraph does not apply to students who are eligible for alternative procedures by the Office of Disability Services. These will happily be accommodated in the usual fashion.

No Recording or Transmission of Course Material

No form of recording – electronic, audio, video, or other – is permitted in class except for the taking of class notes (without explicit permission of the instructor). Your class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students 3

in the class. As they are intellectual property, however, they may not be sold, posted on the web, or given to individuals who are not registered for the course. Schedule of Readings **I. January 5, 2009:**

Introduction II. January 7: The Challenge of Postwar Development—“Development” and “Underdevelopment” Spero, Joan E. and Jeffrey Hart. —The North-South System and Possibility of Change. In *The Politics of International Economic Relations* (NY: St. Martin's Press, 1997, 5th ed). Ch. 5. Walt. W. Rostow. *The Stages of Economic Growth: A Non-Communist Manifesto* (Cambridge, UK: Cambridge University Press, 1962), pp. 1-17. Raúl Prebisch. —Commercial Policy in the Underdeveloped Countries. In *American Economic Review* 49 (May, 1959), pp. 251-273. Stephen Haggard, *Pathways from the Periphery* (Ithaca, NY: Cornell University Press, 1990), pp. 9-50. **III. January 12 and 14: Development Miracles in Korea and Taiwan** Atul Kohli. 1999. —Where Do High-Growth Political Economies Come From? The Japanese Lineage of Korea's 'Developmental State' In Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press). Chalmers Johnson. —Political Institutions and Economic Performance: The Government-Business Relationship in Japan, South Korea, and Taiwan In Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 136-164. Bruce Cumings. —The Origin and Development of the Northeast Asian Political Economy In Fredric Deyo, ed. *The Political Economy of the New Asian Industrialism* (Ithaca, NY: Cornell University Press, 1987), pp. 44-83. **IV. January 21 and 26: Authoritarianism and Industrialization in Latin America: Mexico and Brazil** Skidmore, Thomas and Peter Smith. 2001. *Modern Latin America*. (Oxford: Oxford University Press): Import Substitution and its stagnation, pp. 51-62. Paulo Rabello de Castro and Marcio Ronci. 1991. —Sixty Years of Populism in Brazil In Rudiger Dornbusch and Sebastian Edwards, eds., *The Macroeconomics of Populism* (Chicago: University of Chicago Press). Ben Ross Schneider. 1999. —The Desarrollista State in Brazil and Mexico In Meredith Woo Cumings, *The Developmental State* (Ithaca, NY: Cornell University Press). Michael Wallerstein. —The Collapse of Democracy in Brazil: Its Economic Determinants In *Latin American Research Review* XV:3 (1980), pp.3-40.

V. January 28: SHORT MIDTERM I **VI. February 2: Development “Failure” in Democratic Ireland and India, and Authoritarian East Africa** Denis O’Hearn. 1989. —The Irish Case of Dependency: An Exception to the Exceptions? *American Sociological Review*. No. 54. pp. 578-96. Robert Bates. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press, pp. 1-44. Robert Wade. 1985. —The Market for Public Office: Why the Indian State is not Better at Development? *World Development* Vol. 13:4 (April). **VII. February 4: The collapse of the postwar model, and the return of the „free market“** Esmail Hosseinzadeh. —Global Debt: Causes and Cures? *Review of Radical Political Economy* Vol. 20, No. 2&3 (1988), pp. 223-233. Sebastian Edwards. *Crisis and Reform in Latin America: From Despair to Hope* (Oxford: Oxford University Press, 1995), pp. 17-40. **VIII. February 9 and 11: The Diagnosis, Critique, and New Issues—What should we do now?** *Advocates of a Free Market Response*: John Williamson, —In Search of a Manual for Technopols? in John Williamson, ed., *The Political Economy of Policy Reform* (Washington, DC: Institute for International Economics, 1994), pp. 11-47. *Critics of the Free Market Approach* Joseph Stiglitz and Lyn Squire, —International Development: Is It Possible? in Jeffry Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin’s, 2000), pp. 383-391 Robin Broad, John Cavanagh, and Walden Bello. 2000. —Development: The Market Is Not Enough? in Frieden and Lake, eds., *International Political Economy*. [OPTIONAL] Gore, Charles. 2000. —The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries? *World Development* Vol. 28:5 *Empirical Evidence on the effects of stabilization* Pastor, Manuel and Carol Wise. 1999. —Stabilization and Its Discontents: Argentina’s Economic Restructuring in the 1990s? *World Development* Vol. 27:3. David Felix. 2002. —Blaming the Victim in Argentina? and —Is Argentina the *Coup de Grace* of the IMF’s Flawed Policy Mission? *Foreign Policy in Focus*. August 16, 2002 and November 2001. Manuel Pastor and Carol Wise. —Peruvian Economic Policy in the 1980s: From Orthodoxy to Heterodoxy and Back? *Latin American Research Review* Vol. 27, No. 2, pp. 83-117. 5

IX. February 16: Free Trade *Free Trade Debates* Rodrik, Dani. 1992. —The Limits of Trade Policy Reform in Developing Countries‖ *Journal of Economic Perspectives* Vol. 6:1 (Winter). Edwards, Sebastián. 1993. —Openness, Trade Liberalization, and Growth in Developing Countries‖ *Journal of Economic Literature* 31:3 (September). Robert Wade. 1993. —Managing Trade: South Korea and Taiwan as Challenges for Economics and Political Science‖ *Comparative Politics* Vol. 25:2 (January) **X. February 18: Short Midterm II** **XI. February 23: Free Movement of Money** *Capital Markets: Financial Crisis or International Development?* Robert Wade. 2000. Wheels within Wheels: Rethinking the Asian Crisis and the Asian Model‖ *Annual Review of Political Science* Vol. 3. Bhagwati Jagdish. 1998. —The Capital Myth: The Difference between Trade in Widgets and Dollars‖ *Foreign Affairs* Vol. 77:3. Joseph Stiglitz. 2002. *Globalization and Its Discontents* Chapter 4: The East Asia Crisis: How IMF Policies Brought the World to the Verge of a Global Meltdown‖ (New York: Norton). **XII. February 25: Free Markets and Labor in the Developing World** Bhagwati, Jagdish. 1995. —Trade Liberalisation and 'Fair Trade' Demands: Addressing the Environmental and Labour Standards Issues‖ *The World Economy* Vol. 18:6. Richard Freeman. 2000. —Are Your Wages Set in Beijing?‖ in Jeffry Frieden and David Lake, eds., *International Political Economy* (New York: St. Martin's, 2000), pp. 343-352. Michael Piore. 1997. —The Economics of the Sweatshop‖ in Andrew Ross, ed., *No Sweat* (London: Verso). Kitty Krupat. 1997. —From War Zone to Free Trade Zone‖ in Andrew Ross, ed., *No Sweat* (London: Verso). **XII. March 2: What about other human needs?** Amartya Sen. 2000. *Development as Freedom*. Chapters 6-7, —Democracy‖ and —Famine‖ pp. 146-188. **XIII. March 4: Is the state going away or coming back in a different form?** *Ireland* Ó Riain, Seán. 2000. —The Flexible Developmental State: Globalization, Information Technology, and the —Celtic Tiger‖ *Politics & Society* Vol. 28:2 (June). 6

O'Hearn, Denis. 2000. —Globalization, —New Tigers,‖ and the End of the Developmental State? The Case of the Celtic Tiger‖ *Politics & Society* Vol. 28:1 (March). *Latin America* Andrew Schrank and Marcus Kurtz. 2005. —Credit Where Credit is Due: Open Economy Industrial Policy and Export Diversification in Latin America and the Caribbean‖ *Politics & Society* Vol. 33:4 (December) Marcus Kurtz and Sarah Brooks. 2008. —Embedding Neoliberal Reform in Latin America‖ *World Politics* Vol. 60:2 (January). **XIV. March 9: What Else Are We Missing?** Sen, Amartya. 2000. *Development as Freedom* (New York: Anchor Books), Chs. 3–5. —Freedom and the Foundation of Justice,‖ —Poverty as Capability Deprivation,‖ and —Markets, State, and Social Opportunity,‖ pp. 54-145. **XV. March 11: In-Class Review Session for Final Exam**

Political Science 580

State and Economy

Autumn 2007

Boyd Laboratory 311

Tu-Th, 9:30 a.m.-11:18 p.m.

Prof. Sarah Brooks TA: Jarrett Sacks

Office: 2052 Derby Hall Office: 3122 Derby Hall

Tel.: (614) 292-7102 email: sacks.12@osu.edu

brooks.317@osu.edu **Office Hours:** Wed, 1-2 p.m.;

Office Hours: Tuesdays 1-3 pm, Thurs, 12-1 p.m.

Course Description

This is an upper level undergraduate course in political economy. We will examine the relationship between the state and economy as distinct, but closely related systems for organizing political, social and productive relations. The course begins with a look at the major debate between advocates of state and market organization, through a study of the philosophical groundings of each perspective. Next we will examine how these distinct perspectives came to dominate political and economic systems from the liberal market era in

the late 19th century, to the rise of the post-war welfare state and economic interventions. As we examine the experiences of Europe and Latin America, we'll see how economic crises in the 1970s and 1980s brought a shift in economic ideas from a belief in the benefits of state intervention, toward the embrace of markets as the dominant model of economic organization. With the breakdown of the post-war economic order, we will also examine the new roles assumed by the International Monetary Fund (IMF) and World Bank. Finally, we will consider the political consequences of international economic integration, or "globalization."

Course Requirements

1. Everyone is required to complete the readings in advance of each class.
2. In addition to regular participation in class discussion, there will be two in-class review tests.
3. The final exam will be comprehensive and based on analytical essays.

Evaluation

The final grade for the course will be determined as follows:

Review Test 1: 35%

Review Test 2: 35%

Final Exam: 30%

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Required Readings

1. **Course packet** – Available at the book store, or may be purchased online at: www.zippublishing.com.

2. Books

- Polanyi, Karl. **The Great Transformation**. (1946,)
- Caporaso, James & David Levine. **Theories of Political Economy** (Cambridge, 1992).
- Rodrik, Dani. **Has Globalization Gone Too Far?**

□ Rodrik is downloadable from *Institute for International Economics*:
http://bookstore.iie.com/merchant.mvc?Screen=PROD&Product_Code=57

3. **Newspaper and magazine articles:** will be distributed in class for discussion and posted on the course web page each week.

Academic Honesty

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated.

Any

cases of cheating or plagiarism will be reported to the university committee on academic misconduct and handled according to university policy. It is the responsibility of the Committee

on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all

forms of student academic misconduct wherever committed; illustrated by, but not limited to,

cases of plagiarism and dishonest practices in connection with examinations. Instructors shall

report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct:

(http://studentaffairs.osu.edu/info_for_students/csc.asp).

Special Needs

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule

September 20: **Introduction to political economy**

(no readings)

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Week II: Liberalism: Groundings for the belief in market systems

Questions

- Why are believers in *small* government called “liberals” outside the US?

Readings

September 25

- Caporaso & Levine, *Theories of Political Economy*, Intro and Chapter 1.

September 27

- Caporaso & Levine, Chapter 2 (p. 33-54)

- Heilbroner: Smith **R**

Week III. Marxism: Groundings of the belief in state-governed economy

Questions

- Why didn't Marx think workers could claim a large share of business profits?
- What was Marx's solution to the problems of capitalism? Was it realistic?

Readings

October 2:

- Caporaso & Levine, Chapter 3 (p. 55-78)

October 4:

- Heilbroner: Marx **R**

Week IV. The “Great Transformation” of State and Market Relations

Questions

- Why do we have programs like welfare and unemployment benefits in a market system?
- What does it mean for economic relations to be “embedded” in social relations?

Readings

October 9:

- Polanyi, *The Great Transformation*, Chapters 1-5 (p. 1-67).

October 11:

- Polanyi, Chapters 6-13 (p. 68 – 162)

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Week V. Keynes and the Origins of the Postwar System I.

Questions

- If our economy works so well, why does the government try to “stimulate” it with tax refunds or interest rate cuts?
- Keynes advocated significant public interventions in the market system. How was his view different from Marx’s?

Readings

October 16:

• Review Test #1

October 18:

- Caporaso & Levine, Chapter 5.

Week VI. Postwar System II: Bretton Woods

Questions

- Why do we see herding and crash behavior in stock markets such as the high-tech bubble?
- What are the World Bank and IMF? Why were they created?

Readings

October 23:

- Heilbroner: Keynes **R**

October 25:

- Oatley: The International Monetary System, (1st part of the chapter: p.220-236)

Week VII: State intervention and open markets: “Embedded Liberalism”

Questions

- How could the post-war era be “liberal” if governments were busily creating large welfare states?
- How did they ever manage to coordinate economic policy across different countries?

Readings

October 30:

- Ruggie “International regimes, transactions and change: embedded liberalism in the postwar economic order”

November 1:

- Oatley: The International Monetary System: (2nd part of the chapter: p.237-266)

Film: “The Commanding Heights”

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Week VIII: State-led Economic Development

Questions

- What is the role of the state in developing countries? Why do they suffer so much poverty and so many economic crises?
- Does it matter who owns the businesses and capital in a country? Isn’t all investment the same?

Readings

November 6:

- Dietz, “A Brief Economic History” *Latin America’s Economic Development*. **R**

November 8:

Review Test #2

Week IX: Crises of the 1970s and 1980s: Decline of State Intervention and Resurgence of Liberalism

Questions

- Why were developing countries so indebted? Was the debt crisis their fault alone?
- How did major economic crises change the ideology of government policy?

Readings

November 13:

- Alexander, “The Import Substitution Strategy of Economic Development”. **R**

November 15:

- Franko, “Latin America’s Debt Crisis” **R**.

Film: “Hell to Pay”

Week X: Globalization and Economic Integration

Questions

- Should we expect that globalization will cause a “race to the bottom” in government interventions?
- Is this the most “global,” or interconnected, the world has ever been?

Readings

November 20:

- Keohane & Nye, “Globalization: What’s New? What’s Not? (And So What?)”

November 25:

- **No Class – Thanksgiving.**

6

Week XI: Globalization: Crises and Consequences

Questions

- What were the international financial crises of the late 1990s all about? Who is to blame?
- Is globalization likely to go further, or be turned back by domestic opposition?

Readings

November 27:

- Rodrik, *Has Globalization Gone too Far?* Chs. 1-3 (p. 1-48).

• Film: “The Crash”

November 29:

- Rodrik, *Has Globalization Gone too Far?* Chs. 4-5 (p. 49-85).
- WRAP-UP AND REVIEW FOR FINAL EXAM

December 4 (9:30 a.m.) Final Exam

Political Science 597:02

Contemporary Political Problems: Democratization

Spring 2009

Tuesdays and Thursday 11:30am-1:18pm

Caldwell Lab 0133

Call # 18106-6

Instructor: Ms. Danielle Langfield Office hours:

Office: Derby Hall 2032 Tuesdays & Thursdays 2:00-3:00pm

Office phone: 292-3235 and by appointment

langfield.1@polisci.osu.edu

In the past 35 years both the number and the proportion of democracies in the world have more

than doubled.¹ This course will focus on this “third wave” of democratization. We begin by

asking what democracy is, before exploring theories that explain the third wave. Why and how

do countries become democratic? Is this trend likely to continue?

Course Objectives

This course fulfills the University’s GEC category 5: Capstone: Issues of the Contemporary

World. The intention is that “[b]y drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students attain and

enrich their experiences of the increasingly global nature of the contemporary world.”

The GEC

Learning Goals and Objectives are:

1. “Students synthesize and apply knowledge from diverse disciplines to contemporary issues.

2. Students demonstrate an understanding of the relationships between information derived

from different disciplines by interacting with students from different majors.

3. Students write about or conduct research on the contemporary world.”

Students should leave this course with an increased understanding of the issues and debates

surrounding democratization, and should be able to apply these ideas to contemporary situations.

It is expected that students will contribute their own knowledge and ideas to class and small

group discussions. Assignments require students to conduct research and to evaluate arguments

and evidence about world events. The course should further the development of students’

analytical skills and capability to express ideas and arguments effectively.

A Note about Political Science and What We're Doing Here

I recognize that many students in this course have little background in political science. The course is designed to first provide some necessary background, so we can build upon that as

the quarter progresses. I hope students see this course as an opportunity to fill in some gaps in

their knowledge of the world and to practice some skills (such as writing formally) that may have

atrophied. While I will do what I can to help students make the most of this opportunity regardless of each individual's starting point, I also expect this class to fulfill its "capstone" task.

That means that this is a course for upperclassmen, and I expect students to work accordingly

and to use the many skills they have acquired in college.

¹ Diamond, Larry. 2002. "Elections without Democracy: Thinking about Hybrid Regimes." *Journal of Democracy*.

(13: 2, April), pp. 21-35; p. 25.

2

Political science majors and others likely will find they see connections between what we are studying and material they have learned in other classes. (Indeed, I very much want you to

make such connections.) I encourage students to contribute these observations to the class's

discussions. As a result, it is likely that the class discussion will make reference to many events,

countries, and ideas. If something is mentioned about which you are not familiar, ask questions!

Asking a question is not a burden, but rather an indication that one is actively seeking to increase

knowledge and understanding.

Occasionally students ask for some background on political science as a discipline. That is, they want to know what our standards of proof are, what "counts" as evidence, how we build

theories, and the like. While I build some discussion of these issues into the course, interested

students can take a look at two overviews of such subjects, posted on Carmen:

Patrick H. O'Neil. 2007. "What is Comparative Politics?" *Essentials of Comparative Politics*. 2nd Ed. (Norton), pp. 3-7.

Leanne C. Powner. "Reading and Understanding Political Science."

Texts & Resources

There are no books required for purchase for this course. All daily reading assignments can be found online at the Carmen course page. *You should print the reading assignments* so

that you can make notes in the margins and refer to them in class.

Students will make use of library databases and other online resources, to complete a

short research paper and to choose an article for the review paper. We will review how to use

the resources. Additionally, Professor David Lincove, the History, Political Science & Philosophy Librarian, can be contacted for help. His resource guide is posted on Carmen. He

can be contacted at lincove.1@osu.edu, 292-2393, or his office (280D Sullivant Library).

How to Use Carmen

The course website is available through <http://carmen.osu.edu>. Readings, announcements, homework, and handouts will all be posted on the course page. The Student Guide to Carmen is

at <http://telr.osu.edu/carmen-help/students/guide.html> (or click through from the main page).

Communication: Email and Carmen

Please set both of my email addresses (@osu.edu and @polisci.osu.edu) to be accepted by any spam filter you may be using. If you send me an email, please put the course number in

the subject line. Because of computer viruses, if I do not recognize the source of an email, I

DELETE IT UNOPENED. I do not use Carmen's Pager function.

It is your responsibility to maintain communication with me by checking the Carmen website daily to see if any announcements have been made. Please do not play the "my email

must have got lost somehow" game. Honesty goes a long way to gain my sympathy.

I will make every effort to respond to email quickly, but please recognize that I do not spend all my time next to a computer. Allow at least 24 hours for a reply.

3

Assignments and Grades

Preparation, Attendance, & Participation 15%

'Democratization in Your Country' Research

Prompt Selection of a Country 2% April 14

Paper (~2 pages) 10% April 21

In-class Exam 20% April 23

Article Review (3-5 pages)

prompt selection of an article 3% May 14

paper 25% May 28

Take-Home Final Essay (3-4 pages) 25% June 9 at 1:30pm

All extra credit must be turned in by June 5 at 5pm.

The first exam will be given in class relatively early in the quarter to ensure students learn and

consolidate the "groundwork" material. The format will be multiple choice and short answer.

The exam is April 23.

For a short research paper, each student will select one country that democratized during the

third wave to become an expert on this quarter. Students will use specific library databases and

resources to learn particular information about that country relevant to the course at that point.

This paper will be awarded points for completion, but full feedback will be given so students

understand the expectations for written work in this class. The paper is due April 21.

For the article review, each student will write 3-5 pages briefly summarizing and critically

analyzing an academic article or equivalent book chapter. Each student will choose an article

that s/he wishes to read that is *not* one of the course readings, that reflects both the topic of the

course and the student's own interests. Students must inform the instructor of the full bibliographic information of the article they select no later than May 14, to ensure it is an appropriate choice. The paper is due May 28. *Failure to find an article in a timely manner will*

not be accepted as a reason for an extension on the paper. Reviewing an inappropriate article,

because it was not approved, is grounds for a zero on the paper.

The final essay will be 3-4 pages, responding to prompts distributed on June 2. It is due by

1:30pm on Tuesday, June 9.

There will be opportunities to earn extra credit, both on quizzes/exams and through additional

research, readings, or activities. Details of specific opportunities will be provided separately.

All extra credit must be turned in by 5pm on Friday, June 5.

Preparation, Attendance, and Participation

Assigned readings should be read *before* that day's class. **Lectures and discussions will cover**

information not found in the readings and vice versa. You are responsible for both.

You

should obtain a hard copy of each reading, write on it (underline, make notes in the margins, etc), and bring it to class. We want to answer the following questions:

- What are the main questions the reading seeks to answer?
- What claim is made? (Can you identify the main thesis?)
- What evidence is provided in support of this claim?
- Is this evidence and the overall argument convincing? Why (not)?
- What alternative arguments are acknowledged and addressed? Are they more convincing?

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To prepare you for the class discussions, there are homework assignments that will be announced in class and on Carmen, graded for completion only. There will be no makeups for

such assignments. Missing class and not checking Carmen for announcements are not valid

excuses for failing to complete them. There are also occasionally unannounced reading quizzes.

Again, there are no makeups.

The University expects students in this course to share their different perspectives with one another. Therefore, there will be a component of the course grade based on attendance and

participation. Participation and interaction with others is a vital aspect of the educational process

(and the political process). Therefore, it is essential that you attend class and are engaged in

discussions. Appointments should be made outside of class time. If you miss class, get the notes

from a classmate, and then see me to ask about anything that remains unclear. **Students are**

responsible for making sure they sign in each day.

I recognize that not everyone feels comfortable talking in large groups. If public speaking just isn't your thing, you can still be prepared, attentive, and contribute to smaller group

discussions. Part of a good strategy is to make sure I know who you are. There are a number of

ways you can participate: talk to me before or after class or in my office, or send me an e-mail,

or post questions or comments to the Carmen discussion boards.

Note that merely making your voice heard may not result in a good participation grade.

Constructive comments and listening to your *peers'* contributions are part of being a good

classroom citizen.

I do not often interrupt everyone's thought processes to stop behavior I find distracting, rude, or simply an indication that you are not paying attention, but I do notice it. Don't text

during class.

Respect

This is a course about politics, and there will be many different views among us. It is imperative

that all members of the class are treated with respect. I encourage all students to openly discuss

their views, as long as you also listen to the views of others respectfully and with an open mind.

As the instructor, I promise to do the same. Please realize that often I will "play devil's advocate," asking you to defend your position regardless of my personal views. I will take

whatever action I deem appropriate if anyone shows disrespect either to myself or to another

student. This policy extends outside the official class time; for example, the same standards apply to the Carmen discussion boards.

Disability Accommodations

I am committed to providing reasonable accommodations to students with documented disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Please speak with me as soon as possible so that we can make appropriate arrangements.

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Academic Misconduct

No cheating or plagiarism will be tolerated. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. More information can be found at <http://oaa.osu.edu/coam/faq.html>.

If you are unfamiliar with how to properly cite sources and provide references, the library provides guides: <http://www.lib.ohio-state.edu/help/faq/html#citations>. Please talk with me if you need further help.

All work turned in for this class should be done for this class and none other, and should be your own work. If you want to use the assignments in this class to build towards something (like an honors thesis), talk to me about how to do this in a manner that is sufficient both to meet the course requirements and to avoid academic misconduct.

Late Work and Missed Exam Policies

Homework assignments will not be accepted late. There will be no makeups for them or for quizzes.

Missed in-class exam:

You need to make every effort to take the exam with the class. If you will miss an exam, you

must inform me as soon as possible before the class and provide documentation (letter from your

student group advisor, funeral program, doctor's note, accident report, etc). You are required to

make up the exam promptly, within one week, at a mutually acceptable time. Make-ups will not

be given to students who do not follow this policy.

Late papers and research assignments:

Assignments are due at the *beginning* of class on their due dates. For every day a paper is late

(including weekends), 2/3 of a grade (so from an A- to a B, for example) will be deducted.

Being significantly tardy to class the day an assignment is due, having missed class in order to

complete it, will cause a deduction of 1/3 of a grade.

If you turn in a paper to my mailbox in Derby Hall 2140 *after* the time it was due, ask one of the

office staff to note on it what time it was turned in. Otherwise I will assume it was placed in my

box five minutes before I found it there. Please do not email papers to me; except under extraordinary circumstances, I only accept hard copies. If you email a paper to me, *I will send a*

confirmation email that I received it. If you do not receive such an email, assume that I do not

have your paper.

Technical Glitches:

Technical glitches – a computer possessed by gremlins, a printer that unsympathetically runs out

of ink, etc – happen. However, it is your responsibility to plan for such eventualities; they should not be an excuse for not turning in your work. If you are unable to print your

paper

before class, do what you can: email it to me or bring me a flash drive, and then print it out

immediately after class to get me the hard copy.

My bottom line on attendance and late work: be reasonable and honest, keep me informed,

and work hard, and I'm likely to be flexible. Don't, and I'm likely not to be.

6

Optional readings: Optional readings are of two categories. First, some I will draw on for my

lecture that day. If you miss class or want another source from which to review the material,

these readings may be a good place to start. Second, some optional readings are simply what I would have required, if we lived in an ideal world with infinite quantities of time. I reserve the right to make adjustments to the course as needed as the quarter progresses. Announcements of such changes will be made on Carmen and in class.

Schedule

Reading should be completed *before* the class for which they are listed.

WHAT: THE THIRD WAVE

March 31

Introductions and overview

The “third wave” of democratization

Optional readings: Samuel P. Huntington. 1991. “The Waves of Democratization.” in *The Third Wave: Democratization in the Late Twentieth Century*. (U. of Oklahoma Press), pp. 13-26.

*Howard Handelman. 2006. Excerpt from *The Challenge of Third World Development*. 4th ed. (Pearson Prentice Hall), pp. 22-23 (the introduction of the chapter).

April 2

Some vocabulary:

states, regimes, & governments

stages of democratization: breakdown/liberalization, transition, consolidation

the many meanings of ‘liberal’

Why would people support a non-democratic regime?

Patrick O’Neil. 2008. *Essentials of Comparative Politics*. 2nd Ed. (Norton), pp. 20-25, 118-124.

“There’s a word for that.” *Economist*. Nov. 6, 2005; p. 14.

*Howard Handelman. 2006. “Democratic Transition and Consolidation.” Excerpt from *The Challenge of Third World Development*. 4th ed. (Pearson Prentice Hall), pp.25-26.

* Handelman’s entire democratization chapter is posted on Carmen, as it is an excellent summary resource for the course. You will read more excerpts from it for April 28.

7

WHAT IS DEMOCRACY?

April 7

Defining democracy

Robert A. Dahl. 1998. *On Democracy*. Ch. 4: “What is Democracy?”, pp. 35-43.

Philippe C. Schmitter and Terry Lynn Karl. 1991. “What Democracy Is...and Is Not.”

Journal of Democracy. (Summer), pp. 75-88. EXCERPTS from *Readings in*

Comparative Politics: Political Challenges and Changing Agendas. Eds.

Kesselman and Krieger. Pp. 160-171.

April 9

Defining democracy: electoral, liberal, and illiberal democracy

Fareed Zakaria. 1997. “The Rise of Illiberal Democracy.” *Foreign Affairs*. (76: 6), pp. 22-43.

April 14: Select country for short research paper no later than today.

Consolidation, reversals, and competitive authoritarianism: Venezuela

Javier Corrales. 2006. "Hugo Boss." *Foreign Policy*. (Jan/Feb), pp. 32-40

Optional reading:

Thomas Carothers. 2002. "The End of the Transition Paradigm." *Journal of Democracy*. (13:1, January), pp. 5-18. EXCERPTS reprinted in *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Eds. Kesselman and Krieger. Pp. 215-223.

April 16

Regime types and stages of democratization: how do we identify or measure them?

"Measuring liberty: When freedom stumbles." *Economist*. January 17, 2008.

Freedom House scale (posted on Carmen)

2008 Freedom House Country Report for country selected for research paper

April 21: DUE: Short Research Paper

Why democracy? Why not democracy?

Review session.

Amartya Sen. 1999. "Democracy as a Universal Value." *Journal of Democracy*. (10:3), pp. 3-17.

April 23: IN-CLASS EXAM

Exam will cover the material listed here through April 16.

Format: multiple choice and short answer.

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WHY?

PART 1: STRUCTURAL CAUSES OF DEMOCRATIZATION

April 28

Economic causes: modernization and development

Howard Handelman. 2006. Excerpts from *The Challenge of Third World Development*:

"Modernization Theory and the Importance of Cultural Values." pp. 12-14.

"Justifying Authoritarian Rule," pp. 27-28.

"Social and Economic Modernization" and "Class Structure." pp. 32-34.

(The second and third excerpts are part of Chapter 2, all of which is posted on Carmen as part of the first reading assignment. The first excerpt is posted by itself.)

April 30

Economic causes continued: development continued.

Resource Curse: What is it? What are some hypotheses for why it exists?

Review "Democracy and Economic Development" section of Sen, assigned April 21.

Paul Collier. 2007. "The Natural Resource Trap." Ch. 3 in *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. (Oxford Univ.

Press), pp. 38-52.

Optional reading: Simon Romero, Michael Slackman, and Clifford J. Levy. "3 Oil-Rich Countries Face a Reckoning." *The New York Times*. October 20, 2008. [about the effect of falling oil prices on Russia, Iran, & Venezuela]

May 5

Culture as Cause: Are some cultures less conducive to democracy?

Samuel Huntington. 1997. "After Twenty Years: The Future of the Third Wave."

Journal of Democracy. (8:4), pp. 3-12.

Review "The Argument from Cultural Differences" section of Sen, assigned April 21.

Optional reading (for some historical & philosophical background on the Muslim world): Ladan Boroumand and Roya Boroumand. 2002. "Terror, Islam, and Democracy." *Journal of Democracy*. (13:2, April), pp. 5-20.

In-class video: "The Road to 9/11" (An overview of the past century in the Middle East, and the origins of

Islamists. There's not a good way to get the information in this video if you miss class.)

May 7

A response to Huntington, with a few more hypotheses about structural & historical factors.

M. Steven Fish. 2002. "Islam & Authoritarianism." *World Politics*. (55, October), Reprinted in *Essential Readings in Comparative Politics*, pp. 216-228.

May 12

Catch-up day. (Get ahead on reading as the assignment for May 19 is long.)

9

WHY?

PART 2: PEOPLE AS CAUSES OF DEMOCRATIZATION

May 14: ARTICLE SELECTION DUE

Democratization: Who?

Why do masses of people protest for change? What determines if they succeed?

"A rainbow of revolutions: bloodless regime change." *The Economist*. January 21, 2006.

***Try to "ignore" the Economist's editorializing about current international relations; focus on the importance of 'people power' in many transitions.*

Optional reading (on social networking sites as a protest organizing tool in Egypt): Samantha M. Shapiro. "Revolution, Facebook Style." *The New York Times Sunday Magazine*.

January 22, 2009.

In-class video: CNN's *Cold War*, Episodes 23 & 24 on Eastern Europe's democratic revolutions.

(Again,

there's not a good way to make up this information if you miss class.)

May 19

Democratization: Who? (continued)

What are the divisions among the leaders?

What are the issues facing negotiators?

Instructor's introductory material in the Reading Guide (required)

Nelson Mandela. 1994. *Long Walk to Freedom*. (Little, Brown), pp. 517-558, 585-612.

In-class simulation: Negotiating the end of apartheid.

May 21

Is democratization dangerous? Who or what might make it dangerous, under what circumstances?

Mark R. Beissinger. 2008. "A New Look at Ethnicity and Democratization." *Journal of Democracy*. (19:3, July), pp. 86-97.

WHY?

PART 3: EXTERNAL CAUSES OF DEMOCRATIZATION

May 26

International Environment (Cold War and post-Cold War)

Sanctions

David Baldwin. "Sanctions Have Gotten a Bum Rap..." *Los Angeles Times*. August 18, 2004.

Fareed Zakaria. "How to Change Ugly Regimes." *Newsweek*. June 27, 2005.

10

May 28: ARTICLE REVIEW DUE

*Military intervention and occupation: peace-keeping versus nation-building
Democracy Promotion Programs: What are they? What ideas are they based on? Do they work?*

Francis Fukuyama. 2006. "Nation-Building and the Failure of Institutional Memory." *Nation-Building: Beyond Afghanistan and Iraq*. (John Hopkins Univ. Press), pp. 1-16.

Steven E. Finkel, Anibal Perez-Linan, and Mitchell A. Seligson. 2007. "The Effects of U.S. Foreign Assistance on Democracy Building: 1990-2003. *World Politics*. (59: April). Read EXCERPTS ONLY as posted on Carmen.

WHERE NEXT?

CASE STUDIES

June 2

Given what we know about why democratization has happened elsewhere, is it likely to happen in China?

Minxin Pei. 2007. "How will China Democratize?" *Journal of Democracy*. (18:3, July), pp. 53-57.

In-class video: Frontline's *The Tank Man* (on China's modernization and Tiananmen Square)
Episode website: <http://www.pbs.org/wgbh/pages/frontline/tankman/>

Final essay prompts distributed today.

June 4

Think about each cause of democratization we've discussed this quarter and what the likelihood

is that that cause could have an effect in Zimbabwe.

Samantha Power. 2003. "How To Kill A Country." *The Atlantic Monthly*. (December), pp. 86-100.

Optional reading: Celia W. Dugger. "Fragile Signs of Hope Emerging in the Gloom of Mugabe's Rule." *The New York Times*. March 19, 2009.

Friday, June 5 - All extra credit due by 5pm.

Final Exam: Tuesday, June 9

Final essay due at 1:30pm to my mailbox (Derby 2140).

PS 725 Theories of Comparative Politics

Draft for AY 2010

The Ohio State University
Winter XX
Friday 8:30-11:30
Location: CL 0133

Dr. Sara Watson
2104 Derby Hall
Office hours: Friday, 12-2 pm
watson.584@osu.edu

Course Description

PS 725 is a graduate-level introduction to the sub-field of comparative politics. Its purpose is to familiarize PhD students with the subfield, its evolution, and emerging research questions and controversies. The readings range broadly across nations and geopolitical regions, and they cover a broad range of substantive topics, including states, classes, and political regimes. Assigned readings are intended to provide students with a broad coverage of both "classical" and contemporary research in the sub-field; however, given the breadth and depth of comparative research and the shortness of our quarter system, assigned readings can only cover a small sample of the relevant literature.

Please note that this is a reading and discussion course; thus, active and informed student participation is essential.

Requirements:

Participation. Each student is expected to complete all the required reading each week and to contribute to the collective discussion.

Short Memos. In addition, each student will write THREE short papers during the quarter; each paper should be no more than one single-spaced page. The object of the papers is to analyze one or more central issues that the assigned reading for the week addresses, to locate the principal authors' positions vis-à-vis those issues, and to comment critically on the state of the debate and the value of the individual contributions to it. These are not to be summaries of the readings. Rather, they should raise questions for discussion: What are the central issues at stake in this literature? What are the principal arguments of the works under study? How does each relate to the debates in the field? What are the main theoretical or empirical strengths or weaknesses of the major studies? How valuable and viable is the theory that each proposes? How effectively does it marshal empirical evidence in support of the argument? How well have the scholarly disputes been resolved and what further work might still be done to resolve them?

Final paper

The principal written assignment for the class will be a paper that is essentially a review essay of a major work from this course, or in comparative politics more generally. This will essentially be a "reverse engineering" of the research design that supported the work in question, and will address such issues as: What theoretical question frames the work? What categories of evidence are brought to bear? Were the causal variables appropriately conceptualized and measured? Were the tests of hypotheses appropriate to the theories under examination? What alternative approaches were not discussed? What other data

would be required to make the argument more compelling? *It will not be a summary or a literature review.* More elaboration on this assignment will be forthcoming later.

The last day of class will be devoted to presenting and critiquing the review essays. Each student will present her/his critique in 20 minutes (preferably via a powerpoint presentation), while another student will follow up with a 5 minute constructive reaction.

Grades will be assigned on the following basis: informed participation in weekly discussions (25%), reaction papers (20%), review essay (55%).

Books to Purchase from Amazon (or other source)

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (1944)

Barrington Moore, *Social Origins of Dictatorship and Democracy*

Douglas North, *Structure and Change in Economic History* (1982).

Jeffrey Herbst, *States and Power in Africa: Comparative Lessons in Authority and Control* (2000).

Beatriz Magaloni, *Voting for Autocracy* (2006)

Steve Wilkinson, *Votes and Violence* (2004)

I. Course Introduction

II. The Market and Market Society

Karl Polanyi, *The Great Transformation*, ch's 3-8, 12.

Douglass C. North, *Structure and Change in Economic History*, 3-68, 143-186.

Charles Lindblom, "The Market as Prison," *The Journal of Politics*, Vol. 44, No. 2 (May, 1982), pp. 324-336. [Carmen]

Adam Smith, *The Wealth of Nations*, Book 1 [Carmen]-- ADD

Alvin Roth, "Repugnance as a Constraint on Markets," *Journal of Economic Perspectives*, vol. 21, No. 3, Summer 2007. [Carmen] ADD

Further Reading: Making a Market

Jean Ensminger, *Making a Market: The Institutional Transformation of an African Society* (1992)

Avner Greif, *Institutions and the Path to the Modern Economy* (2006)

Further Reading: States and Markets

Alice Amsden, *Asia's Next Giant: South Korea and Late Industrialization* (1992)

Robert Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (1990)

Peter Evans, *Embedded Autonomy: States and Industrial Transformations* (1995)

David Woodruff, *Money Unmade: Barter and the Fate of Russian Capitalism* (2000)

David Stark and Laszlo Bruszt, *Postsocialist Pathways: Transforming Politics and Property in East Central Europe* (1998)

Peter Gourevitch and James Sinn, *Political Power and Corporate Control: the New Global Politics of Corporate Governance* (2005)

Further Reading: Polanyi's Legacy

Fred Block and Margaret Somers, "Beyond the Economistic Fallacy: The Holistic Social Science of Karl Polanyi," in Skocpol (ed.), *Vision and Method in Historical Sociology* (New York: Cambridge University Press, 1994)

Hejeebu, Santhi and Deirdre McCloskey (1998). "The Reproving of Karl Polanyi," *Critical Review* 13 (3): 285-314.

III. The State and the Birth of State Power

Theda Skocpol, "Bringing the State Back In: Strategies of Analysis in Current Research," in Evans, Reuschmeyer and Skocpol (eds.), *Bringing the State Back In* (New York: Cambridge University Press, 1986). [Carmen]

~~Charles Tilly, *Coercion, Capital and European States AD 990-1992* (New York: Cambridge University Press, 1992), chapter 1 [pp. 1-37]. [Carmen]~~

Jeffrey Herbst, *States and Power in Africa*. Entire.

Mahmood Mamdani, *Citizen and Subject*, selection [Carmen- need to add]

Daron Acemoglu, Simon Johnson and James Robinson, "The colonial origins of comparative development," *American Economic Review* 91 (2001): 1369-1401. [Carmen- need to add]

IV. State Transformations

Samuel P. Huntington, "Political Modernization: America vs Europe," *World Politics* 18:3 (April 1966). [Carmen]

Stephen Skowronek, *Building a New American State* (1982), pp. 3-46 [Carmen]

Martin Shefter, *Political Parties and the American State* (1994), chapters 2-3. [Carmen]

Anna Gryzmala-Busse, *Rebuilding Leviathan* (2007), selection TBD.

Further Reading on the State

Perry Anderson, *Lineages of the Absolutist State* (1979)

Robert Bates, *Prosperity and Violence* (2001)

Robert Bates, *Markets and States in Tropical Africa* (1982)

- Catherine Boone, *Political Topographies of the African State* (2003)
- Mahmood Mamdani, *Citizen and Subject* (1996)
- Crawford Young, *The African State in Comparative Perspective* (1997)
- Thomas Ertman, *Birth of the Leviathan* (1997)
- Bernard Silberman, *Cages of Reason: The Rise of the Rational State in France, Japan, the United States, and Great Britain* (1993)
- Samuel Huntington, *Political Order in Changing Societies* (1968)
- Michael Mann, *Sources of Social Power: Volume 2, the Rise of Classes and Nation States, 1760-1914* (1993)
- Hendrik Spruyt, *The Sovereign State and its Competitors* (1994)
- David Waldner, *State-Building and Late Development* (1999)
- Margaret Levi, *Of Rule and Revenue* (1988)
- Eiko Ikegami, *The Taming of the Samurai* (1994)
- Dali Yang, *Remaking the Chinese Leviathan: Market Transition and the Politics of Governance in China* (2006)
- Daniel Ziblatt, *Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism* (2006)
- Yousef Cohen et al., "The Paradoxical Nature of State Making: The Violent Creation of Order," *American Political Science Review*, December 1981, pp. 901-910.
- Matthew Lange, James Mahoney, and Matthias vom Hau, "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies," *American Journal of Sociology* 111:5 (March 2006): 1412-1462.

V. Class Formation

- Ira Katznelson, "Working Class Formation: Constructing Cases and Comparisons," in Katznelson (ed.), *Working Class Formation*, 1986, pp 3-41. [Carmen]
- E.P. Thompson, *Making of the English Working Class* (1963) - selection
- Kim Voss, *The Making of American Exceptionalism: The Knights of Labor and Class*

Formation in the Nineteenth Century, (Ithaca: Cornell University Press, 1993). [Carmen]

Further Readings on Class Formation

Stefano Bartolini, *The Political Mobilization of the European Left* (2000)

E.P. Thompson, *Making of the English Working Class* (1963)

Gøsta Esping-Andersen, *Politics Against Markets* (1985)

Ira Katznelson, *City Trenches* (1982)

VI. Democratization: Class Relations, Class Coalitions or Economic Modernization?

Barrington Moore, *Social Origins of Dictatorship and Democracy*, preface, ch's 1-2, 7-9

Gregory Luebbert, "Social Foundations of Political Order in Interwar Europe," *World Politics*, vol. 33, no. 4 (July 1987). [Carmen]

Adam Przeworski and Fernando Limongi (1997) "Modernization: Theory and Facts," *World Politics* 49: 155-183. [Carmen]

Carles Boix and Susan Stokes, "Endogenous Democratization," *World Politics* [Carmen-need to add]

Daron Acemoglu et al (2008), "Reevaluating the Modernization Hypothesis," working paper [posted on Carmen]. [Carmen]

Further Readings on Political Regimes

Daron Acemoglu et al, "Income and Democracy," *American Economic Review*, 98:3, 2008

Daron Acemoglu and James A. Robinson, *Economic Origins of Dictatorship and Democracy* (2009)

Reinhard Bendix, *Kings or People: Power and the Mandate to Rule* (1980)

Reinhard Bendix, *Nation-Building and Citizenship: Studies of Our Changing Political Order* (1964)

Ruth Berins Collier, *Paths Toward Democracy* (1999)

Alexander Gerschenkron, *Bread and Democracy in Germany* (1943/1989)

Samuel P. Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (1993)

Carles Boix, *Democracy and Redistribution* (2003)

Adam Przeworski et al. *Democracy and the Market* (1991)

Dietrich Reuschmeyer, Evelyn Huber Stephens and John D. Stephens, *Capitalist Development and Democracy* (1992)

Theda Skocpol, "A Critical Review of Barrington Moore's Social Origins of Dictatorship and Democracy," *Politics & Society* 1973 (Issue 4, no. 1). [Carmen]

John D. Stephens, "Democratic Transition and Breakdown in Europe, 1870-1939: A Test of the Moore Thesis," *American Journal of Sociology* 94, 5 (March 1989)

Barry Weingast, "The Political Foundations of Democracy and the Rule of Law," *American Political Science Review* 91: (2) June 1997, pp. 245-263.

Daniel Ziblatt, "How Did Europe Democratize?" *World Politics* 58:2 (January 2006), 311-38.

Juan Linz, "Totalitarian and Authoritarian Regimes," in Fred Greenstein and Nelson Polsby, (eds.), *Handbook of Political Science*, vol. 3

VII. Autocracies: Mechanisms of Persistence and Change

Beatriz Magaloni, *Voting for Autocracy*, (New York: Cambridge University Press, 2006)

Kenneth Greene, *Why Dominant Parties Lose*, (New York: Cambridge University Press, 2007), focus on chapters 1-2, 7.

Ethan Scheiner, *Democracy Without Competition in Japan* (2006), selection [Carmen-need to add]

Further Readings on Dominant Parties/Autocracies

Samuel Huntington and Clement Henry Moore (eds.), *Authoritarian Politics in Modern Society: The Dynamics of Established One-Party Systems* (1970).

Jason Brownlee, *Authoritarianism in an Age of Democratization* (2007)

Benjamin Smith, "Life of the Party: The Origins of Regime Breakdown and Persistence

under Single-Party Rule,” *World Politics* 57 (April 2005), 421-51.

Jennifer Gandhi and Adam Przeworski, “Authoritarian Institutions and the Survival of Autocrats,” *Comparative Political Studies* 40:11 (2007): 1279-1301.

Steve Levitsky and Lucan Way, “The Rise of Competitive Authoritarianism,” *Journal of Democracy*, Volume 13, Number 2, April 2002, pp. 51-65

VIII. Politicizing Ethnicity: Ethnic Parties or Ethnic Violence?

Daniel Posner, *Institutions and Ethnic Politics in Africa*, 2005, chapter 1, 4-5.

Raul Madrid, “The Rise of Ethnopolitism in Latin America,” *World Politics* 60 (April 2008) [Carmen]

Donna Lee Van Cott, *From Movements to Parties in Latin America: The Evolution of Ethnic Politics*. (New York: Cambridge University Press), 2005, selection [Carmen]

Steven I. Wilkinson, *Votes and Violence*. Entire.

Further Reading on Ethnicity

Donald Horowitz, *Ethnic Groups in Conflict* (1985)

Kanchan Chandra XXX

Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India* (2002)

Roger Peterson, *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe* (2002)

Edward Miguel, “Tribe or Nation? Nation-Building and Public Goods in Kenya versus Tanzania,” *World Politics* Volume 56, Number 3, April 2004, pp. 327-362.

William Easterly and R. Levine, “Africa’s Growth Tragedy: Policies and Ethnic Divisions,” *Quarterly Journal of Economics*, November 1997, Vol. 112, No. 4, Pages 1203-1250

Further Reading on Political Violence

Stathis Kalyvas, *The Logic of Violence in Civil War* (2006)

Jeremy Weinstein, *Inside Rebellion: The Politics of Insurgent Violence* (2006)

Elisabeth Jean Wood, *Insurgent Collective Action and Civil War in El Salvador* (2003)

Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda* (2008)

Further Readings on Nationalism

Ernest Gellner, *Nations and Nationalism* (1983)

Liah Greenfeld, *Nationalism: Five Roads to Modernity* (1993)

Benedict Andersen, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (2006)

IX. Presentations & Discussion

X. Presentations & Discussion

**Comparative Political Economy
Political Science 735**

Ohio State University

Winter 2009

Fridays, 1:30-4:18 p.m.

Prof. Sarah Brooks
brooks.317@osu.edu
tel. 614-292-7102

Office hours:
Tu-Th. 9-10 a.m.
or by appointment

Course Description:

This course will provide a graduate level introduction to the study of comparative political economy. A central objective of the course is to explore the different ways that states and markets are organized across nations, and the causes and

consequences of those arrangements. The first part of the course examines methods and models of studying comparative political economy, including rational, sociological and institutional approaches. We then turn to theories of institutional change and to prominent research on the comparative political economy of development, trade and economic reform. In the last part of the course we examine the links between domestic politics and global processes as they relate to questions of trade policy, economic reform and political control of the economy. The course emphasizes the broad epistemological and methodological characteristics of research in comparative political economy. Weekly seminar discussions are oriented toward encouraging participants to identify the theoretical assumptions that underpin landmark scholarship in the field of comparative political economy (CPE), to use theoretical debates to frame and structure arguments about this research, and to relate major theories and debates in CPE to broader interdisciplinary debates in political economy.

Course Requirements:

1. All course participants are expected to read the course materials before class, and to come prepared to examine and critically discuss these works.
2. Each participant will choose a week for which he or she will be responsible for leading off the discussion (solely, or in coordination with another workshop member) with a 10-15 minute series of comments and discussion questions. These will *not* be summaries of the reading, but rather the leader is expected to propose certain themes to organize the seminar meeting and suggest questions for discussion.
3. Each seminar participant will choose 2 weeks for which he or she will write a five-page critical comment on the readings. These essays are to be distributed to all course participants via email on the day before class (Thursday) by **5 p.m.**
4. All course participants are required to produce a final paper that develops a feasible research design for a question in comparative political economy. This research design should include: 1) a succinct statement of a research question that can be evaluated empirically; 2) a literature review that critically evaluates existing research on the question, 3) a specification of theoretically-grounded hypotheses; and 4) a description of the methods and evidence that will be used to evaluate the hypotheses. You will be asked to submit a one-page abstract of your paper and proposed research on Friday, February 27.

Evaluation:

Participants in the course will be evaluated on the basis of the following criteria:

- Class presentations and participation: 40%
- Short Essays: 10% each (2)
- Final Paper: 40%

Required Texts:

The following texts are available at the book stores:

- James Mahoney and Dietrich Rueschemeyer, Eds. 2003. *Comparative Historical Analysis in the Social Sciences*. Cambridge University Press.
- Pranab Bardhan. 2004. *Scarcity, Conflicts, and Cooperation: Essays in the Political and Institutional Economics of Development*. MIT Press.
- Michael Hiscox. 2001. *International Trade and Political Conflict: Commerce, Coalitions, and Mobility*. Princeton University Press.
- Torben Iversen. 2005. *Capitalism, Democracy, and Welfare*. Cambridge University Press.

In addition, weekly readings will be available on the course Carmen page (marked **Carmen**). The remaining texts will be available **on-line** through the **Ohio State Library** system (marked **Ohio Link**), and the books listed above are available for purchase at the OSU (Barnes & Noble) book store.

- I have invited two authors whose work we are reading this quarter to present their research as part of the *Globalization, Institutions and Economic Security* (GIES) workshop. We will adjourn our seminar early on those days to attend the workshop, so please mark your calendar so that you can attend the presentations by: Torben Iversen, on January 30 and Jeffrey Frieden on March 6. Both talks will begin at 3:30 and end at 5:00 p.m. at the Mershon Center for International Security Studies (1501 Neil Ave., Columbus, OH 43201). Attendance is not required, but strongly encouraged.

Week 1. Introduction and Course Overview (January 9)

- No readings

Week 2. Rational Approaches to Comparative Political Economy (January 16)

- Margaret Levi, "A Model, a Method and a Map: Rational Choice in Comparative and Historical Analysis." in Mark Lichbach and Alan Zuckerman, eds. *Comparative Politics*. (Cambridge). 19-41. **Carmen**.
- Norman Schofield. 2000, "Constitutional Political Economy: On the Possibility of Combining Rational Choice Theory and Comparative Politics." *Annual Review of Political Science*, v. 3 issue 277, p. 303. (**Ohio Link**)
- William Riker. "Political Science and Rational Choice." In Alt, James E. & Kenneth A. Shepsle, eds. *Perspectives on Positive Political Economy* (1990) Cambridge University Press. P. 163-181. **Carmen**.
- Kenneth Shepsle. 1989. "Studying Institutions: Some Lessons from the Rational Choice Approach." *Journal of Theoretical Politics* (July): 131-49. (**EJC/Ohio Link**)
- Jeffrey Friedman ed. *The Rational Choice Controversy*, Intro (Friedman, p.1-24) & chapter by Robert Lane (p. 107-126). **Carmen**.

Recommended:

- George Tsebelis 1989. *Nested Games: Rational Choice in Comparative Politics*. University of California.
- Donald P. Green and Ian Shapiro, *Pathologies of Rational Choice Theory: A Critique of Applications in Political Science* (Yale University Press, 1994).
- Gary W. Cox, "The Empirical Content of Rational Choice Theory: A Reply to Green and Shapiro," *Journal of Theoretical Politics* 11:2 (1999): 147-169.
- Robert Bates, R. DeFigueiredo, and Barry Weingast, "The Politics of Interpretations: Rationality, Culture, and Transition," *Politics and Society* 26:4 (1998), 603-642.

Week 3. Historical and Sociological Approaches to Comparative Political Economy (January 23)

- Mahoney and Rueschemeyer, eds. *Comparative Historical Analysis in the Social Sciences*: Chapters 1, 3, 5, 10.
- James G. March; Johan P. Olsen 1984. "The New Institutionalism: Organizational Factors in Political Life," *The American Political Science Review*, Vol. 78, No. 3. (September), pp. 734-749. ([Ohio Link](#))

Recommended:

- Evan Lieberman. 2001 "Causal Inference in Historical Institutional Analysis: A Specification of Periodization Strategies." *Comparative Political Studies*, v. 34, 9, p. 1011.
- James G. March; Johan P. Olsen 1989. *Rediscovering Institutions: The Organizational Basis of Politics*. Free Press.
- Paul Pierson. 2004. *Politics in Time*. Princeton.

Week 4. Political Economy of Distribution and Welfare (January 30)

- Iversen, Torben. 2005. *Capitalism, Democracy, and Welfare*. Chapters 1-3, 5, 6.
- Iversen, Torben. 2008. "A Political-Institutional Model of Real Exchange Rates, Competitiveness, and Division of Labor" *GIES Workshop Paper*. **Carmen**.
- *Iversen presentation @ GIES workshop, 3:30 p.m.*

Recommended:

- Paul Pierson. 2001. *The New Politics of the Welfare State*. New York: Oxford.
- Bo Rothstein and Sven Steinmo (Eds.). 2002. *Restructuring the Welfare State*. New York: Palgrave Macmillan.
- Fritz Scharpf and Vivien Schmidt (Ed.). 2000. *Welfare and Work in the Open Economy*. NY: Oxford.
- Duane Swank. 2002. *Global Capital, Political Institutions, and Policy Change in Developed Welfare States*. Cambridge: Cambridge University Press.
- Peter Baldwin. 1990. *The Politics of Social Solidarity: Class Bases of the European Welfare State 1875-1975*. New York: Cambridge.
- Isabela Mares. 2005. "Social Protection Around the World: External Insecurity, State Capacity, and Domestic Political Cleavages" *Comparative Political Studies* 38, 6 (August), p. 623-651.

Week 5. Comparative Political Economy of Institutional Change (February 6)

- Avner Greif and David Laitin. 2004. "A Theory of Endogenous Institutional Change." *American Political Science Review*, v. 98 issue 4, p. 633-652. **(Ohio Link)**
- Arthur Denzau and Douglass North 2000. "Shared Mental Models, Ideologies and Institutions" in, Arthur Lupia, Samuel Popkin, and Mathew McCubbins (eds.). *Elements of Reason: Cognition, Choice and the Bounds of Rationality*. Cambridge p. 23-46. **Carmen.**
- Levi, Margaret. 1990. "A Logic of Institutional Change" in Cook and Levi, *The Limits of Rationality*, Chicago. p.402-418. **Carmen.**
- North, Douglass. 1990. "Institutions and their Consequences for Economic Performance" in Cook and Levi, *The Limits of Rationality*, p. 383-401. **Carmen.**
- Knight, Jack. 1992. *Institutions and Social Conflict*. Cambridge, Chapters 1-2, p 1-47. **Carmen.**

Recommended:

- Mahoney and Rueschemeyer, eds. *Comparative Historical Analysis in the Social Sciences*: Chapter 6 (Thelen).
- Peter Hall and Rosemary Taylor, Peter, H. "Political Science and the Three New Institutionalisms." *Political Studies*, v. 44 issue 5, 1996, p. 936-957.
- Shepsle, Kenneth. 1986. "Institutional Equilibrium and Equilibrium Institutions" in Herbert F. Weisberg, ed. *Political science: the science of politics*, Agathon Press, p. 51-81

Week 6. Political Economy of Development (February 13)

- Pranab K. Bardhan, 2004. *Scarcity, Conflicts, and Cooperation: Essays in the Political and Institutional Economics of Development*. MIT. Chapters 1-5, 9-12.

Recommended:

- Gerschenkron, Alexander. "Economic Backwardness in Historical Perspective." Harvard, 1962
- Olson, Mancur. 2000. *Power and Prosperity*. New York: Basic Books.
- Weingast, Barry R., Kenneth A. Shepsle, and Christopher Johnsen. 1981. "The Political Economy of Benefits and Costs: A Neoclassical Approach to Distributive Politics." *Journal of Political Economy* 89:4, p. 642.
- Bates, Robert. 1981. In *Markets and States in Tropical Africa*. Berkeley: Univ. of California Press.
- North, Douglass and Barry Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth Century England." *Journal of Economic History* Vol. 49, p. 803-832.

Week 7. Comparative Political Economy of Trade (February 20)

- Michael Hiscox, *International Trade and Political Conflict: Commerce, Coalitions, and Mobility*, Chs. 1-4, 11, 12, 13.
- **Alícia Adserà and Carles Boix** 2002. "Trade, Democracy, and the Size of the Public Sector: The Political Underpinnings of Openness" *International Organization*, 56, 2 p. 229-262. ([Ohio Link](#))

Recommended:

- Ronald Rogowski, "Political Cleavages and Changing Exposure to Trade," *American Political Science Review* 81, 4 (December 1987):1121-1137.
- Timothy Frye and Edward Mansfield, "Fragmenting Protection: The Political Economy of Trade Policy in the Post-Communist World" *British Journal of Political Science*, 33, 4 (October, 2003), p. 635-657.
- Ronald Rogowski, "Trade and the Variety of Democratic Institutions," *International Organization* 41:2 (Spring 1987), 203-223. JSTOR

Week 8. Political Economy of Policy Diffusion (February 27)

- Simmons, Beth and Zachary Elkins. 2004. "The Globalization of Liberalization: Policy Diffusion in the International Political Economy." *American Political Science Review* 98:171-189. ([Ohio Link](#))
- Weyland, Kurt. 2005. "Theories of Policy Diffusion: Lessons from Latin American Pension Reform." *World Politics* Volume 57, Number 2, January, pp. 262-295. ([Ohio Link](#))
- Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. "Introduction: The International Diffusion of Liberalism." *International Organization* 60, 4, p. 781-810. ([Ohio Link](#))
- Levi-Faur, David. (2005) "The Global Diffusion of Regulatory Capitalism," *The ANNALS of the American Academy of Political and Social Science*, Vol. 598, No. 1, 12-32. ([Ohio Link](#))
- Brooks, Sarah M. 2007. "When Does Diffusion Matter? Explaining the Spread of Structural Pension Reforms across Nations." *The Journal of Politics*, 69, 3, August, p. 701-715. ([Ohio Link](#))

✓ **Final Paper Abstract Due**

Recommended:

- Mintrom, Michael. 1997. "Policy Entrepreneurs and the Diffusion of Innovation." *American Journal of Political Science* 41, 3 (July): 738-770.
- Collier, David and Richard Messick. 1975. "Prerequisites versus Diffusion: Testing Alternative Explanations of Social Security Adoption." *The American Political Science Review* 69, 4: 1299-1315.
- Rogers, Everett. 1995. *Diffusion of Innovations*. 4th edition. New York, NY: Free Press.

- Walker, Jack L. 1969. "The Diffusion of Innovations Among the American States." *American Political Science Review* 63: 880-899.
- Meseguer, Covadonga. 2005. "Policy Learning, Policy Diffusion, and the Making of a New Order." *The Annals of the American Academy of Political and Social Science* 598, 1: 67-82.
- Brooks, Sarah M. 2005. "Interdependent and Domestic Foundations of Policy Change: The Diffusion of Pension Privatization Around the World." *International Studies Quarterly* 49(2):273-294.

Week 9. Domestic and International Sources of Economic Policy (March 6)

- Frieden, Jeffrey. 2008. "The Political Economy of Exchange Rate Regimes in Transition Economies" GIES workshop paper. **Carmen.**
- Mosley, Layna. 2000. "Room to Move: International Financial Markets and National Welfare States" *International Organization*, 54: 737-773 (**Ohio Link**)
- Putnam, Robert. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* vol. 42(3), pages 427-60. (**Ohio Link**)
- Gourevitch, Peter. 1978. "The Second Image Reversed," *International Organization* vol. 32, no. 4, (Autumn), pp. 881-912 (**Ohio Link**)

☀ *Frieden talk @ GIES workshop, 3:30 p.m.*

Recommended:

- Cooper, Richard. "National Economic Policymaking in an Interdependent World Economy" Ch 6 in *The Economics of Interdependence*, (1968), p. 148-173.
- Helleiner, Eric. 1996. *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Princeton.
- Sobel, Andrew. 1999 *State Institutions, Private Incentives, Global Capital*. Michigan.

Week 10. Political Business Cycles: Electoral and Partisan Political Control of the Economy (March 13)

- Douglas Hibbs, "Political Parties and Macroeconomic Policy." *APSR*. Dec. 1977, 1467- 87. ([Ohio Link](#))
- Michael Kalecki. "Political Aspects of Full Employment" in Kalecki, *Selected Essays on the Dynamics of the Capitalist Economy 1933-1970*. Cambridge U.P. 1971, p.138-145. **Carmen.**
- Alt, James and Alex Chrystal, "Political Business Cycles" in *Political Economics*, (1983) Ch. 5, p. 103-125. **Carmen.**
- Clark, William et al. 1998. "International and Domestic Constraints on Political Business Cycles in the OECD Economies." *International Organization*. 52 (1) 87-120. ([Ohio Link](#))
- Karen Remmer, 1993, "The Political Economy of Elections in Latin America, 1980-1991." *APSR*, 87, 393-407. ([Ohio Link](#))

Recommended:

- William Nordhaus, "The Political Business Cycle." *Review of Economics Studies*, 42, 1975, 169-173.
- Tufte, Edward, 1980 *Political Control of the Economy* Princeton.
- Alesina, Alberto. 1989, "Politics and Business Cycles in Industrial Democracies" *Economic Policy*, 8:55-98.

Final paper due: March 20, 5 pm.

Political Science 740: Problems in Latin American Politics
Winter 2003, Professor Kurtz
2105 Derby Hall 2078 Derby Hall
614.292.0952 Thursdays 3:30-6:18PM
kurtz.61@osu.edu OH: Wed 4-5PM; Fri 4-5PM

Course Description

This is a reading course in Latin American politics. As such it is organized around themes and not particular countries, though there will be a wide geographic sweep as we proceed through the material. Thematically, we will cover issues that have been of great importance in the Political Science scholarship on Latin America: Social Movements and the State; Authoritarianism and Development; Democracy and Democratic Politics; and the Political Economy of Reform.

Our reading will be organized around a series of books that have had an important influence on Comparative Politics scholarship, both within the region and more generally. They have been selected to reflect a variety of different theoretical and methodological approaches, from historical institutionalism to quantitative cross-national analysis, to interpretivism. This reflects the diversity of scholarship in the

literature. Usually we will read a single book for each class session, and discuss it in great depth. Occasionally, additional readings will be assigned.

Responsibilities

This class meets once a week for nearly three hours. This is sufficient time for us to thoroughly discuss the issues at hand, and to consider carefully the way in which different authors pose questions and propose to answer them. We will not be engaged in an effort to summarize the works in question, but rather to examine how they were undertaken and what the strengths and weaknesses of those approaches are. The point is that we will engage in a rather thorough critique, which requires that the reading of the texts be equally thorough. You will not get much out of this course if you skip readings, or read only cursorily.

Requirements

There are three requirements for this course. First and foremost, we must all come to class well-prepared and ready to discuss the readings. To facilitate this, each of us will bring along up to a 1 page thought-piece for each session. This is an opportunity to raise questions or pose critiques that we will discuss during the class session. *It is not to be a summary.* Bring sufficient copies for all members of the class—we will pass them around and read them at the onset of each session.

Second, there is a single written assignment for this course. It is a limited research paper. The idea will be to take a theoretical argument—from the reading for the course or from any other reading you may have done—and test it in appropriate data from the Latin American region. The idea here falls short of a research paper (the quarter system does not provide enough time to do one). Instead of generating your own independent hypothesis and examining relevant evidence in an effort to evaluate it, you can take an existing theory and apply it to Latin American evidence. The weight of this task is thus in constructing and performing an appropriate hypothesis test. You are responsible for collecting whatever evidence is needed to do your evaluation. More will be said on this later, but from the beginning, try to keep your eye open for theoretical perspectives that you would like to investigate further. Note that you will be evaluated on how well you operationalize the theoretical claims you evaluate, and on the appropriateness of the evidence that you bring to bear. These are naturally critical skills for your future as political scientists. There is no minimum or maximum page guideline for this paper: it should be as long as it needs to be to be accomplished effectively, though no longer. Perhaps a rough guide might be in the vicinity of 20 pages. It will be due in rough draft form on March 6, and in its final version on March 13. 2

Third, everyone will present her/his paper, and critique that of another class member, on the last day of classes. The idea will be for a ten minute presentation (of theory and results) followed by a five minute constructive critique—what was done well and why; how could it be improved. Time limits will be strict. To make this work, a rough draft must be available for your discussant by March 6. The final version will be due to me on March 13 (last day of classes). Grades will be assigned based on the following weighting: Class participation and thought papers 30% Presentation and Critique 15% Paper 55%

Readings

There are eight books for this course, all ordered at Student Book Exchange. They are all in print so you can also get them through any number of online services (amazon, bn.com, half.com). With limited exceptions we will read these books in their entireties. You should purchase them and be sure to bring them to class with you for the day on which they will be discussed—we will make frequent reference to the texts. On occasion we will supplement the books with journal articles, though not generally. The books are: 1. Susan Stokes. *Cultures in Conflict: Social Movements and the State in Peru* (Berkeley: University of California Press, 1995). 2. Jeffery Paige. *Coffee and Power: Revolution and the Rise of Democracy in Central America* (Cambridge, MA: Harvard University Press, 1997). 3. Fernando Henrique Cardoso and Enzo Faletto. *Democracy and Development in Latin America*. (Berkeley: University of California Press, 1979). Spanish edition, Siglo Veintiuno Editores, 1971). 4. Alfred Stepan. *Rethinking Military Politics: Brazil and the Southern Cone* (Princeton, NJ: Princeton University Press, 1988). 5. Ruth Berins Collier and David Collier. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America* (Notre Dame: Notre Dame University Press, 2002). This is a second edition. The original edition (identical except for preface) was issued by Princeton University Press, 1991. 6. Barry Ames. *The Deadlock of Democracy in Brazil* (Ann Arbor, MI: University of Michigan Press, 2002). 7. Susan Stokes. *Mandates and Democracy: Neoliberalism by Surprise in Latin America*. (New York: Cambridge University Press, 2001). 8. María Victoria Murillo. *Labor Unions, Partisan Coalitions, and Market Reforms in Latin America* (New York: Cambridge University Press, 2001). If you desire a background text on Latin American politics, a good reader is: Skidmore and Smith, *Modern Latin America*, 5th Ed., Oxford University Press, 2000. This is not, of course, a required text. 3

SCHEDULE OF READINGS

I. January 9, 2003: Introductory Overviews

Frances Hageopian, "Political Development, Revisited" *Comparative Political Studies* Vol. 33 No. 6/7 (August/September 2000). Herbert Kitschelt, "Linkages between Citizens and Politicians in Democratic Polities" *Comparative Political Studies* Vol. 33 No. 6/7 (August/September 2000).

PART ONE: SOCIAL MOVEMENTS AND THE STATE

II. January 16, 2003: Political Culture

Susan Stokes. *Cultures in Conflict: Social Movements and the State in Peru* (Berkeley: University of California Press, 1995).

II. January 23, 2003: Political Economy Meets Ideology in Central America

Jeffery Paige. *Coffee and Power: Revolution and the Rise of Democracy in Central America* (Cambridge, MA: Harvard University Press, 1997).

PART TWO: AUTHORITARIANISM

III. January 30, 2003: The Collapse of Democracy

Fernando Henrique Cardoso and Enzo Faletto. *Democracy and Development in Latin America*. (Berkeley: University of California Press, 1979). Spanish edition, Siglo Veintiuno Editores, 1971). Guillermo O'Donnell. *Modernization and Bureaucratic Authoritarianism* (Berkeley: Institute of International Studies Press, 1973). pp. 51-163.

IV. February 6, 2003: Military Rule

Alfred Stepan. *Rethinking Military Politics: Brazil and the Southern Cone* (Princeton, NJ: Princeton University Press, 1988).

PART THREE: REIMAGES AND DEMOCRACY

V. February 13, 2003: Historical Institutionalism and Regime Outcomes Ruth Berins Collier and David Collier. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America* (Notre Dame: Notre Dame University Press, 2002), READING: Introduction (pp. 3-55), then in the sections on Cleavage, Critical Juncture, Legacy, and Heritage, only those sections dealing with Chile, Brazil, Venezuela, and Mexico. [This is a second edition. The original edition (identical except for preface) was issued by Princeton University Press, 1991]

VI. February 20, 2003: Democratic Politics

Barry Ames. *The Deadlock of Democracy in Brazil* (Ann Arbor, MI: University of Michigan Press, 2002).

PART FOUR: POLITICAL ECONOMY OF REFORM 4

VII. February 27, 2003: The Neoliberal Turn

Susan Stokes. *Mandates and Democracy: Neoliberalism by Surprise in Latin America*. (New York: Cambridge University Press, 2001).

VIII. March 6, 2003: Society Meets the New Economy

Maria Victoria Murillo. *Labor Unions, Partisan Coalitions, and Market Reforms in Latin America* (New York: Cambridge University Press, 2001).

IX. March 13, 2003: Presentations

[no readings]

Political Science 540.02

Special Topics in Latin American Politics:

Brazil

Prof. Sarah Brooks

Autumn 2008

Tu-Th. 9:30-11:18

0150 Derby Hall

Contact Information:

Office: 2052 Derby Hall Email: brooks.317@osu.edu

Office tel.: (614) 292-7102 Office Hrs.: Tu.,Th. 12-1 p.m.

Or by appointment

Course Description:

This course examines the challenges facing the Brazilian state and society in the new century. The first part of the course examines the basic structure, history and foundations of contemporary Brazilian politics. We then examine how interests groups are organized and act in the political arena. In particular, we will study the impact of social and economic actors on state decision-making, with special attention to the social and economic challenges arising from poverty, inequality and globalization. We then examine how state and social actors have responded to political and social challenges associated with poverty, inequality and race relations. The final weeks of the quarter examine the challenges of social and economic reform in the 21st century. This section will center on the new forms of state intervention, and the shifting political alliances that accompanied the opening and insertion of Brazil into the international political and economic scene.

Evaluation:

The course evaluation will be based on the following elements:

- 1) Participation (10%)
- 2) 2 Midterm Exams (30% each);
- 3) Final exam (30%)

Participants in this course are expected to complete the required readings prior to the first class meeting of the week. Suggested readings are listed as well for each week; these are optional, but

students may find them useful in providing a broader context to class discussion and lectures.
The two midterm exams will be taken in class, closed-book, and will 2

consist of essays and identification questions. Booklets for writing your exam answers will be provided. We will have two group presentations that will count heavily toward your participation grade. The class will be divided in groups prior to the debate and each group will make a collective presentation of the issue; all students are expected to participate in the discussions. The final exam will be cumulative and will be administered during finals week in class. A study guide will be distributed on the final class meeting.

Required Course Materials:

- ☐ Riorden Roett, *Brazil: Politics in a Patrimonial Society*, 5th edition, Praeger.
- ☐ Online Journal Articles. The bulk of the readings for the course are journal articles that are available online through the University Library. These articles are indicated (“Online”) in the syllabus below, and a link will be provided from the course website.
- ☐ Course Reader. Readings will available online through the Carmen web page system. These are marked **R**.

Academic Honesty:

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the Committee on Academic Misconduct, whose job it is to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp.

Special Needs:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; and on the web:

<http://www.ods.ohio-state.edu/> 3

Schedule

Week 1. Introduction

September 25: No required readings.

Week 2. Foundations for the Study of Brazil

September 30-October 2:

Required Readings:

- Roett, Chapter 1. "Brazil: A Framework for Analysis," p. 1-32.
- "Imperial and Republican Brazil," in Robert Levine and John Crocitti, eds. *The Brazil Reader*, p.59-119. **R.**

Suggested Reading for Week 2:

- Leslie Bethell, ed. *Brazil: Empire and Republic, 1822-1930*, 1989. Part I, Chapters 2-4: p. 45-213.
- Warner Baer, 2001. *The Brazilian Economy: Growth and Development*, 5th edition, Part I, p. 3-21.
- Nancy Sheper-Hughes, "O Nordeste: Sweetness and Death," *Death Without Weeping: the Violence of Everyday Life in Brazil*. Berkeley: University of California Press, p. 31-64.
- James Lockhart and Stuart B. Schwartz, 1983. "Brazil in the Sugar Age," *Early Latin America*. Cambridge University Press, p. 202-252.

Week 3: Authoritarian Brazil

October 7-9:

Required Readings:

- Roett, Chapter 2: "Political Parties and Elections," p. 33-62.
- Michael Wallerstein, 1980. "The Collapse of Democracy in Brazil: Its Economic Determinants" *Latin American Research Review*, 15, 3, p. 3-40. Online.
- Roett, Chapter 4: "The Military in Politics," p. 103-138.

Suggested Readings for Week 3:

- Roett, Chapter 3: "The Patrimonial State and Society in Brazil," p. 63-102. Thomas E. Skidmore, 1989. "Brazil's Slow Road to Redemocratization: 1974-1985," in Alfred Stepan, ed. *Democratizing Brazil: Problems of Transition and Consolidation*. Oxford
- .Thomas E. Skidmore, 1990. *The Politics of Military Rule in Brazil, 1964-1985*, Oxford University Press. Chs. 1-6, p. 3-209.

□ Wendy Hunter, 1995. "Politicians against Soldiers: Contesting the Military in Postauthoritarian Brazil" *Comparative Politics*, 27, 4 (July), p. 425-443.

□ Guillermo O'Donnell, 1999. "On the State, Democratization and some Conceptual Problems." *Counterpoints: Selected Essays on Authoritarianism and Democratization*. University of Notre Dame Press.

Week 4: Democratization

October 14-16:

Required Readings:

□ Luciano Martins, 1986. "The „Liberalization" of Authoritarian Rule in Brazil" in Guillermo O'Donnell, Philippe C. Schmitter, Laurence Whitehead, eds. *Transitions from Authoritarian Rule: Latin America* Johns Hopkins University Press, p.72-94. **R.**

□ Scott Mainwaring, 1986. "The Transition to Democracy in Brazil." *Journal of Interamerican Studies and World Affairs*. 28, 1 (Spring), p. 149-179. Online.

□ Frances Hagopian, 1990. "Democracy by Undemocratic Means?: Elites, Political Pacts, and Regime Transition in Brazil" *Comparative Political Studies*, 23, 2 (July), p. 147-170. Online.

Suggested Readings for Week 4:

□ Frances Hagopian, 1996. *Traditional Politics and Regime Change in Brazil*, Cambridge University Press.

□ Thomas E. Skidmore, 1967. *Politics in Brazil, 1930-1964: An Experiment in Democracy*. New York: Oxford University Press.

□ Leslie Bethell, 2003. "Politics in Brazil : from elections without democracy to democracy without citizenship" 2005, in Maria D'Alva Kinzo and James Dunkerley, eds., *Brazil since 1985: politics, economy and society*. London : Institute of Latin American Studies.

Week 5: Social Mobilization

October 21-23:

□ October 23: **Midterm Exam #1**

Required Readings:

□ Peter Houtzager and Marcus J. Kurtz. 2000. "The Institutional Roots of Popular Mobilization: State Transformation and Rural Politics in Brazil and Chile, 1960–1995." *Comparative Studies in Society and History*, 42, 2, p. 394-424. Online.

□ Kathryn Hochstetler, 2000. "Democratizing Pressures from Below? Social Movements and the New Brazilian Democracy." in Kingstone and Power, *Democratic Brazil: actors, institutions, and processes*. University of Pittsburgh Press, p.167-184. **R.**

Suggested Reading for Week 5:

- Peter P. Houtzager, 1998. "State and Unions in the Transformation of the Brazilian Countryside, 1964- 1979" *Latin American Research Review*, 33, 2. p. 103-142.
- Robert Gay, 1994. *Popular Organization and Democracy in Rio de Janeiro: a tale of two favelas*. Temple University Press
- William R. Nylen, 2002. "Testing the Empowerment Thesis: The Participatory Budget in Belo Horizonte and Betim, Brazil," *Comparative Politics* 43, 2 (January), p. 127-145.
- Frances Hagopian, 1998. "Democracy and Political Representation in Latin America in the 1990s: Pause, Reorganization or Decline?" In Felipe Agüero and Jeffrey Stark, eds. *Fault Lines of Democracy in Post-Transition Latin America*. Lynne Rienner, p. 99-104.

Week 6: Race and Politics in Brazil

October 28-30:

Required Readings:

- Mala Htun, 2004. "From „Racial Democracy" to Affirmative Action: Changing State Policy on Race in Brazil." *Latin American Research Review*, 39, 1 (February), p. 60-89. Online.
- Stanley R. Bailey, 2004. "Group Dominance and the Myth of Racial Democracy: Antiracism Attitudes in Brazil." *American Sociological Review* 69, 5 (October), p. 728-747. Online.
- "Race and Ethnic Relations," in Robert Levine and John Crocitti, eds. *The Brazil Reader*, p. 351-394. (skim) **R.**

October 30: Group Presentations: Affirmative Action in Brazil

Suggested Readings for Week 6:

- Carlos Hasenbalg and Nelson do Valle Silva, 1999. "Notes on Racial and Political Inequality in Brazil" in Michael Hanchard, ed. *Racial Politics in Contemporary Brazil*, Duke University Press, p. 154-178.
- Antônio Sérgio Alfredo Guimarães, 2005. "The race issue in Brazilian politics (the last fifteen years)" in Maria D'Alva Kinzo and James Dunkerley, eds. *Brazil since 1985: politics, economy and society*. Oxford: Institute of Latin American Studies.
- Burdick, John. 1998. The Lost Constituency of Brazil's Black Movements. *Latin American Perspectives* 25, 1, p. 136-155.
- Antonio Sérgio Alfredo Guimarães, 1995. "Racism and Anti-Racism in Brazil." In Benjamin P. Bowser, ed. *Racism and Anti-Racism in World Perspective*, Thousand Oaks: Sage Publications.
- Hanchard, Michael, 1994. *Orpheus and Power: The Movimento Negro of Rio de Janeiro and São Paulo, Brazil, 1945-1988*. Princeton: Princeton University Press.

Week 7: Rule of Law and Land Disputes

November 4-6:

Required Readings:

- Anthony W. Pereira, 2000. "An Ugly Democracy? State Violence and the Rule of Law in Postauthoritarian Brazil" *Democratic Brazil: actors, institutions and processes*. Peter R. Kingstone and Timothy J. Power, eds. University of Pittsburgh Press, p. 217-235. **R.**
- James Holston, 1991. "The Misrule of Law: Land and Usurpation in Brazil." *Comparative Studies in Society and History* 33, no. 4 (October): 695-725. Online.
- Hernando de Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. London, UK: Bantam Press, 2000. pp. 1-37, 208-218. **R.**

November 6: Group Presentations: Land Disputes in Brazil

Suggested Readings for Week 7:

- Colburn, Forrest D. "Crime" in *Latin America at the End of Politics*. Princeton, NJ: Princeton University Press, 2002, pp. 73-80.
- Gabriel Ondetti, 2006. "Repression, Opportunity, and Protest: Explaining the Take-Off of Brazil's Landless Movement," *Latin American Politics and Society*, 48, 2, p. 61-94.
- John Hammond, 1999. "Law and Disorder: The Brazilian Landless Farmworkers' Movement" *Bulletin of Latin American Research*, 18, 4 (October), p. 469-489.
- Lee J. Alston, Gary D. Libecap and Robert Schneider, 1996. "The Determinants and Impact of Property Rights: Land Titles on the Brazilian Frontier." *Journal of Law, Economics and Organization*, 12, 1, p. 25-61.

Week 8: Poverty, Inequality and Democracy

November 11-13:

Required Readings:

- Roberto Patricio Korzeniewicz and William C. Smith, 2000. "Poverty, Inequality and Growth in Latin America: Searching for the High Road to Globalization." *Latin American Research Review*, 35, 3, p.7-54. Online.
- Thomas E. Skidmore, 2004. "Brazil's Persistent Income Inequality: Lessons from History." *Latin American Politics and Society*, 46, 2, (Summer), p. 133-150. Online.
- Ken Roberts, 2002. "Social Inequalities without Class Cleavages in Latin America's Neoliberal Era," *Studies in Comparative International Development*, 36, 4, Winter, p.3-33. Online.

November 13: **Midterm Exam #2 7**

Suggested Readings for Week 8:

- Roett, Chapter 5 “The Brazilian Economy,” p. 143-180.
- Rosemary Thorp, 1998. “Growth and the Quality of Life over the Century” in Rosemary Thorp, ed. *Progress, Poverty and Exclusion: An Economic History of Latin America in the Twentieth Century*. Inter-American Development Bank.
- Florencia Jubany and Judy Meltzer, 2004. “The Achilles” Heel of Latin America: The State of the Debate on Inequality” *Focal: Policy Paper*, FPP 04-5. June.
- Alejandro Portes and Kelly Hoffman, 2003. “Latin American Class Structures: Their Composition and Change during the Neoliberal Era.” *Latin American Research Review*, 38,1, p. 41-82.

Week 9: Globalization and Democracy in Brazil

November 18-20:

Required Readings

- Marcus J. Kurtz, 2004. “The Dilemmas of Democracy in the Open Economy: Lessons from Latin America,” *World Politics*, 56. Online.
- Nathan Jensen and Scott Schmith, 2005. “Market Responses to Politics: The Rise of Lula and the Decline of the Brazilian Stock Market.” *Comparative Political Studies*, 38, 10, p. 1245-1270. Online.
- Alvaro Bianchi and Ruy Braga, 2005. “The Lula Government and Financial Globalization,” *Social Forces*, 83, 4, p. 1745-1762. Online.

Suggested Readings for Week 9:

- Kurt Weyland, 2004. “Neoliberalism and Democracy in Latin America: A Mixed Record” *Latin American Politics and Society*, 46, 1.
- Kurt Weyland, 2005. “The Growing Sustainability of Brazil's Low-Quality Democracy.” in Francis Hagopian and Scott Mainwaring, eds. *The Third Wave of Democratization in Latin America*. Cambridge.
- Kurt Weyland, 1996. “Obstacles to Social Reform in Brazil's New Democracy” *Comparative Politics*, Vol. 29, No. 1. pp. 1-22.
- De Souza, Amaury, “Cardoso and the Struggle for Reform in Brazil,” *Journal of Democracy* 10.3 (1999): 49-63.
- Robert H. Bates, 1997. *Open-Economy Politics: The Political Economy of the World Coffee Trade*. Princeton University Press, Chapters 1-2.

Weeks 10-11: Brazil in the 21st Century: Challenges and Political Responses

November 25 – December 2:

[Class will not meet on **November 27** for **Thanksgiving**.]

Required Readings:

- Roett, Chapter 7, “Challenges for the Next Century,” p. 217-230.
- Wendy Hunter and Timothy Power, 2007, “Rewarding Lula: Executive Power, Social Policy, and the Brazilian Elections of 2006” *Latin American Politics and Society*, 49, 1, p. 1-30. Online.
- Anthony Hall, 2006. “From Fome Zero to Bolsa Família: Social Policies and Poverty Alleviation under Lula” *Journal of Latin American Studies*, 38, 4 (November), p. 689-709. Online.

Recommended Readings for Weeks 10-11:

- Wendy Hunter and Timothy Power, 2005. “The Lula Government at Mid-Term: Shaping a Third Decade of Democracy in Brazil.” *Journal of Democracy*, 16, 3, p. 127-139.
- Wendy Hunter, 2007. “Normalization of an Anomaly: The Workers’ Party in Brazil. *World Politics*, 59, April, p. 440-475.
- Peter Flynn, “Brazil and Lula, 2005: Crisis, Corruption, and Change in Political Perspective,” *Third World Quarterly* 26, 8, p. 1221-1267.
- Sue Branford and Bernardo Kucinski, 2003. *Lula and the Workers Party in Brazil*. New York: New Press, p. 1-50.
- Edmund Amann and Werner Baer, 2006. “Economic Orthodoxy vs. Social Development? The Dilemmas facing Brazil’s Labour Government” *Oxford Development Studies*, 34, 2, p. 219-241.
- Lula’s Zero Hunger Policy Website: <http://www.fomezero.gov.br/>

December 5:

- Review for Final Exam

December 11:

Final Exam.

Portuguese 330
Introduction to Brazilian Culture
Winter 2009

Prof. Richard A. Gordon
Office: 243 Hagerty Hall
614-292-5719
gordon.397@osu.edu
Office hours: By appointment.
(Please note that I typically do not check email on weekends.)

Course Description:

Through diverse media—primarily film, but also including other media such as music—this course will delve into the African, European, and Amerindian influences that have contributed to forming the culture of

this unique nation. This is not a historical or comprehensive survey of Brazilian culture. Rather, by way of the perspective of various cultural artifacts, we will consider key topics from the colonial period on, and the legacies of Brazil's past on current socio-economic, political, and cultural aspects of Brazilian society.

GEC Category: 2 Breadth; C Arts and Humanities; (3) "Cultures and Ideas"

GEC Expected Learning Outcomes: Arts and Humanities

- o Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.
 1. Students develop abilities to be informed observers or active participants in the visual, spatial, performing, spoken, or literary arts.
 2. Students describe and interpret creative work, and/or movements in the arts and literature.
 3. Students explain how works of art and writings explore the human condition.

Our specific approach to realizing Expected Learning Outcomes:

- o Our chief goal in this course will be to trace and analyze diverse ways that Brazilian culture has reflected on Brazil. In other words, rather than base our study on secondary texts that explain and interpret Brazil (or synthesize its cultural diversity), we will strive to understand something of how Brazilian cultural texts like film and music have interpreted the country. So, when considering each text we will ask ourselves what commentary it makes about Brazil and about the ways in which it realizes that commentary. Ultimately, this approach will give us preliminary insight into certain key (and diverse) ways that Brazilian culture "works," which will in turn help us to appreciate how Brazilian culture is similar to or different from other cultural contexts that we might know.

Course texts:

All readings will be posted on Carmen.

Organization of class sessions and preparation for class:

- **Tuesdays:** Film screenings
 - o No homework is required for Tuesday classes.
- **Thursdays:** Discussion of the films, in part through consideration of the assigned reading.
 - o Homework: See below under "Preparation for Thursday Classes."

Evaluation Categories:

- Participation: 20%
- Preliminary Analysis: 20%
- First Take-Home Analysis: 20%
- Second Take-Home Analysis: 20%
- Group Presentation: 20%

Explanation of my expectations and of the Evaluation Categories:

- **Attendance:**
 - o Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals and early departures will each count as $\frac{1}{2}$ of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your final course grade will be lowered by 2% for each unexcused absence.

- You should use your two "grace days" to cover unexcused absences (work, family vacations, long weekends, weddings, family emergencies, undocumented illness, transportation problems, oversleeping, etc.).
 - Excused absences (or adjustments to attendance or participation) should be discussed with the instructor and documented. Examples of excused absences are:
 - Legitimate excused absences may be related, for example, to:
 - Participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. A note from Student Health Services that indicates, "The patient was not seen here during this period of illness," is not acceptable. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.
 - I also respectfully take into account religion and disabilities. Please feel free to discuss any relevant issues with me.
 - Make-up work is possible in the event of excused absences. Arrangements for make-up work must be negotiated with the instructor prior to the absence, if possible. Makeup work will be permitted only when the instructor is presented with acceptable documentation. Work must be made up in a timely manner.
- **Preparation for Thursday Classes:**
 - Complete assigned reading.
 - Be prepared to be called on to comment on the reading (in relation to the film), as well as the film (in relation to the reading and otherwise).
 - Complete and print (to turn in at the end of class) "Preliminary Analysis" of the film (see below for instructions). You should use this document as a way to help you prepare to participate in class discussions, as sketched in previous bullet point. This homework in conjunction with in-class discussions will help you prepare efficiently for the "First and Second Take-Home Analyses."
 - **Participation (20%)**
 - This grade will be based on appropriate and proactive in-class contributions to discussions. You should come to class prepared as outlined above under "Preparation for Thursday Classes."
 - **Preliminary Analyses (20%)**
 - Complete and print (to turn in at the end of class) a Preliminary Analysis of the film, keeping in mind the reading.
 - Basic parameters: Typed, single-spaced. Maximum one page, minimum ½ page.
 - Format: you should select 1-3 salient quotes from the assigned reading and produce, following the reproduction of those quotes, some preliminary analysis in light of the quotes.
 - **First Take-Home Analysis (20%) and Second Take-Home Analysis (20%)**

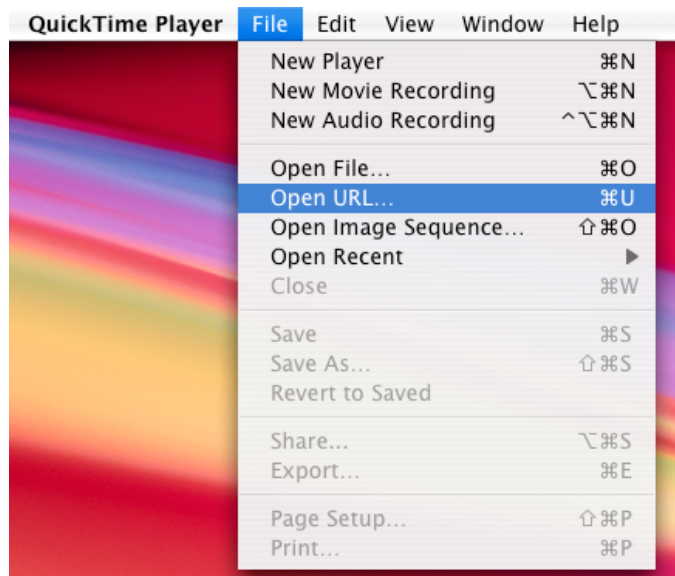
- In lieu of in-class midterm and final exams, or term papers, you will be asked to complete at home and email to me by the end of the class periods indicated in the Calendar, Take-Home Analyses at two points in the quarter.
- Based on class discussions and ever-increasing skills, you will revise and enhance all of the Preliminary Analyses produced in the weeks previous (note: the Second Take-Home Analysis covers only material from the second half of the course). Each of the films we see in class will be available for review, shortly before the Take-Home, through the streaming video server (see below for instructions).
- Maximum length: One single-spaced page per cultural text covered.
- **Group Project (20%)**
 - Groups of 4-7 people will be assigned by me, and the day on which each group presents will be chosen randomly. On that day you will turn in the creative and analytical portions of the project to me, present to the class the creative portion and summarize the analytical portion.
 - Creative portion:
 - By the time you give your presentation, we will have evaluated a number of Brazilian cultural texts, their commentary on Brazil, and how they realize that commentary. In order to enter more fully into dialogue with these texts and understand better how such cultural dynamics work, I will ask you to attempt as well to comment on Brazil through a cultural medium.
 - You must ground your cultural commentary concretely in one of the texts that we have covered. This portion of the Group Project should be a reinterpretation of all or part of that text. In a sense this will be an adaptation (e.g., literary, cinematic). A good adaptation implies previous strong analysis and interpretation of the source text. Also, the realization of the adaptation requires you to wrestle with how your own, new text might be interpreted. The group should consider how distinct approaches to this task might shift the likely understanding of the social commentary.
 - Each group will turn in just one creative portion.
 - This should be an entirely collaborative exercise. Groups should select the source text together, discuss it together, and plan and execute their adaptation together.
 - Analytical portion:
 - Each member of the group should prepare and turn in their own analytical portion.
 - This should be roughly 2-3 pages, double-spaced, typed, Garamond or Times New Roman 12 pt., 1" margins.
 - This document should explain how you transformed the base-text and what you hoped to achieve through that transformation, including how you see your group's cultural commentary vis-à-vis that of the source text. In other words, it should detail
 - In-class presentation:
 - The in-class presentation of this portion should likewise be collective effort.
 - You are going to expose the class to the "Creative portion" (e.g., show a clip, or give colleagues time to reflect on a painting, etc.).

- The group should also talk about their creative process, how they decided on what they did and how they realized their plans. Each member of the group should briefly summarize their analytical portion. This can be a freeform discussion among the whole group, rather than a formal presentation by each member in order, but all should comment. Please talk to me if you have any questions.

Opening Streaming Video Links at Home

You can open the links that I give you (on Carmen) with **Quicktime** (other programs like Windows Media Player or RealPlayer often do not work). Please make sure you are using a high-speed internet connection.

After opening the Quicktime application, go to File> Open URL and paste or type the link there. See the photo as well. Or you can click on the link if you receive it electronically.



Disability Statement:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor of their needs. The Office for Disability Services is located in 150 Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

GRADING SCALE:

A	100-93	4.0	C+	77-75	2.3	E	64.9-0	0.0
A-	93-90	3.7	C	74-72	2.0			
B+	89-85	3.3	C-	71-70	1.7			
B	84-80	3.0	D+	69-67	1.3			
B-	79-78	2.7	D	66-65	1.0			

Academic Misconduct:

"It is the responsibility of the Committee on Academic Misconduct to

investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)."

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Portuguese 330
Winter 2009

CALENDAR

DATE	Homework to be done <u>for this day's class</u>	In-class activities and due dates
WEEK 1		
T Jan 6		<ul style="list-style-type: none"> • Introduction to the course. • Screen film: <i>O auto da compadecida</i>
R 8	<ul style="list-style-type: none"> • Complete Reading: Buarque and Andrade • Prepare and print (to be turned in) Preliminary Analysis (see syllabus for instructions). 	<ul style="list-style-type: none"> • If necessary, finish screening film. • Discuss film and readings. • Discuss any other complementary cultural texts introduced in class. • Turn in Preliminary Analysis.
WEEK 2		
T 13	<ul style="list-style-type: none"> • No homework 	<ul style="list-style-type: none"> • Screen film: <i>Deus e o diabo na terra do sol</i>
R 15	<ul style="list-style-type: none"> • Complete Reading: Rocha • Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> • If necessary, finish screening film. • Discuss film and readings. • Discuss any other complementary cultural texts introduced in class. • Turn in Preliminary Analysis.
WEEK 3		
T 20	<ul style="list-style-type: none"> • No homework 	<ul style="list-style-type: none"> • Screen film: <i>Cinema, aspirinas e urubus</i>
R 22	<ul style="list-style-type: none"> • Complete Reading: Ribeiro • Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> • If necessary, finish screening film. • Discuss film and readings. • Discuss any other complementary cultural texts introduced in class. • Turn in Preliminary Analysis.
WEEK 4		
T 27	<ul style="list-style-type: none"> • No homework 	<ul style="list-style-type: none"> • Screen film: <i>Central do Brasil</i>
R 29	<ul style="list-style-type: none"> • Complete Reading: Santiago • Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> • If necessary, finish screening film. • Discuss film and readings. • Discuss any other complementary cultural texts introduced in class. • Turn in Preliminary Analysis.
WEEK 5		
T Feb 3	<ul style="list-style-type: none"> • Prepare questions for First Take-Home Analysis Review 	<ul style="list-style-type: none"> • Review for First Take-Home Analysis
R 5	<ul style="list-style-type: none"> • Complete First Take-Home Analysis. 	<ul style="list-style-type: none"> • No class: FIRST TAKE-HOME ANALYSIS DUE BY EMAIL BEFORE THE END OF THE

		<u>CLASS PERIOD.</u> (Note: There will be no final exam for this class)
WEEK 6		
T 10	<ul style="list-style-type: none"> No homework 	<ul style="list-style-type: none"> Screen film: <i>Cafundó</i>
R 12	<ul style="list-style-type: none"> Complete Reading: Sansone Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> If necessary, finish screening film. Discuss film and readings. Discuss other complementary cultural texts introduced in class. Turn in Preliminary Analysis.
WEEK 7		
T 17	<ul style="list-style-type: none"> No homework 	<ul style="list-style-type: none"> Screen film: <i>Madame Satã</i>
R 19	<ul style="list-style-type: none"> Complete Reading: Telles Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> If necessary, finish screening film. Discuss film and readings. Discuss any other complementary cultural texts introduced in class. Turn in Preliminary Analysis. Some time will be devoted to working in class on Group Project Presentations.
WEEK 8		
T 24	<ul style="list-style-type: none"> No homework 	<ul style="list-style-type: none"> Screen film: <i>Quanto vale ou é por quilo</i>
R 26	<ul style="list-style-type: none"> Complete Reading: Avelar-Present Prepare and print (to be turned in) Preliminary Analysis. 	<ul style="list-style-type: none"> If necessary, finish screening film. Discuss film and readings. Discuss any other complementary cultural texts introduced in class. Turn in Preliminary Analysis. Some time will be devoted to working in class on Group Project Presentations.
WEEK 9		
T Mar 3	<ul style="list-style-type: none"> No homework 	<ul style="list-style-type: none"> Screen film: <i>Onibus 174</i>
R 5	<ul style="list-style-type: none"> Complete Reading: Schwarz Prepare and print (to be turned in) Preliminary Analysis. If you your group is going to present today, Complete Group Project Presentations. Presentations will be done in class, and written portions will be turned in. 	<ul style="list-style-type: none"> If necessary, finish screening film. Discuss film and readings. Discuss any other complementary cultural texts introduced in class. Turn in Preliminary Analysis. Group Project Presentations. Groups presenting should turn in written portions of presentations.
WEEK 10		
T 10	<ul style="list-style-type: none"> If you your group is going 	<ul style="list-style-type: none"> Group Project

	<p>to present today, Complete Group Project Presentations. Presentations will be done in class, and written portions will be turned in.</p> <ul style="list-style-type: none"> • Prepare questions for Second Take-Home Analysis Review 	<p>Presentations. Groups presenting should turn in written portions of presentations.</p> <ul style="list-style-type: none"> • Official course evaluations (SEI and discursive). • Review for Second Take-Home Analysis
R 12	<ul style="list-style-type: none"> • Complete Second Take-Home Analysis. 	<ul style="list-style-type: none"> • No class: <u>SECOND TAKE-HOME ANALYSIS DUE BY EMAIL BEFORE THE END OF THE CLASS PERIOD.</u> (Note: There will be no final exam for this class)

Portuguese 650
Introduction to Brazilian Cultural Studies
Winter 2007
MW 11:30-1:18
Scott Laboratory 0103

Prof. Richard A. Gordon

Contact info: 243 Hagerty Hall 614-292-5719 gordon.397@osu.edu

Homepage: <http://sppo.osu.edu/people/person.cfm?ID=2104>

Office hours: W 9:30-11:15

The course's page is on Carmen.

A note regarding email:

* I typically check email only Monday through Friday. Please allow about 48 hours to answer emails.

* I will contact you occasionally through email, and I will only use OSU email addresses. You will be held responsible for checking your OSU email account regularly throughout the quarter.

A note regarding the use of Portuguese in class:

- o In this advanced class, the communication of your thoughts and the flow of the discussion are paramount.
- o Class will be conducted entirely in Portuguese. Make your best effort to express yourself in the Portuguese that you know.
- o If there is a word that you do not know how to say, you will be expected to use circumlocution to express your thought, rather than recourse to English or Spanish.
- o Practice using as well and as confidently as possible the vocabulary and structures that you already know and you will increase your fluency. Avoid looking to me or anyone else in class for confirmation of the correctness of what you are saying. You will not be penalized for making mistakes.

Course Description:

In this course we will read texts from a variety of disciplines in order to build a foundation of knowledge about, and approaches to critically engaging with, fundamental debates related to Brazilian culture. Through consideration of a variety of cultural texts (music, film, painting, literature, etc.) and

diverse essays, students will become conversant in the diverse ways in which culture in Brazil has been understood. Topics to be covered include, colonialism, slavery, quilombos, indigenism, bossa nova, música popular brasileira, tropicália, anthropophagy, soap operas, discourses of mixed-race identity, the intersection of politics and culture, and reconsiderations of Brazilianness at the turn of the 21st century.

Course Objective:

- o Develop a critical knowledge of several concepts central to the study of culture in Brazil.
- o The course is designed so that these diverse goals will be achieved through the combination of assigned readings, reactions to those readings, discussions, presentations, and exams.

Course texts:

- o Electronic copies of all required texts (one essay per class) will be posted on the course's page in Carmen.

Preparation for class and discussion: Read the assigned text and prepare the Reaction (see below for guidelines). Class will generally be run seminar-style. You should come prepared to discuss the readings with each other, based on your Reactions. Please direct comments to the group, rather than to me. I will occasionally intervene in the discussion, but you all are responsible for maintaining the flow of the debate.

Evaluation:

- Attendance & Participation: 10%
- Reactions to Readings: 40%
- Midterm Exam: 20%
- Presentation: 10%
- Final Exam: 20%

Explanation of Evaluation Categories:

- Attendance and Participation (10%)
 - o Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals and early departures will each count as ½ of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your final course grade will be lowered by 2% for each unexcused absence.
 - o You should use your two "grace days" to cover unexcused absences (work, family vacations, long weekends, weddings, family emergencies, undocumented illness, transportation problems, etc.).
 - o Excused absences must be discussed with the instructor and documented. Examples of excused absences are:
 - Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. A note from Student Health Services that indicates, "The patient was not seen here during this period of illness," is not acceptable. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Documentation for excused absences must be presented as soon as

possible. No documentation will be accepted after the last day of regularly scheduled classes.

- o Make-up work is possible in the event of excused absences. Arrangements for make-up work must be negotiated with the instructor prior to the absence, if possible. Makeup work will be permitted only when the instructor is presented with acceptable documentation. Work must be made up in a timely manner (e.g. before the next scheduled evaluation).
- o *In-class participation*: The in-class participation grade will be based on appropriate in-class contributions to discussions. You should come to class prepared to discuss assigned texts.
- Reactions to Readings: 40%
 - o For each required text you will prepare a detailed reaction, which you will print out double-spaced and hand in during class in which we discuss the text. The reaction should be an abstract of the article of no more than 100 words in which you: state the main thesis of the article; identify three main arguments of the text; oppose the arguments if you wish.
- Midterm Exam: 20%
 - o Essay-type exam. You will be expected to demonstrate a sophisticated and critical understanding of the assigned texts and concepts that they address. One week before the exam we will discuss in more detail the format and expectation.
- Presentation: 10%
 - o Since there is no final paper for this course, this is your opportunity to explore in depth, through research and careful reflection, one of the concepts that we cover in class, or another key concept in Brazilian culture. Your presentation should be clear and extensive critical assessment of the concept, including your own intervention. The presentation can make use of aids and should be no more than 10 minutes in length.
- Final Exam: 20%
 - o Similar to the Midterm.

Disability Statement:

Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Plagiarism and Other Matters of Student Misconduct:

Please review the entire "Code of Student Conduct":
http://studentaffairs.osu.edu/resource_csc.asp

I have excerpted here the section related to plagiarism and other related matters:

3335-23-04 Prohibited conduct

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university.

1. Academic misconduct

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;
6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Portuguese 650
Introduction to Brazilian Cultural Studies
Winter 2007

Prof. Richard A. Gordon

CALENDAR

DATE	ASSIGNED TEXTS	DATES OF EXAMS AND ASSIGNMENT DUE DATES
	Week 1	
W 3	Introduction to Course.	
	<i>Antropofagia</i>	
	Week 2	
M 8	Reading and Reaction (see Syllabus for instructions) to: Andrade (on Carmen)	
W 10	Reading and Reaction to: Jackson (on Carmen)	
	Week 3	
M 15	<u>NO CLASS TODAY</u>	
W 17	Reading and Reaction to: Costa Lima (on Carmen) <i>Mestiçagem e Identidade</i>	
	Week 4	
M 22	Reading and Reaction to: Freyre I (on Carmen: 25 pages)	
W 24	Reading and Reaction to: Freyre II (on Carmen: 25 pages) Discuss Midterm in class.	
	Week 5	
M 29	Reading and Reaction to: Costa http://www.scielo.br/pdf/ea/v24n1/a03v24n1.pdf	
W 31	<u>No reading</u>	Midterm Exam
	<i>Quilombismo</i>	
	Week 6	
M 5	Reading and Reaction to: Nascimento I (on Carmen)	
W 7	Reading and Reaction to: Nascimento II http://www.abdias.com.br/biografia/ufba_texto.htm	
	Week 7	
M 12	Reading and Reaction to: Campos http://redalyc.uaemex.mx/redalyc/pdf/162/16200704.pdf	Make appointment discuss possible presentation topics
	<i>O que faz brasil, Brasil? / Idéias fora de lugar</i>	
W 14	Reading and Reaction to: DaMatta (on Carmen)	
	Week 8	
M 19	Reading and Reaction to: Schwarz (on Carmen)	
W 21	Reading and Reaction to: Pinho & Figueido http://www.scielo.br/pdf/ea/v24n1/a08v24n1.pdf	
	Week 9	
M 26	Presentations	
W 28	Presentations. Discuss Final in class.	
	Week 10	
M 5	Presentations	
W 7	<u>No reading</u>	Final exam

Introduction to Latin American Cultures and Literatures

Autumn 2008

Lazenby Hall, Rm. 034

David McLaughlin
Office: Hagerty Hall #278
247-3751
mclaughlin.175@osu.edu
Office Hours: Mondays, 12:20-1:20PM

Description:

This course explores the multiple and complex dimensions of contemporary cultures of Latin America. Using a transdisciplinary approach, we will discuss how spheres that were usually thought as separate (the political, the economical, and the cultural sphere) are, in fact, inherently intermingled in the dialectic processes that shape the history of Latin American people. Through the study of cultural products as literature, film, music, plastic arts, folk and popular practices and artifacts we will study the conformation of the different -but at the same time related- geo-cultural formations. Through critical discussion of both theoretical and cultural texts we will be able to understand the constant dialectics between change and continuity, modernity and tradition, local and global, as well as the articulation between regional cultures and local practices, national cultures and globalization, high and popular, culture industry and civil society, subcultures and countercultures.

Evaluation:

Participation and Attendance: 20 % (see scale below)*
Exam 1: 30%
Exam 2: 40%
Quizzes (2): 10 % (5 % each)

Exams: Exams are designed to test student knowledge of the topics discussed in class and in the assigned readings. A review sheet will be posted on Carmen and we will review before each exam.

Quizzes: Several quizzes will be given throughout the quarter and may be announced or unannounced. Quizzes will test student knowledge of articles and/or class discussions.

Readings: Readings will be discussed on the day they are listed on the syllabus and thus should be prepared in advance of that class session. Some readings are lengthier than others, so be sure to give yourself the appropriate amount of time for each article.

Several additional articles may be assigned at the instructor's discretion, however students will be advised of any changes with advanced notice.

Participation and Attendance:

Due to the nature of this course, it is imperative that students not only attend all class sessions but also actively participate in group work and class discussions. Attendance at each class session is worth 0.5% of the final grade (a total of 10%) and cannot be made up without a university-approved excuse. (NOTE: sleeping, text-messaging, doing homework, or otherwise not actively engaging in class, activity, article, or discussion of the day will result in an absence for that day and also a loss of participation [ie -1% of final grade]). Active participation each day is also worth 0.5% of the final grade (for a total of 10%) and also cannot be made up without a university-approved excuse.

ACTIVE PARTICIPATION in class is essential. Coming to all classes is NOT enough for you to get an A for participation. You have to actively participate in the discussions in class showing you have read the

articles and literature pieces requested for that day, that you have formed a critical opinion about them, and that you are able to engage in a discussion with your classmates. Asking thoughtful questions about your doubts on the readings as well as bringing extra material regarding Latin-American culture that you find through your personal research are other (complementary) ways of participating in class.

***Scale for grading participation**

10% = active (at least 3 or 4 times) critical (showing that you've read the material with attention and has critically evaluated it) participation (=talking) in **all** the classes

7% = **some** participation in **most** of the classes, mainly through questions that show you have read the material for the class

5% = **some** participation in a **few** classes, making either comments or questions relevant to the topic being discussed

3% = no talking in class but showing you are following the class (no sleeping, no use of cell phones, no reading material that does not belong to the class)

ACADEMIC MISCONDUCT: The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. "All copying, cheating, plagiarism, fraud, deceit, and other unacceptable forms of academic conduct are strictly prohibited and all cases or suspicions of such activity will be reported to the Office of Academic Misconduct without exception and per university policy. All work in class is expected to be the student's own; this is especially true regarding exams and papers. Students are encouraged to study together and to discuss the concepts and/or readings together. Regardless, each student must turn in his or her own work for any and all assignments, including homework." Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

STUDENTS WITH DISSABILITIES: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Additional notes: Please turn off all cell phones, pagers, games, etc upon entering class as they serve as a distraction to you and your peers. If you have a conflict with this policy please see me.

Extra credit: The Center for Latin American Studies will once again be presenting its Latin American Film Series. The Autumn 2008 series is titled: *Luis Buñuel and his Mexican Films: A Retrospective* and will be shown every other Wednesday evening beginning at 7:30PM in Hagerty 180 (the big silver auditorium near the café). Screenings begin on October 8, 2008.

Students are encouraged to attend these screenings and have the opportunity to earn extra credit. Students may write a film review of 1-2 typed pages based in course discussions

and the content of the particular film. Each extra credit assignment will be worth 1% and cannot replace course assignments (quizzes, exams, etc).
Extra credit will be used to nudge your grade should it be borderline (ex. With one extra credit assignment, an 89% would be nudged to a 90%).

Texts

- Skidmore, Thomas E. and Peter H. Smith. *Modern Latin America*. New York: Oxford U.P., 1997
- Rowe, William and Vivian Schelling. *Memory and Modernity. Popular Culture in Latin America*. London: Verso, 1991.
- Articles on CARMEN

Class Schedule and Readings

September

24 Introduction. Contemporary Geo-Cultural Formations

Skidmore, “Prologue”,
chapter 1 and 2, “Analytical Appendix”

TESTIMONIAL CULTURES: The Mexican Geo-Cultural Formation

29 The Mexican Revolution and the Cultural Building of a Nation

Art: Muralism

Music: Corrido

Film: *María Candelaria* y/o *Río Escondido* (Excerpts)

Rowe-Schelling 151-169
“The Cinematic Invention
of Mexico”
Secondary reading for the
whole week:
Skidmore, Ch 7
(focus on pages
264 through 274)

October

01 Crisis, Literature and the voice of voiceless peoples

Photography: Juan Rulfo

Literature: *The Burning Plain*, Juan Rulfo

Here’s to You Jesusa!, Elena Poniatowska

Secondary reading for the
whole week: Skidmore, Ch 7

06 Globalization, New Technologies and the Fourth World War: Neo – Zapatismo

Essay: “The Fourth World War has begun”, Sub-comandante Marcos

Secondary reading for the whole week:
Skidmore, Ch 7

TESTIMONIAL CULTURES: The Andean Geo-Cultural Formation

08 Tahuantinsuyo, Indigenismo and Mestizaje in Peru

Literature and Folklore: “The Pongo’s Dream”, JM Arguedas

Essay: “The problem of the Indian”, Mariategui

Film: *The Incas Remembered*

Rowe – Shelling 51-64

Secondary reading for
the whole week: Skidmore, Ch 6

13 Migrations. From countryside to city, from city to the world

Music: from *Huayno* to *chicha*

Film: *Mountain Music in Peru*

Guest: Francisco Lara, charango and bomba

Rowe – Shelling 97-106

Secondary reading for
the whole week: Skidmore, Ch 6

15 Revolutionary Action at the End of the Century

Film: *The people of the Shining Path*

NEW CULTURES: The Caribbean Geo-Cultural Formation

20 Colonialism, Slavery, and Transculturation in Cuba

Music: from *rumba* to *salsa*

Selection from “*Cuban counterpoint*,” by

Fernando Ortiz

Secondary reading for the
whole week: Skidmore, Ch 9

22 Neocolonialism, Revolution, and National Identity: Negritude

Art: Wifredo Lam

Literature: Nicolás Guillén, José Martí (“Nuestra América”)

Film: excerpts from *The Other Francisco*, by Sergio Giral

Cinema,” Julio García

“For an Imperfect

Espinosa

Secondary reading for the whole week:

Skidmore, Ch 9

27 Towards Globalization: Afro-Cuban Hip-Hop and the Special Period

Music: selection of Orishas, La Fabri’K, others

Secondary reading for the whole week:

Skidmore, Ch 9

“New Immigrants Don’t Hate Fidel,” Archana Pyati

“Rap and Revolution:

Hip-Hop Comes to Cuba,” Margot Olivarria

“Island Paradise,

Revolutionary Utopia of

Hustler’s Haven?

Consumerism and

Socialism in

Contemporary Cuban Rap”

Or selection from *Cuba*

Represent!, by Sujatha Fernandes

29 *Mid-Term*

November

NEW CULTURES: The Brazilian Geo-Cultural Formation

03 Geographies of Ethnicity: Sertão, Candomblé, and Carnaval

Music, Film, Painting

Secondary reading for this class and next week:

Skidmore, Ch 5

Rowe-Schelling 36-45, 84-97

05 Land, Environment, and Religion: Liberation Theology and the Rain Forest

Chico Mendes. *Fight for the Forest*.

MST

“The Christian

community and the New Society”

10 Cultural cannibals: Anthropophagy, Tropicalismo and National and Cultural Identity.

Art: Tarsila de Amaral

Music: Os Mutantes, Gilberto Gil, Caetano Veloso

Manifesto,” by Oswald
de Andrade
Selections from *Brutality Garden* by
Christopher Dunn
“Anthropaphagy

12 Telenovelas, Soccer, Hip Hop, and Transnational Mass Culture

Music: Selections from Brazilian hip hop, mangue beat, funk.
Rowe- Schelling 106-142
Selections from
Ideologies of Marginality in Brazilian Hip Hop, by Derek Pardue
Gilberto Gil acceptance speech as
Minister of Culture

TRANSPLANTED PEOPLES: The Platense Geo-Cultural Formation

17 From the Cosmopolitan modernization to the State Populism: Tango and the commodification of Nostalgia in the Rio de la Plata.

Painting, music, Film (selections)

Secondary reading for this
week:
Skidmore, Ch 3

19 Motherhood and Politics: when the private becomes public.

Film Industry.
Photography
The Culture of the “Escrache”

“*Escraches*:
demonstrations,
communication
and
political memory in
post-dictatorial Argentina,” Susan Kaiser
“Revolutionizing Motherhood. The Mothers
of the Plaza de Mayo,”
Marguerite Guzman Bouvard

24 Neoliberalism and Globalization. Rock, “Cumbia Villera” and the “New Argentinian Cinema”

Film and music

“New Argentine Cinema,” by Richard Schpuntoff
“Neoliberalism and Rock in the Popular Sectors of Contemporary Argentina,” by Pablo Semán, Pablo Vila, and Cecilia Benedetti

26 Migrations II: Latinos in the U.S.A

Literature: Anzaldúa’s *Borderlands/La Frontera*

Music: selections from Café Tacuba, “Frijolero,” by Molotov, Las Cruas

Film: Selection from *El Norte*

Selection from *Borderlands/La Frontera*

Selection from

Audiotopia or “The Sun Never Sets on MTV,” by Josh Kun

“Border Traditions and

‘Electronica’ in Tijuana,” Susana Asensio

“Soy punkera, ¿y qué?”

Sexuality,

Los Angeles

Habell-Pallán:

Translocality, and Punk in

and Beyond,” by Michelle

December

01 Migrations II: Latinos in the U.S.A.

Performance: Guillermo Gómez Peña and John Leguizamo

Reading to be determined

03 Final Exam Review

Tuesday, December 9, 2008

FINAL EXAM 1:30 PM – 3:18 PM (SAME CLASSROOM)

SPAN 330
Reinventing America: Constructing Colonial Identities
Spring Quarter 2009
Tuesday/Thursday 3:30-5:18
CM 335



"America" or "Vespucci Discovering America," Jan van der Straet (Stradanus), ca. 1600

Prof. Lisa Voigt
Email: voigt.25@osu.edu
Office: HH 232, 247-0020
Office hours: Wednesday 1-2:30, or by appointment

Description: This course is an introduction to visual and verbal representations of cultural, ethnic, and gender identities in colonial Latin America. We will study a variety of primary sources, from letters and legal documents to paintings and films, in order to examine: the encounter between Iberian, Amerindian, and African cultures as a result of the European "discovery" and conquest of the New World; the manifestations of cultural change and continuity among these groups during the colonial period; the emergence of new identities and cultural practices; and the ways in which these processes and identities have been re-imagined in recent Latin American cinema.

Texts: Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America, A Documentary History* (Wilmington: SR Books, 2002).*

Juan Francisco Manzano. *The Autobiography of a Slave*. Trans. Evelyn Picon Garfield. Detroit: Wayne State UP, 1996.

The remaining readings will be posted on the Carmen course web page.**

Requirements and Evaluation:

1. **Attendance, preparation and participation** (15% of final grade). Besides preparing the readings for each day and participating actively in discussion, this includes selecting at least one passage from the readings (or a scene from the films) to comment on in class each day, either in small groups or in whole-class discussion. The selected passages or scenes must be recorded in the course journal (see below). Because this is a discussion-based class, only two unexcused absences are permitted; after that each absence will diminish the participation grade by 5% each absence. Excused absences (pre-arranged, university-sponsored activities; illness; death or grave illness in the immediate family; jury duty or other required legal appearances) must be documented and whenever possible should be discussed with the professor in advance. Any student who misses more than 30% of classes for any reason must withdraw from the course.

2. **Course journal** (15%). The course journal is a notebook (or computer file, if you bring your computer to class) where you record the passages or scenes you have selected to comment on in class. You must bring the journal to each class. It will be collected sporadically throughout the quarter and no “late” credit will be given for journals submitted at other times.

3. **Midterm take-home exam** (30%). Due Thursday, May 7, the midterm take-home exam consists of a 3-4 page essay written in response to one of the questions posted on Carmen on Thursday, April 30. Specific guidelines and suggestions will also be posted on Carmen.

4. **Final take-home exam** (40%). Due Thursday, June 4, the final take-home exam consists of two 3-4 page essays written in response to two of the questions posted on Carmen on Thursday, May 28. Specific guidelines and suggestions will also be posted on Carmen.

****Extra credit.** Students may receive 1 percentage point added to their final grade for attending and writing a brief paper (1-2 pages) that summarizes and comments on one (or more) of the following lectures (or other events announced by the professor throughout the quarter). Papers are due by June 4. Check with professor for specific guidelines and expectations for the paper.

- Friday, May 15, 2:30 pm, Science and Engineering Library, room 090: Camilla Townsend (Rutgers University), “Lost in Translation: The Spanish, the Aztecs, and the Meaning of Conquest”
- Friday, May 29, 3:30 pm, University Hall, room 104: Dana Leibsohn (Smith College) and Sofia Sanabrais (Los Angeles County Museum of Art), “After 1560: Trade, Travel and Material Things in Asia and Latin America”

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

GEC Category: C. Arts and Humanities (2) Visual/Performing Arts

The goal of courses in this category is for you to evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Plagiarism is the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Disability Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 (TDD 292-0901; <http://www.ods.ohio-state.edu>) in Pomerene Hall room 150 to coordinate reasonable accommodations for students with documented disabilities.

Course Program:

WEEK 1

Tuesday March 31

Introduction: *Pre-Columbian Civilizations*

View “Fire and Ink: Pre-Columbian Literature” in class

The Inka’s Tunics*

Views of “Discovery,” Conquest, and Evangelization

Thursday April 2

The First Letter from Brazil*

Two Woodcuts Accompanying Amerigo Vespucci’s Letter to Pietro Soderini*
“America” (Jan van der Straet)

WEEK 2

Tuesday April 7

Orders Given to “the Twelve”*

The Lords and Holy Men of Tenochtitlan Reply to the Franciscans*

Thursday April 9

View film, The Other Conquest

WEEK 3

Tuesday April 14

Discuss *The Other Conquest*

Fray Pedro Gante’s Letter to Charles V*

Visions of Mestizaje

Thursday April 16

The Evils of Cochineal*

The Indian Pueblo of Texupa in Sixteenth-Century Mexico*

WEEK 4

Tuesday April 21

El Inca Garcilaso de la Vega, *Royal Commentaries* (selections)*

Thursday April 23

Two Images from the Codex Osuna*

Two Images from the Codex Sierra*

Felipe Guaman Poma de Ayala’s Appeal Concerning the Priests*

WEEK 5

Tuesday April 28

The Mulatto Gentlemen of Esmeraldas, Ecuador*

Two Paintings of a Corpus Christ Procession*

Women in the Colonial World

Thursday April 30

Santa Rosa of Lima According to a Pious Accountant*

Sor Juana Inés de la Cruz’s Letter to Sor Filotea*

Portraits of Sor Juana y Santa Rosa*

WEEK 6

Tuesday May 5

View film, *Ave María*

Thursday May 7

Discuss Ave María

Midterm take-home exam due

Late Colonial Identities: Creoles and Castas

WEEK 7

Tuesday May 12

Bartolomé Arzáns de Orsúa y Vela, *Tales of Potosí* (selections)**

Thursday May 14

Bartolomé Arzáns de Orsúa y Vela, *Tales of Potosí* (selections)*

WEEK 8

Tuesday May 19

Jeremiah in the Stocks—Baroque Art from Minas Gerais, Brazil*

Two *Castas* Paintings from Eighteenth-Century Mexico*

Túpac Amaru I, Remembered*

Africans in the New World: Slavery, Accommodation, Resistance

Thursday May 21

The Foundation of Nuestra Señora de Guadalupe de los Morenos*

A Black *Irmandade* in Bahia, Brazil*

WEEK 9

Tuesday May 26

Juan Francisco Manzano, *Autobiography of a Slave*

Thursday May 28

Juan Francisco Manzano, *Autobiography of a Slave*

Semana 10

Tuesday June 2

View film, *The Last Supper*

Thursday June 4

Discuss *The Last Supper*

Final take-home exam due

**This syllabus is subject to minor modification by the instructor;
any changes will be announced in class and via email**

Spanish 520/Winter 2004: Andean/Bolivian Literatures and Cultures

(Special topic for the International Affairs Scholars; connected to study trip to Bolivia, March 18-27, 2004)

Prof. **Fernando Unzueta** (unzueta.1@osu.edu).

TR 3:30-5:18pm, BL 315 /Of. hours: Wed 10:00am-noon; Thu 2:30-3:30pm (CZ 156a)

(This course meets the Arts & Humanities and Diversity Experiences categories of the GEC requirements. Taught in English. Approved for International Studies majors).

How does Latin American literature represent, interpret, and transform the region's social and historical realities? What roles does "Literature" (as an institution) play in its cultures? What happens when fiction intervenes in and criticizes a social order, as it usually does in the region? What do these phenomena tell us about Latin America, its literatures and cultures?

This course provides a critical overview of Andean --mostly Bolivian-- literature, and how it represents and reflects on the region's social, political, and cultural realities. It also examines key historical "events" and their contexts, and how they relate to the present (such as "Conquest"; Independence; the Bolivian National Revolution). Finally, it explores contemporary social, political, economic, and cultural issues, including major economic and political reforms, the role of coca/cocaine in Bolivian life, and the new indigenous and social movements.

Texts:

Nataniel Aguirre, Juan de la Rosa; José María Arguedas, Deep Rivers (selections); Rosario Santos (ed.), The Fat Man From La Paz. Contemporary Fiction from Bolivia; Edmundo Paz-Soldán, La materia del deseo/The Matter of Desire (F). Herbert S. Klein, A Concise History of Bolivia; Merilee S. Grindle and Pilar Domingo, Proclaiming Revolution. Bolivia in Comparative Perspective. Also recommended: Orin Starn et alia (eds.), The Peru Reader. Additional Photocopied materials (= F), available in closed reserves.

Grading: Two short essays (5-6pp. @ 20%; 2/10th & 3/11th) 40%

Group essay and presentation

20%

Two film/event reviews (300-500 words)

10%

Class participation

10%

Exam (Tue, March 16th, 3:30pm)

20%

Two short essays: Two critical, take-home, essays (5-6 pp each [1250-1500 words]) on topics and readings addressed by this course, such as literature and nation building, fiction and reality, literature and history, literature and cultural, political or economic reality, etc. They should be written from a critical perspective. MLA Style.

Group essay and presentation: Critical essay (6-12 pp) on a selected topic chosen by the group (of 3-6 students, about 2 pp per member). A list of suggested topics will be provided (list will include works of literature; cultural festivals and features; historical events and personalities, cities and sites; economic, social and political problems, etc.). Class

presentations (5').

Two reviews: Two 300-500 word (2 pages) critical reviews of Andean/Bolivian films or lectures that will be presented on campus during Winter quarter. Due the week after the event chosen.

Class Participation: Essential to the class. Mandatory but not sufficient. Informed comments, questions and arguments on the assigned readings are expected and will be noted.

Exam: Short exam - recognition, identification, and short answers. About Bolivia, the readings and group presentations.

Spa 520

Grading: Two short essays (5-6pp. @ 20%; 2/10th & 3/11th) 40%

Group essay and presentation 20%

Two film/event reviews (300-500 words) 10%

Class participation 10%

Exam (Tue, March 16th, 3:30pm) 20%

Two short essays: Two critical, take-home, essays (5-6 pp each [1250-1500 words]) on topics and readings addressed by this course, such as literature and nation building, fiction and reality, literature and history, literature and cultural, political or economic reality, etc. They should be written from a critical perspective. MLA Style.

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Exam: Short exam - recognition, identification, and short answers. About Bolivia, the readings and group presentations.

New "rule": In addition to the group essay, one of the short essays can be on an open topic with the instructor's approval (the other one should still be centered in one of the pieces of literature read in class (but, there's lots of flexibility within that)).

Guidelines for Short essays

A critical essay should propose a **central thesis or argument** that is relevant to the issues and readings addressed by the course. The essays should also deal with one of the specific topics suggested (see below), unless another agreement was reached with the instructor. This thesis should be well **focused** and **original**. The body of the essay has to **develop** the thesis using **textual "evidence,"** and it should support it or frame it using secondary sources (other critical/theoretical essays -- works on or about literature and Latin American literature and culture). In other words, the essay needs to convince the reader about the appropriateness of the proposed argument through a sustained analysis or relevant (= selective) aspects of the text(s) analyzed. Other evidence (like secondary sources) should be used sparsely and selectively to support the main thesis, but should not get in the way of the essay's central argument (or make it irrelevant). Always keep a critical attitude toward the texts (and your own ideas). Include references to two or more critical/theoretical works (one of them, non-electronic).

Some DO's on (short) essays:

- Define one central thesis; Introduction and conclusion should be (extremely) brief; Use appropriate examples; Be critical; Revise, edit, and proof-read.

Some DON'Ts:

- Do not write long "introductions" or overly general pieces (instead of a critical essay). Include biographical or bibliographical information only if directly relevant to your argument. Do not describe or summarize the text/s for a reader that is familiar with it/them. Do not argue too much without quotes; do not quote without arguing (use relevant quotes, but use them selectively; remember that quotes are not self-evident). Do not go off on tangents (no matter how interesting the unrelated observation may be)

Selected Bibliography (Spanish 520: Bolivian/Andean Literatures & Cultures)

- Barnstone, Willis, ed. 2003. Literatures of Latin America. From Antiquity to the Present. Upper Saddle River, NJ: Prentice Hall.
- Bulmer-Thomas, Victor and James Dunkerley, eds. 1999. The United States and Latin America: The New Agenda. Cambridge, MA: Harvard UP.
- Calderón, Fernando. 1993. "LA Identity and Mixed Temporalities; or How to Be Postmodern and Indian at the Same Time." Boundary 2 20.3: 55-64.
- Coronel Molina, Serafin. 1999. "Crossing Borders and Constructing Indigeneity. A Self-Ethnography of Identity." Indigeneity: Costruction and Re/Presentation. Ed. by James N. Brown and Patricia M. Sant. Commack, NY: Nova Science Publishers.
- Crabtree, John and Laurence Whitehead. 2001. Toward Democratic Viability: The Bolivian Experience. London: Palgrave.
- Demeure, Juan and Edgar Guardia. 1997. "DESEC: Thirty Years of Community Organization in Bolivia." In Reasons for Hope, ed. By A. Kishna et alia. West Hartford: Kumarian P.
- Healy, Kevin, 2001. Llamas, Weavings, and Organic Chocolate: Multicultural Grassroots Development in the Andes and Amazon of Bolivia. Notre Dame, IN: U Notre Dame P.
- Gamarra, Eduardo A. "Boliva's Vulnerability to Sociopolitical Conflict" (Ms., 2003).
- Léons, Madeline Barbara and Harry Sanabria, eds. 1997. Coca, Cocaine, and the Bolivian Reality. Albany, NY: SUNY P.
- Maybury-Lewis, David, ed. 2002. The Politics of Ethnicity. Indigenous Peoples in Latin American States. Cambridge, MA: Harvard UP.
- Mayer, Enrique, 2002. The Articulated Peasant. Household Economies in the Andes. Boulder: Westview P.
- Morales, Waltrud Q. 2003. A Brief History of Bolivia. New York: Facts On File.
- Reyes, Sandra, ed. 1998. Oblivion and Stone. A Selection of Contemporary Bolivian Poetry and Fiction. Fayetteville: U Arkansas P.
- Rodríguez Monegal, Emir. 1994. The Borzoi Anthology of Latin American Literature. 2 Vols. New York: Alfred A. Knopf.
- Rosenberg, Mark B. et alia, eds. 1992. Americas. An Anthology. New York: Oxford UP.
- Sieder, Rachel, ed. 2002. Multiculturalism in LA. Indigenous Rights, Diversity and Democracy. London: Palgrave.
- Van Cott, Donna Lee, ed. 1994. Indigenous peoples and Democracy in Latin America. New York: St. Martin's P.
- Van Cott, Donna Lee. 2000. The Friendly Liquidation of the Past: The Politics of Diversity in LA. Pittsburgh, U Pittsburgh P.

Readings:

- Albó, "And from Kataristas to MNRistas? The Surprising and Bold Alliance Between Aymaras and Neoliberals in Bolivia" (Van Cott 1994).
- Albó, "Bolivia: From Indian and Campesino" (Sieder, ch 3).
- Gamarra, "The US and Bolivia: Fighting the Drug War" (Bulmer-Th & Dunkerley, ch 9).
- Gustafson, "Paradoxes of Liberal Indigenism" (Maybury-Lewis, ch 9).
- Healy, "Dethroning Monocultures and Revitalizing Diversity" (Healy, ch 5).
- Mayer, "Coca as Commodity: Local Use and Global Abuse" (2002, ch 6).

Quispe Huanca, Felipe. 2003. "I will not just speak ...". In Contemporary Indigenous Movements in Latin America. Ed. E. Langer. Wilmington, DE: Scholarly Resources.

Stavenhagen, "Indigenous Peoples and the State in LA" (Sieder, ch 1).

Van Cott, "Constitutional Reform in the Andes" (Sieder, ch 2).

Calendar and Readings, Spa 520 - Winter 2004
(subject to minor changes)

Week 1 (JAN):

Tue 6 Introduction
Thu 8 Klein, chapters 1 & 2; Garcilaso and Guamán Poma (F, from Peru Reader)

Week 2:

Tue 13 Klein: 3; "Elegy" (F); Hemming (F=R); Aguirre, Juan de la Rosa: 1-10
Thu 15 Klein 4; Aguirre, Juan de la Rosa: 11-15; "High in the Andes" (video)

Week 3:

Tue 20 Klein 5; Aguirre, Juan de la Rosa: 16-25; Flores Galindo & Areche (F)
Thu 22 Klein 6; Aguirre, Juan de la Rosa: 26-27; Thomson (in Proclaiming Rev)

Week 4:

Tue 27 Fat Man From La Paz: Céspedes, Cerruto; Klein 7
Thu 29 Fat Man From La Paz: Ocampo, Taboada Terán; Dunkerley (P Rev)

Week 5 (FEB):

Tue 3 Arguedas, Deep Rivers; Grindle (intro) & Whitehead (P Rev)
Thu 5 Arguedas, Deep Rivers; Klein 8; "Mirrors from the Heart" (video)

Week 6:

Tue 10 Fat Man From La Paz: Suarez, Cáceres Romero; Klein 9; Morales (P Rev); *Essay I due*.
Thu 12 Fat Man From La Paz: Verduguez, Teixidó; Klein (in P Rev);

Week 7:

Tue 17 Fat Man From La Paz: Gumucio Dragón, Paz, Lema; Contreras and Gamarra (P Rev)
Thu 19 -- Fat Man From La Paz: Ayllón, Carvalho; ~~Demeure and Guardia~~; Healy

Week 8:

Tue 24 Paz-Soldán, Matter of Desire: pp. 1-103; Grindle (P Rev)
Thu 26 Paz-Soldán, Matter of Desire: 104-127; Mayer; Gamarra, "US"; present.

Week 9 (MAR):

Tue 2 Paz-Soldán, Matter of Desire: 128-214; Domingo (PR);
Thu 4 Lecture: Marc Bermann; Gamarra, "Vulnerability" (optional reading)

Week 10:

Tue 9 Fat Man From La Paz: Arnal Franck, de Quiroga; Domingo, Quispe (F);
Thu 11 Fat Man From La Paz: Paz-Solán, Adriázola. *Essay II due*.
Tue 16th Exam (3:30pm)

Spanish 520/Winter 2004: Andean/Bolivian Literatures and Cultures

(Special topic for the International Affairs Scholars; connected to study trip to Bolivia, March 18-27, 2004)

Prof. **Fernando Unzueta** (unzueta.1@osu.edu).

TR 3:30-5:18pm, JE 209/Of. hours: Wed 10:00am-noon; Thu 2:30-3:30pm (CZ 156a)

How does Latin American literature represent, interpret, and transform the region's social and historical realities? What roles does "Literature" (as an institution) play in its cultures? What happens when fiction intervenes in and criticizes a social order, as it usually does in the region? What do these phenomena tell us about Latin America, its literatures and cultures?

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Grading: Two short essays (5-6pp. @ 20%; 2/10th & 3/11th) 40%

Group essay and presentation**20%****Two film/event reviews (300-500 words)****10%**

Class participation

10%

Exam (Tue, March 16th, 3:30pm)

20%

Two short essays: Two critical, take-home, essays (5-6 pp each [1250-1500 words]) on topics and readings addressed by this course, such as literature and nation building, fiction and reality, literature and history, literature and cultural, political or economic reality, etc. They should be written from a critical perspective. MLA Style.

Group essay and presentation: Critical essay (6-12 pp) on a selected topic chosen by the group (of 3-6 students, about 2 pp per member). A list of suggested topics will be provided (list will include works of literature; cultural festivals and features; historical events and personalities, cities and sites; economic, social and political problems, etc.). Class presentations (5').

Two reviews: Two 300-500 word (2 pages) critical reviews of Andean/Bolivian films or lectures that will be presented on campus during Winter quarter. Due the week after the event

chosen.

Class Participation: Essential to the class. Mandatory but not sufficient. Informed comments, questions and arguments on the assigned readings are expected and will be noted.

Exam: Short exam - recognition, identification, and short answers. About Bolivia, the readings and group presentations.

IS 697 / Spanish 395 / Winter 2004:

Andean/Bolivian Literatures and Cultures: In-Country Program

(Special topic for the International Affairs Scholars; connected to Spanish 520, also Winter 2004)

Prof. **Fernando Unzueta** (unzueta.1@osu.edu).

This study trip explores several elements of Bolivian cultures and society. It includes visits to the countries three main cities (Santa Cruz, Cochabamba, and La Paz), as well as to several archaeological sites (Samaipata, Tiwanaku, Isla del Sol).

Requirements:

1. Participation in all excursions and lectures, as specified in the travel itinerary.
2. Activities with Bolivian students are highly recommended, but not obligatory. It is also expected students will be active during the free times.
3. Participation in all morning discussion/orientation sessions (see itinerary). As in (1), timeliness is required.
4. Group presentation (based on Spa 520's Group Essays) to be given to the community of International Affairs Scholars during the month of April, 2004. Power Point presentations of about 5-10 minutes are expected. The presentation should address if and how the trip itself, and your experiences in Bolivia, modified or challenged some of your understandings of the topics previous to the trip. Insights and comments provoking a discussion are highly valued. Presentations will be scheduled by Debra Bermann (between April 12-30).
5. A short individual paper (750 words / 3 pages) addressing a specific visit, experience, encounter, and how such experiences have forged your vision of Bolivian culture and society. More than an emotional reaction to specific scenes, events, situations, I expect an essay that processes personal experiences (lived, read, imagined) through the intellectual prism of some of your class readings. Paper is due Friday April 9th, at 4:00pm, in the Center for Latin American Studies (306 Oxley Hall).

Grading:

Participation

Two short essays (5-6pp. @ 20%; 2/10th & 3/11th) 40%

Group essay and presentation

20%

Two film/event reviews (300-500 words)

10%

Class participation

10%

Exam (Tue, March 16th, 3:30pm)

20%

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Call#19654-9/ Hagerty 0062

SPA HE 555/E-555 Primavera /2009

T/TR 1:30-3:18 a.m.

ahern.1@osu.edu Hours T/TH 3:30-4:30 pm y por cita

262, tel:292-4924/4958

Profa. Maureen Ahern

Hagerty

LITERATURA HISPANOAMERICANA: INDIGENA, COLONIAL Y SIGLO XIX

Este curso presenta una visión panorámica del territorio imaginario de Hispanoamérica colonial mediante el examen de textos claves de sus discursos fundadores, incluyendo textos de las culturas indígenas de origen precolombino y colonial, selecciones de obras de la época colonial y otras representativas del período de formación nacional del Siglo XIX. Los objetivos son: desarrollar la capacidad de lectura crítica y afianzar el análisis de textos literarios y culturales de testimonio y creación. Se examinan también los contextos socio-culturales que los informan y la construcción de identidades que producen. Los alumnos del Honors matriculados en E555, tendrán asignaciones alternativas para algunos textos y requisitos. Pre-requisito: SPA 403 y SPA 450, H450 o equivalente.

REQUIRED TEXTBOOKS

Raquel Chang-Rodríguez and Malva E. Filer, *Heinle Voices: Selecciones literarias en español. Literatura Hispanoamericana: Indígena, Colonial y Siglo XIX*, Custom Textbook. Thomson/Heinle, 2007.

Popol Vuh: The Sacred Book of the Maya. Trans. From the Original Maya Text by Allen J. Christenson U. of Oklahoma Press, 2007.

Alvar Núñez Cabeza de Vaca. *La relación (Naufragios)*. Capítulos selectos. Online y CRM.

Sor Juana Inés de la Cruz, *The Answer/La Respuesta*. Eds & trans. E. Arenal and E. Powell. The Feminist Press, 1994.

Honors E-555 Required

Heinle Voices; Popol Vuh, Naufragios, Alvar Núñez Cabeza de Vaca, Sor Juana, La Respuesta, Ricardo Palma, Tradiciones peruanas, José Hernández, Martín Fierro y otros textos selectos.

Films: “Cracking the Maya Code” Michael Coe; “Popol Vuh”. Patricia Amlin; “Columbus and the Age of Discovery”, Episodes #2 and 5”; “Alvar Nuñez Cabeza de Vaca, Conquistadors”, Michael Wood; “Yo, la peor de todas” (Sor Juana); “Martín Chambi and the heirs of the Incas.

Contextos críticos: Carmen y Closed Reserve, Sullivant Library.

Recommended: You will need to invest in a good Spanish language dictionary such as *Vox* or *Larousse*, not a pocket edition.

CALENDARIO DE LECTURAS Y TEMAS (Sujeto a ajustes menores al syllabus y al calendario)

Los materiales críticos y teóricos se encuentran en CARMEN, SPA555. Algunas películas y obras de contexto están en Closed Reserve en Sullivant Library bajo SPA555.

I will communicate with you via your OSU E-mail address and "News" on Carmen. You are responsible for checking your OSU E-mail account and Carmen frequently throughout the quarter.

M=Martes J=Jueves LH=Heinle Voices: *Literatura Hispanoamérica: Indígena, Colonia y Siglo XIX*.

CRM = Carmen, R = Closed Reserve, Sullivant Library; PPT = Power Point Presentation.

¡OJO! Hay que contestar por escrito las preguntas de análisis y/o cuestionario para cada texto que leamos, traer tus comentarios a clase y entregarlos al final de la sesión. Los ensayos de CONTEXTOS. Se requiere la lectura de uno mínimo por cada texto primario o unidad y se recomiendan los otros para las presentaciones y los ensayos.

Mesoamérica: La palabra antigua de los Maya-Quiché

Semana 1 31 marzo - 2 abril

M/31 marzo

Orientación al curso. – textos, requisitos y organización.

Film: "Cracking the Maya Code", PBS Nova, o "The Maya: Temples, Tombs and Time."

Mapa: Mayan Area – CRM.

J/2 abril

Temas – ¿Qué es el *Popol Vuh*? Los múltiples discursos o "literacies": orales, visuales y escritos de *Popol Vuh*. Oralidad, paralelismo y metáforas. Comentar en clase: *Popol Vuh* como texto bilingüe – CRM.

Leer: *Popol Vuh*: Christenson, "Translator's Preface and Introduction: 14-66; *Popol Vuh* 59-111. Las creaciones, Seven Macaw, Zipacna, Cabracan.

Contestar por escrito. Cuestionario, preguntas 1-14 –CRM.

Film: "Popol Vuh" Patricia Amlin – Ver en clase

PTT "Narrativas visuales de los Popol Vuhs" Ver en
CRM.

Contextos: de la Garza: "Sacred Forces of the Maya Universe" - CRM

Ver: "Los enigmáticos códigos:"

<http://www.mayadiscovery.com/es/historia/codices.htm>

"Códices mayas":

<http://www.famsi.org/spanish/mayawriting/codices/introduction.html>

Semana 2 7-9 abril

M/ 7

Temas: Continuación de modos de contar: oral, aural, visual y escrito.

Leer: *Popol Vuh*: Christenson: 91-195 –Los Gemelos en Xibalaba y La Creación del hombre y el maíz. Cuestionario escrito y colectivo, preguntas 14-17.

Contextos: Schele & Friedel, "[Sacred Space, Holy Time and the Maya World](#)" – CRM,

Schele & Friedel: "The Mayan Ball Game" – CRM.

J/9

Leer: *Popol Vuh*: The Forefathers and the Quiche Nation: 196—305. Finalización de los comentarios.

Mesa Redonda sobre <i>Popol Vuh</i>
--

El Caribe: Colón y Las Casas: Primeras imágenes, "El otro" y La leyenda Negra

Semana 3 14-16 de abril

m/14

Temas: Escritura, re-escritura y transmisión. Las primeras imágenes y representaciones de América y del "Otro."

LEER: Cristóbal Colón, "Carta a Luis de Santangel", LH 23-26.

LEER: "First letter y "Diario de a bordo", 1492. CRM.

LEER. Martin, "The Tainos and Caribs," p. 58-59, "Columbus and the First Encounters" 72-75 - CRM.

Comentarios de texto: LH, p. 27, "Preguntas de análisis" y Cuestionario Diario de abordo. CRM.

Ver: Maps and Images: old and new: <http://www.usm.maine.edu/~maps/columbus/>

PPT: "Columbus: Viajes y

Mapas

Video: "Columbus and the Age of Discovery,"

Episode # 2

J/16

Temas: Encomienda, evangelización y los derechos humanos

LEER: Fray Bartolomé de las Casas – LH, 29-36 y páginas selectas en CRM.

LEER: Martin, "The Caribbean Colonies, 75-76, y "Bartolomé de las Casas," 77-78.

LEER: "The Black Legend and Anti-Hispanic Stereotypes." CRM

LEER: "Immigration and the Curse of the Black Legend." CRM

Comentarios del texto: LH, p. 36; pregunta general 3; preguntas de análisis, 1-7.

Contextos:" Keen, "The Legacy of Las Casas"; Mignolo, "What Does the Black Legend Have to Do with Race?"; Gravatt, "Re-reading Theodore de Bry's Black Legend." CRM.

PPT - "Constructing the Black

Legend."

Video: Columbus and the Age of Discovery, Episode # 5, "The Cross and the Sword."

México: "Cosas nunca vistas ni oídas": El encuentro de dos mundos

Semana 4 21-23 de abril

M/21

LEER: Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España*; LH, 39-47 y selecciones en CRM y “Poesía Nahuatl”, LH 17-19.

Leer: Martín, “American and Iberians on the Eve of the Conquest,” 35-45 y “Cortés and the Aztecs, “Malinche and the Uses of Historical Memory”, 81-85 CRM.

Temas para discutir: La oralidad; Nuevas identidades fundadoras: Gonzalo Guerrero, Jerónimo de Aguilar, Malintzin (Doña Marina, Malinche).

Comentarios, LH –Preguntas generales y preguntas de análisis, p. 48.

PTT: Mundo urbano de los
Mexico CRM
PPT: Early European views of
Tenochtitlan CRM
PPT: Pintando la
Conquista CRM
PPT: Representaciones visuales de
Malintzin CRM

Contextos: Favrot Peterson, “¿Lengua o Diosa? The Early Imaging of Malinche” CRM.

Cortez, “Memory and the Politics of Identity Construction in Representations of Malinche.” CRM.

Herrera-Sobek: “In Search of Malinche.” CRM. Poema: José Emilio Pacheco: “Traduttore, traditori.” CRM.

Fronteras del Norte: El viaje americano de Álvaro Núñez Cabeza de Vaca

J/23

LEER: *La Relación (Naufragios)* de Álvaro Núñez Cabeza de Vaca. Capítulos selectos en http://www.cervantesvirtual.com/servlet/SirveObras/02587285400292795209079/p0000001.htm#l_1. On-line de Cervantes Virtual o en *Naufragios*, de T. Barrera, con notas, en CRM y en Reserve, Sullivan. Capítulos: Proemio; Proemio, Caps 1, 8, 10, 12, 15, 22; 27, 29, 31, 34, 35.

Cuestionario en CRM.

PPT: “El viaje americano de Cabeza de Vaca”

Film: “The Journey of Cabeza de Vaca” and “All the World is Human”, Michael Wood, Part 4, *Conquistadores* – Ver en clase.

Contextos: Film: “Cabeza de Vaca” Nicolás Echevarría, director. DVD. Closed Reserve. Sullivan; Ver fuera de class; Stone, “Filming Colonial Latin America”; Adorno: Introduction to *Naufragios*; Malloy, “Alteridades”; Ahern, “The Cross and the Gourd”; Gordon, “Following Estevanico” CRM.

Semana 5 28-30 de abril

M/28 – *La Relación (Naufragios)* – continuación de comentarios escritos.

Identidades andinas: memoria y mestizaje

J/30

LEER: El Inca Garcilaso de la Vega, *Comentarios reales de los Incas*, LH 51-58 y selecciones:

“La ciudad imperial del Cuzco”; “La ciudad contenía la descripción de todo el imperio.”

CRM

Comentarios: LH-p.58, Preguntas de análisis, 1-7.

Contextos: Martín, “The Andes in the 15th Century.” 46-56; “The Pizarros and the Incas, 86-89.”

Visuales: Inca Quipos
Y Paseo por el Cuzco.

Semana 6 – 5-7 de mayo

M/5

Mesa(s) redondas sobre Narrativas coloniales: Las Casas;
Bernal Díaz;

*la Relación (Naufragios) de Núñez Cabeza de Vaca y
los Comentarios reales del Inca Garcilaso de la Vega.*

El Barroco y los espacios de la mujer: Sor Juana Inés de la Cruz

Semana 7 12-14 de mayo

M/12

Temas: La mujer en México colonial. “Hablar al poder: La ironía y la metáfora”.

LEER: *Sor Juana Inés de la Cruz, Arenal y Powell: The Answer/La Respuesta, Introduction,*

1-37. Texto bilingüe de 'La Respuesta', 39-105. Comentario sobre La Respuesta. LH=p. 71, Preguntas generales 1-4; y Preguntas de análisis, 1-2.

Contextos: Ver: <http://www.latin-american.cam.ac.uk/SorJuana/>

Meyers: “Sor Juana’s *Respuesta*: Rewriting the Vitae; Ludmer, “Las tretas del débil”, CRM

PPT: Emblemas del barroco en la obra de Sor

Juana: CRM

PPT: Vida cotidiana en México

Virreinal. CRM

Film, “Yo, la peor de todas”, DVD Reserve y bibliotecas locales: Ver fuera de clase

J/14

La poesía de Sor Juana: sonetos y villancicos

LEER: “El apogeo de la literatura colonial, S. XVII y El barroco, LH 7-10 y en *La Respuesta*, Poema 92; Rendondillas,” 64-67; Sonetos: 152-154. “Los villancicos de Sor Juana” y los villancicos, “Villancico a Santa Catarina.” En LH, “Sonetos”, 69-70.

<p>Mesa redonda sobre Sor Juana Inés de la Cruz</p>
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Siglo XIX: La búsqueda de identidades nacionales:

Poesía gaucha y narrativa criolla y andina

Semana 8 19-21 mayo

M/ 19

La poesía gauchesca y La construcción de íconos nacionales

LEER: *José Hernández, “Martín Fierro”, LH 129--139, y otros*

cantos selectos de la Primera parte ("La Ida") y de La Vuelta (la segunda parte) en CRM;

E555/Honors: Leer: Martín Fierro. Stockero Ediciones, La Ida y La Vuelta.

Cuestionario, LH-p. 139 Preguntas generales, 1- 6; Preguntas de análisis, 1- 7 y Preguntas de análisis La Vuelta –CRM.

Contextos: Texto con ilustraciones:

<http://www.literatura.org/Fierro/index.html>

PPT: El héroe cultural en *La Vuelta* de Martín Fierro,
Hildebrandt -CMR

Film: "El gaucho Martín Fierro". Ver fuera de clase –
Reserve.

J/21

La vuelta de Martín Fierro.

LEER: 555 - Selección de La Vuelta en CMR y ver
<http://www.literatura.org/Fierro/index.html>

E555 -La Vuelta - Martín Fierro, Stockero

Mesa Redonda sobre Martín Fierro

Las Tradiciones de Ricardo Palma
Creación criolla y los usos del pasado: lenguaje e ironía.

Semana 9 26-28 de mayo

M/26

LEER: 555 – LH 117-126 “Amor de Madre” y “El alacrán de Fray Gómez”.
Comentarios, preguntas generales p. 127, 2-5; preguntas de análisis, 1-7.

E555 – *Tradiciones peruanas cortas*: Stockero,
LEER : Estudio introductoria, “Imaginarios, memoria y estrategias narrativas: pp. Vii-llx; y
10 tradiciones cortas. Comentarlos por escrito en términos de las estrategias narrativas
que utilizan.

J/28 Ricardo Palma – Continuación de los comentarios sobre *Tradiciones peruanas*.

Mesa Redonda sobre <i>las Tradiciones de Ricardo Palma</i>

Indianismo e Indigenismo

Semana 10 - - 2-4 de junio

M/2

Leer: Clorinda Matto de Turner, “Para ellas, Malcoy “(Leyenda india),” 141-143; 145-148,
Preguntas LH=preguntas generales, p. 148, 3-5; preguntas de análisis; p. 149, 4-6.

*Film: “Martín Chambi and the
Heirs of the Incas.”*

J/4 - Evaluación del curso

Semana 11 Exámenes

Lunes 8: Entrega de los últimos ensayos (#2) al Drop Box de Carmen

COURSE REQUIREMENTS AND EVALUATION

For SPA 555

1 Oral presentation for a Mesa Redonda = 20%
2 written essays = 30%
Quizzes and Written Comentarios de texto = 30%
Improvement; Participation and Attendance = 20%

For SPA E- 555 Honors option

2 Panel Discussion Presentations = 40%
2 Ensayos escritos = 40%
Quizzes and Written Comentarios de texto,
Improvement, Participation and Attendance = 20%.

¡Ojo! No usar formato de Vista o Mac sino convertir y enviar en Word o Rich Text!.

GRADING POLICY: You will be graded on the quality of your written and oral work, your active participation in the classroom discussions and on your demonstrated improvement in the required assignments. **I expect that you will read for knowledge and write with the idea of exploring ideas.** If you complete all the assignments, attend classes regularly and your performance is of acceptable quality, you will receive a grade of C. If the quality of your participation and performance is consistently good or very good you will earn a B or B+. To earn the grade of A the quality of your performance in the course must be of consistently excellent, superior or outstanding quality. I especially look for improvement in your work over the course of the quarter. **No "Incompletes"** except for documented legal or medical emergencies.

REQUIREMENTS FOR SPA 555 CREDIT. Students are responsible for reading all assigned texts from the selection in the required course anthology, *Heinle Voices: Selecciones*, (the custom paperback or in the hardback version of the same Chang-Rodríguez y Filer anthology) and the other required texts, such as *Popol Vuh* and *La Respuesta* by Sor Juana. Second, you will organize and present a 10 minute oral presentation about one of the major primary texts from the list indicated, based on some perspective of your analysis or commentary of the reading assignment for the "mesa redonda" or panel discussion for that topic or unit. Topics usually grow out of the reactions you write in the written commentaries or answers to the "Cuestionarios" or "Preguntas de análisis", our class discussions and the "temarios" for each unit. I will be happy to talk with you individually about the development of a topic. Each student enrolled for SPA 555 credit will follow up the oral talk with an analytical essay that extends and explores their oral presentation points in more detail, with textual examples, evidence and depth of analysis. You will also write a second essay about another required reading in the second part of the quarter. The essays must be analytical, not descriptive. Your

decision about the topic for the panel discussion and for the analytical essay should be made early in the quarter in consultation with the professor. You are expected to take an active part in the class discussion sessions. You will also write a second analytical essay about *siti*. You will writ

THE EMBEDDED HONORS COMPONENT FOR E-555 Credit.

The embedded Honors version of Spanish 555 features three elements that distinguish it from the non-Honors version. First, Honors students will be responsible for reading a

minimum of two full-length texts, beyond the 555 anthology readings, such as *Popol Vuh*, *Sor Juana*, *Tradiciones Peruanas* and *Martín Fierro* so your reading is not only accelerated but is more in-depth. Second third, you will prepare and deliver two (2) 10-minute oral presentations about two (2) of the major primary texts from the list indicated, based on some perspective of your analysis or commentary that will become your topic for the “mesa redonda” or panel discussion presentation for that topic or unit., your decisions about topics for the panel discussion and for the two analytical essays should be made early in the quarter in consultation with the professor. Third, Honors students enrolled for E555 credit will write two (2) analytical essay that expand on the points in their oral presentation with textual examples and evidence and critical concepts from the contextual readings. See the instructions for the oral presentation and the written essays on pages 8 and 9 of this syllabus.

Honors Special Sessions: Honors students may request individual or group consultations regarding their readings (especially the additional ones) presentations, essays or any aspect of the course, during my office hours T/Th or at other days or times by appointment.

Written Commentaries on the Assigned Primary Texts. To develop your skills of critical analysis of literary and cultural texts, written commentaries in Spanish are required for each major primary text, either as short answers to the “Preguntas” assigned from the Heinle anthology or the “cuestionarios” assigned for it. They are to be prepared before the class session so that you are ready to participate in our collective discussions of each primary text in class, and then turned in at the end of each session or unit as the professor indicates.

The readings listed in “Contexts” are recommended resources for increasing your understanding of some of the critical concepts about the texts in the preparation of the oral presentations and the essays, but are not obligatory

Quizzes. Unannounced written quizzes will be given on each primary text or unit of required readings. They will take the place of formal examinations and be given due weight in the calculation of your grade. **There are no make-ups on quizzes missed.** If you have a legal or medical excuse the following quizz can be counted double.

Regarding Carmen and E-mail. Course materials will be on Carmen during Week 1. Please note that I plan to use the “News” on our Carmen page for the course and I will use your OSU E-mail address. You are responsible for checking the News on Carmen and your OSU E-mail account as you prepare your homework and before each class session throughout the quarter.

ACTIVE PARTICIPATION in the class sessions and attentive reading of all the required texts and other assigned materials before each class session are absolutely required. **This is a discussion based class.** Your consistent participation is a key component of our learning environment, thus you are expected to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Be aware that this course will require extensive weekly reading and discussion beyond merely attending class and taking notes.

ATTENDANCE: For the above reasons, punctual regular attendance is required for successful progress in this course. More than two unexcused absences will definitely jeopardize your final grade, and may result in the loss of an entire grade point.

Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. If you cannot attend for a valid reason or academic conflict, request an excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse.

TARDINESS: Plan to attend punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but points will be deducted for each day that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted after the last day of classes

The Mesas Redondas (Panel Discussions).

Panels are organized according to related topics concerning the primary texts and consist of 3-4 presentations of 8 to 10 minutes maximum on the texts we have read. For example, a panel on *La Relación (Naufragios)* by Nmight be organized in the following way: Student A) the journey as transformation; Student B) the body as service and the body as testimony; Student C, “Yo, Ellos, Nosotros” changing perspectives and identities, Student D) miracles, signs and omens, Student E): contrast the written discourse of the 16th century text with the 20th century film representations of Echevarría’s “Cabeza de Vaca” or Wood’s, “The Adventures of Cabeza de Vaca” or examine the various processes of Americanization, or the representation of the indigenous peoples or the natural world, etc. The panel expositions will be followed by a wider discussion as each panel member formulates a question to pose to the class as a whole and the student audience poses their questions. All students will have read either a whole text or excerpts and will be required to formulate a question for the panel. The panel discussion is designed to develop your active participation in the presentation and analysis of the texts - rather than by lecture or questions by only the professor. The objective is to promote and strengthen your skills in close reading; synthesis and organization of ideas, effective speaking in Spanish and understanding of the relationships of colonial texts to contemporary literary and cultural issues. **Base your arguments on textual or visual evidence and be sure to include it and cite it in a handout or visual reference. The more specific and focused your topic, the better. You must present your topic during the calendar date set for the respective panel.**

Use a very brief handout for distribution to the class that gives any of the longer textual quotations and references to your sources, etc. Close your presentation with a question for class discussion.

You should incorporate readings of critical and contextual materials for research beyond the collective reading assignments. In general, the more specific and focused the topic, the better. For most units the suggested topics on the “Cuestionarios” or “Preguntas” for each unit offer many appropriate topics. Each panel member will submit a short written essay based on their presentation points for submission within one week or 7 working days of the panel presentation. I will be distributing sign up sheets for topics and dates.

WRITTEN ESSAYS. These are the thoughtful summary of the points you presented for the panel discussion that first and foremost express textual and/or cultural analysis, as well as your own ideas and reactions for the topic that you chose for the text(s) presented. Summaries must be written in Spanish, typed or word-processed DOUBLE SPACED, WITH A WIDE 1 “ LEFT-HAND MARGIN for ease of reading and revision,

using a normal 12 point font. Minimum length is 6-8 pages for 555 and 8-10 pages for E555, with footnotes or endnotes and a final page for bibliography for all your sources and references used, including digital or electronic media sources. Format is *MLA Handbook for Writers of Research Papers*, 6th ed. (online at Modern Language of America web page or sites on Google; in print at SBX and other bookstores).

Papers are due within 7 working days of the panel presentation or else the day indicated by the professor. Points will be deducted for late submissions, but if you should need a brief extension you may request one via e-mail that will not be counted as late. Note that additional essays over the minimum may be counted as extra credit or can replace an essay that received a lower grade.

The panel discussions and the question period are all conducted in Spanish. The essays are written in Spanish, although you may include quotations in English. Pay attention to spelling and grammatical correctness and do not try to "guess" or "hispanize" words you don't know. Use a good dictionary. Run spell check in Spanish. Consult the "Writing Center" for Spanish that offers consultation and help with your writing and organization either walk-in or by appointment. You are not graded on your grammar, but if your written composition does not express your ideas clearly, your grade will definitely be affected.

REGARDING USE OF ANY INTERNET, WWW, VIDEO, FILM OR PRINT MATERIALS

The sources for all material, images or information obtained through the Internet or via any kind of print or video form must be correctly attributed. Any information of any kind that is not your own original idea must be correctly cited as indicated in the MLA format to be distributed in class. Any material that is not your own which remains uncited will be subject to the university guidelines concerning plagiarism and academic misconduct.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site..

<http://www.turnitin.com/static/home.html?session-id=0ffb95e51f5b467f9013049eb1a1fe56>

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307. Notify me the first day of class if you have a disability.

ACADEMIC CONDUCT - University guidelines for academic conduct apply to all aspects of this course. In the unlikely event of **class cancellation** due to emergency, I will contact you via e-mail and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation

to let you know what will be expected of you for our next class meeting.

STUDY TIPS:

-Do each week's reading before that week's classes. Go over your notes after each class. Cross-reference your notes with the reading assignments. Use your syllabus as a table of contents for your notes.

-Find a study partner or group from among your classmates.

-Visit our department Writing Center in Hagerty Hall if problems with written expression.

Acquire a good Spanish/Spanish dictionary such as *Vox* or *Larousse* and keep a list of new vocabulary for each reading selection, as 16th –18th century colonial Spanish will challenge your lexicon. A cheap pocket dictionary will not help you in this course; on the contrary, it may hinder your understanding.

-Above all, keep up with the reading. There is an extensive amount of information in this course; you can't hope to master it by cramming at the last minute.

-If there is a gap in your notes or a concept you have missed, get notes from a classmate and handouts from the instructor or come to see me during office hours.

-Keep in touch with me during office hours, via email or phone if you are experiencing difficulties with any aspect of the course. I am ready and happy to work with you.

Use the On-Line Research Data Bases available on-line through our OSU Library. At OSU library site search for "LatWeb" or go to:

http://library.osu.edu/sites/latinamerica/latweb1_research.htm

to check what research exists on your topic. Some of the best sites are Lanic (U. Texas, Latin American Network Information Center (<http://lanic.utexas.edu>), UTexas); Biblioteca Virtual Cervantes; JStore, World Cat, Project Muse; MLA International Bibliography, Handbook of Latin American Studies (HLAS) y others. Check out topics, regions and historical figures on the Web, especially the cultural sections of Mexican, Peruvian, and Argentine newspapers found at the Lanic site. **Be aware that not all Web pages are free of historical inaccuracies or cultural bias of various kinds. Many are very superficial. Be very cautious about using the Web for serious research without solid back-up from the original or scholarly sources. Wikipedia is not an appropriate research source for any aspect of this course**

!Bienvenidos a SPA 555/E555!

Spanish 556
Modern Spanish American Literature
Winter 2008

Prof. Richard A. Gordon
Office: 243 Hagerty Hall
614-292-5719
gordon.397@osu.edu
Office hours: Fridays, 1:30-3:18

Course Description:

In this course we will read and analyze key Spanish American

literary texts from the early to the late twentieth century. Although this is a survey course covering a broad range of issues, a few recurring themes include: national and cultural identity, connections between the past and the present, and the relationship between the individual and society.

Note: Communication in class will be entirely in Spanish. If there is a word you do not know how to say, you will be asked to use circumlocution. Practice using well the vocabulary that you already know, and you will increase your fluency.

Course Objectives:

- o To develop a basic, yet critical and engaged, understanding of key aspects of modern Spanish-American literature.
- o To hone techniques/tools of literary analysis through guided examinations of the texts.
- o To learn to construct clear, well-supported arguments about literary texts through in-class discussion and papers.
- o To attain greater oral and written proficiency in Spanish through in-class discussion and papers.

Course readings:

Readings will be posted to the Content section of our Carmen page.

Format: Seminar-style, discussion-based.

Evaluation:

- Participation: 20%
- Once-Weekly Textual Analyses (1-page): 30%
- Short Paper (3-5 pages): 20%
- Final Paper: (7-10 pages): 30%

Explanation of My Expectations and of the Evaluation Categories:

- **Attendance:**
 - o Students are expected to come to class on time every day and to stay until the end of class. Unexcused late arrivals and early departures will each count as ½ of an unexcused absence. Since the class meets only twice a week, students will be allowed just two unexcused absences. After that, your final course grade will be lowered by 2% for each unexcused absence.
 - o You should use your two "grace days" to cover unexcused absences (work, family vacations, long weekends, weddings, family emergencies, undocumented illness, transportation problems, etc.).
 - o Excused absences (or adjustments to attendance or participation) should be discussed with the instructor and documented. Examples of excused absences are:
 - Legitimate excused absences may be related, for example, to:
 - Participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. A note from Student Health Services that

indicates, "The patient was not seen here during this period of illness," is not acceptable. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

- I also respectfully take into account religion and disabilities. Please feel free to discuss any relevant issues with me.
- Make-up work is possible in the event of excused absences. Arrangements for make-up work must be negotiated with the instructor prior to the absence, if possible. Makeup work will be permitted only when the instructor is presented with acceptable documentation. Work must be made up in a timely manner.
- **Preparation for Each Class:**
 - For each class period, you should read carefully and be prepared to discuss the assigned texts. Most Wednesdays, you should additionally come with your typed Textual Analysis (see below).
- **Participation (20%)**
 - This grade will be based on appropriate and proactive in-class contributions to discussions. You should come to class prepared to discuss the assigned text.
- **Once-Weekly Textual Analyses (30%)**
 - Each Wednesday (unless otherwise indicated on syllabus), you should come with a typed analysis of one of the text assigned for that week.
 - These papers should be double-spaced with 1" margins, Times New Roman or Garamond 12 pt. Length: 1 page.
 - In each case you must support a clear thesis with a focused, coherent argument and concrete observations from the text being studied. The more focused the analysis, the better. Base your close reading of some specific aspect of the text.
- **Short Paper: (20%)**
 - This paper should be double-spaced with 1" margins, Times New Roman or Garamond 12 pt. Length: 3-5 pages.
 - This paper should be an expansion of one of your once-weekly Textual Analyses.
 - Please discuss your paper topic with me at least one week before the due date.
 - The format and key objectives of this paper are similar to those of the Textual Analyses. The paper must maintain a tight focus on particular aspects of a text, and advance a coherent argument in support of a concrete, contestable thesis. You may be able to simply expand the Textual Analysis by providing more

extensive and detailed analysis of the topic covered in the initial essay. You might end up expanding somewhat the scope of the paper (e.g., analyze three related issues rather than one); however, by doing this you run the risk of diluting your analysis. Again, this entire essay should be just as compact and efficient as your textual analysis.

- o This paper is your analysis of the text, not a research paper. You should not cite secondary sources.

- **Final Paper (30%)**
 - This paper should be double-spaced with 1" margins, Times New Roman or Garamond 12 pt. Length: 7-10 pages.
 - This paper should be an expansion of one of your once-weekly Textual Analyses. The topic must be different from that of the Short Paper.
 - Please discuss your paper topic with me at least one week before the due date.
 - The format and key objectives of this paper are similar to those of the Short Paper. Focus and organization are even more important in a paper of this length.
- **Extra credit**
 - You can receive extra credit for attending and writing a 1-page, double-spaced analysis of films in the Center for Latin American Studies Winter Quarter film series (Information: <http://clas.osu.edu>). You can receive credit for a maximum of 3 films. If well done, each of these analyses will increase your final grade by 1%. Deadline for turning in this work is one week after the screening of the film.

Disability Statement:

Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Plagiarism and Other Matters of Student Misconduct:

Please review the entire "Code of Student Conduct":
http://studentaffairs.osu.edu/resource_csc.asp

I have excerpted here the section related to plagiarism and other related matters:

3335-23-04 Prohibited conduct

Any student found to have engaged in the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university.

1. Academic misconduct

Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;

2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;

3. Knowingly providing or using assistance in the

laboratory, on field work, or on a course assignment unless such assistance has specifically been authorized;

4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;

5. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted;

6. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;

7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;

8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;

9. Alteration of academically-related university forms or records, or unauthorized use of those forms; and

10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Class Cancellation Policy:

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Spanish 556
Modern Spanish American Literature
Prof. Richard A. Gordon

CALENDAR

DATE	ASSIGNED READING	ASSIGNMENT DUE DATES
Week 1 F 4	No class.	
Week 2 M 7 W 9	Introduction to the course. <u>Reading:</u> Henríquez Ureña	Bring to class a printout of your typed, 1-page Textual Analysis.
Week 3 M 14 W 16	<u>Reading:</u> Reyes <u>Reading:</u> Darío (I)	Bring to class a printout of your typed, 1-page Textual Analysis.
Week 4 M 21 W 23	<u>No class. Martin Luther King Day.</u> <u>Reading:</u> Darío (II)	Bring to class a printout of your typed, 1-page Textual Analysis. <u>By today, please discuss the topic of your Short Paper with me.</u>
Week 5 M 28 W 30	<u>Reading:</u> Quiroga <u>Reading:</u> Mistral	Short Paper should be posted to the Dropbox of our Carmen page by midnight on <u>Friday</u> of this week)
Week 6 M 4 W 6	<u>Reading:</u> Borges <u>Reading:</u> Vallejo	Bring to class a printout of your typed, 1-page Textual Analysis.
Week 7 M 11 W 13	<u>Reading:</u> Neruda (I) <u>Reading:</u> Neruda (II)	Bring to class a printout of your typed, 1-page Textual Analysis.
Week 8 M 18 W 20	<u>Reading:</u> Paz (poesía) <u>Reading:</u> Paz (ensayo)	Bring to class a printout of your typed, 1-page Textual Analysis.
Week 9 M 25 W 27	<u>Reading:</u> Rulfo <u>Reading:</u> Fuentes	Bring to class a printout of your typed, 1-page Textual Analysis. <u>By today, please discuss the topic of your Final Paper with me.</u>
Week 10 M 3 W 5	<u>Reading:</u> Poniatowska	Final Paper should be posted

to the Dropbox of our Carmen
page by midnight on Friday of
this week

ESPAÑOL 560
Introducción a la cultura hispanoamericana
Spring Quarter 2009
martes/jueves 11:30-1:18
HH 255



La destrucción de los “ídolos,” *Descripción de la ciudad y provincia de Tlaxcala*, Diego Muñoz Camargo, ca. 1581-84.
Glasgow University Library, Department of Special Collections, Scotland.

Prof. Lisa Voigt
Email: voigt.25@osu.edu
Oficina: HH 232, 247-0020

Horas de oficina: miércoles 1-2:30, o por cita

Descripción: En este curso investigaremos los orígenes y el desarrollo de la compleja realidad cultural hispanoamericana, enfocándonos en diferentes temas y períodos en relación con diferentes zonas geográficas (México, los Andes, el Cono Sur y el Caribe).

Utilizando una variedad de fuentes textuales (cartas, historiografía, autobiografía, novela) y visuales (mapas, grabados, pinturas, películas), investigaremos el encuentro entre culturas europeas, indígenas, y africanas como resultado de la conquista y la colonización de las Américas, las manifestaciones de continuidades y cambios culturales en estos grupos, la generación de nuevas identidades y prácticas culturales, y la revisión de estos procesos en varias películas y una novela recientes.

Textos:

Bartolomé de las Casas. *Brevísima relación de la destrucción de las Indias*. Ed. Jean-Paul Duviols. Buenos Aires: Stockero, 2006. ISBN 9871136501

Juan Francisco Manzano. *The Autobiography of a Slave/ Autobiografía de un esclavo*. Trans. Evelyn Picon Garfield. Detroit: Wayne State UP, 1996. ISBN 0814325378

Alejo Carpentier, *El reino de este mundo*. Madrid: Alianza, 2004. ISBN 842065550

Las otras lecturas se encontrarán en la página del curso en Carmen.*

Requisitos y evaluación:

1. **Asistencia, preparación y participación en clase.** (15% de la nota final) Además de preparar las lecturas y participar activamente en la discusión, esto incluye la selección de por lo menos un pasaje de cada lectura (o imagen o escena de una película) para comentar en clase. Sólo se permiten dos ausencias sin excusas; a partir de la tercera ausencia sin excusa la nota comienza a descender (-5% de la nota de participación por cada ausencia). Las excusas deben ser discutidas con la profesora de antemano, cuando es posible, y documentadas.
2. **Diario del curso** (15%). Todos los estudiantes mantendrán un cuaderno (o un fichero en la computadora, si la traen siempre a clase) en que apuntan la selección del pasaje, la escena o la imagen que quieren comentar en clase. Deben traer el cuaderno a todas las clases y estar preparados a entregarlo esporádicamente. No habrá “crédito” para los cuadernos entregados en otra ocasión.
3. **Ensayos breves** (30%). Se entregarán dos trabajos breves (2 páginas, a doble espacio) que comenten en detalle un pasaje de una de las lecturas principales. El pasaje (no más que un párrafo) debe ser citado al principio del ensayo. La participación en el “taller de escritura” el día de entrega es mandatoria, y una ausencia sin excusa ese día costará 10% de la nota en el ensayo. También se quitará 2% de la nota del ensayo por cada día que se entrega después de la fecha límite.
4. **Examen final (“take-home”)** (40%). Consiste de un trabajo escrito de 4-5 páginas en respuesta a una de las preguntas distribuidas por la profesora el 2 de junio. Se quitará 2% de la nota del ensayo por cada día que se entrega después de la fecha límite.
5. **Crédito extra.** Asistir a una de las siguientes conferencias (u otro evento anunciado por la profesora a lo largo del cuartimestre) y entregar un resumen y comentario de 1-2 páginas conllevan la posibilidad de aumentar la nota final por 1%. Deben entregar el comentario antes del 4 de junio.
 - Friday, May 15, 2:30 pm, Science and Engineering Library, room 090: Camilla Townsend (Rutgers University), “Lost in Translation: The Spanish, the Aztecs, and the Meaning of Conquest”

- Friday, May 29, 3:30 pm, University Hall, room 104: Dana Leibsohn (Smith College) and Sofia Sanabraís (Los Angeles County Museum of Art), “After 1560: Trade, Travel and Material Things in Asia and Latin America”

Class Cancellation Policy:

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Plagiarism is the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Disability Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 (TDD 292-0901; <http://www.ods.ohio-state.edu>) in Pomerene Hall room 150 to coordinate reasonable accommodations for students with documented disabilities.



“America” or “Vespucci Discovering America,” Jan van der Straet (Stradanus), ca. 1600

Programa del curso

Semana 1

martes 31 marzo

Introducción

Ver “Fuego y tinta: Literatura pre-columbina” en clase

VISIONES DE LA CONQUISTA

jueves 2 abril

Jan van der Straet, “America” (grabado)

Cristóbal Colón, “Carta a Luis de Santángel”*

Semana 2

martes 7 abril

Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias* (selecciones)

jueves 9 abril

Ver La otra conquista

Kelly Donahue-Wallace, “Manuscript Painting,” *Art and Architecture of Viceroyal Latin America*. Albuquerque: U of New Mexico P, 2008. 51-66.*

Semana 3

martes 14 abril

Discutir *La otra conquista*

Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico,"
<http://www.historycooperative.org/journals/abr/108.3/townsend.html>*

Entregar primer ensayo breve: taller de escritura

MESTIZAJE CULTURAL EN MÉXICO Y LOS ANDES, S. XVI-XVII

jueves 16 abril

"La destrucción de los ídolos" (imagen de la *Descripción de Tlaxcala*)*

"The Indian Pueblo of Texupa in Sixteenth-Century Mexico (1579)"*

Barbara Mundy, Preface, *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas*.
Chicago: U of Chicago P, 1997. xi-xx.*

Semana 4

martes 21 abril

El Inca Garcilaso de la Vega, *Comentarios reales de los Incas* (selecciones)*

jueves 23 abril

Felipe Guaman Poma de Ayala, *Nueva corónica y buen gobierno* (selecciones)*

Semana 5

martes 28 abril

"Two Paintings of a Corpus Christi Procession"*

Carolyn Dean, Chapter 4, *Inka Bodies and the Body of Christ: Corpus Christi in Colonial Cuzco*. Durham, NC: Duke UP, 1999. 63-96.*

jueves 30 abril

Sor Juana Inés de la Cruz, Loa para *El Divino Narciso**

Semana 6

martes 5 mayo

Ver *Ave María*

jueves 7 mayo

Discutir *Ave María*

Entregar segundo ensayo breve: taller de escritura

CIVILIZACIÓN Y BARBARIE EN EL CONO SUR, S. XIX-XX

Semana 7

martes 12 mayo

Domingo F. Sarmiento, *Facundo* (selecciones)*

jueves 14 mayo

Esteban Echevarría, "El matadero"*

Semana 8

martes 19 mayo

Jorge Luis Borges, "El Sur"*

ESCLAVITUD E INDEPENDENCIA EN EL CARIBE, S. XIX-XX

jueves 21 mayo

Juan Francisco Manzano, *Autobiografía de un esclavo*

Semana 9

martes 26 mayo

Alejo Carpentier, *El reino de este mundo*

jueves 28 mayo

Alejo Carpentier, *El reino de este mundo*

Semana 10

martes 2 junio

Ver *La última cena*

Distribuir preguntas del ensayo final (take-home exam)

jueves 4 junio

Discutir *La última cena*

martes 9 junio: Entregar ensayo final (take-home exam) antes de las 5:00 pm

****This syllabus is subject to minor modification by the instructor;
any changes will be announced in class and via email****

**REPRESENTACIÓN DE SUJETOS MARGINALES EN LA CULTURA LATINOAMERICANA CONTEMPORÁNEA
SPAN 660**

Ana Del Sarto
Office: 343 Hagerty Hall
Phone: 247-8109
del-sarto.1@osu.edu
Office hours: Mondays 10am-
noon or by appointment
Spring 2008

Texts:

- Rivera Cusicanqui, Silvia. "Metáforas y retóricas en el levantamiento de octubre". (Carmen)
- Mamani Condori, Carlos. "Desde el Qullasuyu bajo el signo de la violencia y la muerte". (Carmen)
- Rivera Cusicanqui, "Indígenas y mujeres en Bolivia" (Carmen)
- Rivera Cusicanqui, "Violencia e interculturalidad. Paradojas de la etnicidad en la Bolivia de hoy" (Carmen)
- Paredes, Julieta y María Galindo. *¿Y si fuésemos una, espejo de la otra?* Bolivia: Ediciones Gráfica, 1992. (Carmen)
- Foucault, Michel. "Introduction" en Herculine Barbin. *Being the Recently Discovered Memoirs of a Nineteenth Century French Hermaphrodite*. New York: Pantheon Books, 1980.
- Torres, Daniel. *Mariconerías. Escritos desde el margen*. República Dominicana: Isla Negra Editores, 2006.
- Lins, Paulo. *City of God*. New York: Black Cat, 2006.
- Eltit, Diamela y Paz Errázuriz. *El infarto del alma*. Santiago: Zegers, 1994. (Carmen)
- Eltit, Diamela. *El padre mío*. Santiago: Lom Editores, 2003.
- Textos en CARMEN

Films:

- *¿Quién mató a la llamita blanca?*, Bolivia, 2006. Dir. Rodrigo Bellott
- *XXY*, Argentina, 2007. Dir. Lucía Puenzo.
- *Bus 174*, Brasil, 2002. Dir. José Padilha.
- *Un hombre mirando al sudeste*, Argentina, 1986. Dir. Eliseo Subiela.

Description:

In this class we'll examine the representation of marginal subjects in Latin American contemporary cultures. How are these subjects represented discursively and visually? Can they speak by themselves? Or are they always represented through the Other's discourse? We will reflect on these topics from four different axes: the ethnic (indigenous women), the sexual and gender (diverse sexualities), the racial (shantytown youth) and the crazies. From these multiple social, political, and cultural differences (age, gender and sexuality, class, racial and ethnicity), an analysis on the strategies, the possibilities, the contradictions, and the limits of representation of these marginal subjects through narrative, poetic and visual texts will be performed.

Expected Learning Outcomes: Students are expected to consolidate their competence in Spanish, particularly their oral fluency through class participation and oral presentations, their reading abilities through the in depth use of primary texts and intermediate theoretical and critical essays, and their writing skills through the formulation of comments and questions and the writing of a research paper. The latter will ultimately prepare them for their transition to graduate studies. The class is taught entirely in Spanish. The most important learning outcome is the mastery of the concept of representation through its identification in a wide range of written and visual texts; and its socio-historical contextualization in different geo-cultural areas of several Latin American countries.

Grading scale

Research project draft	15%	
Final essay (research project)		30%
Question/comments for each class	20%	

Oral presentations	20%
Participation	15%

Requirements:

Participation: A senior seminar is a **discussion based** class. Your consistent participation is a key component of our learning environment. In this class, reading all readings for the week is absolutely required. We expect you to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Therefore, no more than two (2) **unexcused absences** will be allowed. In the case of more than two unexcused absences, your grade will be affected in the following way: each two unexcused absences, you will lose half a letter (from A to A-). (15% of final grade on attendance and participation, meaning contributing with intelligent questions and comments every day)

Questions: You are required to formulate one question/comment in relation to the text or texts to be discussed in each class. Send them by email to me the day before the scheduled class. (20% of final grade, 1% each question)

Research Project: You will pursue a research project that will focus on a specific topic chosen according to your interests but in consultation with the professor. A list of possible topics will be posted in Carmen. Moreover, Carmen will be used to flesh out the ideas and concepts previously discussed in class. The project will be presented in two steps: first, a **midterm draft** (4-5 pages) due **April 23rd**, in which the main topic and major lines of argumentation are discussed; it should include the bibliography. Second, the midterm should be reworked and edited as a **final paper** (8-10 pages) due **June 4th**. All written in Spanish. For this paper, students must use the contents of texts and ideas discussed in class and a minimum of five scholarly bibliographical sources. (45 % of final grade: 15% for the draft (9% content and 6% vocab/syntax/grammar structures); 30% for the final (20% on hypothesis/argumentation/evidence and 10% lexical and grammatical clarity of expression))

Oral presentations: You will organize **two** in-class presentation-discussion. The first one will deal with one of the texts discussed within the class schedule. The second one will be about your research project for the final paper. A written outline of the main points to be discussed is due two weeks before the presentation. (20% of final grade (10% each): 6% topic presentation and 2% Spanish structures and 2% easiness in the usage of foreign language)

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cancellation to let you know what will be expected of you our next class meeting.

Any essay that is not turned in on due time will be penalized with a weekly lower letter or half a letter by missed class. For instance, if your grade is an A but it was turned in a week after the deadline, your grade will be lowered to a B. If your grade is an A but the essay was turned in just one day of class late, the grade will be an A-

Tentative calendar

March

- 24 **Introducción**
De lo étnico: *¿Quién mató a la llamita blanca?* (film)
- 26 **Lo indígena...**
 "Representación" (Textos en Carmen)
 "Representation." *The New Princeton Encyclopedia of Poetry and Poetics* (1037-43)
 "Representación". *Términos críticos de sociología de la cultura* 206-9
 Rivera Cusicanqui, "Metáforas y retóricas en el levantamiento de octubre" (online no pagination)
 Mamani, "Desde el Qullasuyu bajo el signo de la violencia y la muerte" (online no pagination)
- 31 **Las mujeres indígenas...**
 Rivera Cusicanqui, "Violencia e interculturalidad" (online no pagination)
 Spivak, "Can the Subaltern Speak?" *The Postcolonial Studies Reader* (24-28)

April

- 2 **Las mujeres indígenas...**
 Rivera Cusicanqui, "Indígenas y mujeres en Bolivia" (online no pagination)
 Guaygua, "Los caminos de la interculturalidad: la tradición aymara diseminada en la cultura juvenil alteña" (15-20)
- 7 **De lo genérico-sexual: XXY** (Film)
 Foucault, "Introduction." *Herculine Barbin* (vii-xvii)
 Hall, "The Work of Representation." *Representation: Cultural Representations and Signifying Practices* (1-62)
- 9 **Las sexualidades diversas...**
 Paredes y Galindo, *¿Y si fuésemos una, espejo de la otra?* (59-87)
 Bhattacharyya, "Representing Sexuality." *Sexuality and Society* (124-44)
- 14 **Las sexualidades diversas...**
 Torres, *Mariconerías* (41-89)
 Bhattacharyya, "Spaces of sexuality." *Sexuality and Society* (145-65)
- 16 **Las sexualidades diversas...**
 Torres, *Mariconerías* (41-89)
- 21 **De lo racial/lo etario:** *Bus 174* (Film)

Hall, "The Spectacle of the Other." *Representation: Cultural Representations and Signifying Practices* (235-55)

- 23 **Los jóvenes favelados...**
 Lins, *City of God* (First chapter)
 Abramovay, "Violencia y vulnerabilidad" (17-28)

DRAFT DEADLINE (April 23rd)

- 28 **Los jóvenes favelados...**
 Lins, *City of God* (Chapter 5)
 Abramovay, "La situación de la juventud latinoamericana"
(33-53)
- 30 **Los jóvenes favelados...**
 Lins, *City of God* (Last chapter)
 Hall, "The Spectacle of the Other." *Representation: Cultural Representations and Signifying Practices* (256-77)

May

- 5 **De la locura:** *Hombre mirando al sudeste* (Film)
- 7 **Los locos...**
 Eltit/ Errázuriz, *El infarto del alma* (1-50)
- 12 **Los locos...**
 Eltit/ Errázuriz, *El infarto del alma* (51-78)
 Foucault, "Los rostros de la locura"
- 14 **Los locos...**
 Eltit, *El padre mío*
 Foucault, "Los rostros de la locura"
- 19 Conclusión
- 21 Oral presentations
- 26 **Holiday**
- 28 Oral presentations

FINAL ESSAY (June 4th)

Call # 19728-4 HH 062
SPANISH 755/OTOÑO 2007
martes/jueves 9:30 -11:18 , Rm. HH 062
Hagerty 262 tel: 292-4924/4958
Horas de consulta: martes y jueves: 3:30-4:30 y por cita (2-4958)

Profa. Maureen Ahern
ahern.1@osu.edu

Fronteras coloniales: Internas/Externas

Este curso propone explorar conceptos de fronteras internas y externas del mundo colonial en textos representativos como espacios de transformación, memoria y resistencia en Norte América, Nueva España y los Andes. ¿Cómo antiguas fronteras cobran nuevos significados en fronteras y contextos nuevos? ¿Cómo las múltiples fronteras que operan dentro de los discursos sirven para afirmar nuevas agencias e intersectos de la oralidad, la escritura y lo visual? ¿Qué resonancias cobran en fronteras modernas? Nos centramos en 5 discursos primarios: la *Relación* de Álvarez Núñez Cabeza de Vaca; *Los diálogos de 1524* de Sahagún y el *Nican mopohua* de Tonantzín/Guadalupe; la *Relación* de Titu Cusi Yupanqui; la *Primer Nueva Corónica y Buen Gobierno* de Felipe Guaman Poma de Ayala y *Brevísima relación de la destrucción de las Indias* de fray Bartolomé de las Casas. Examen de conceptos claves sobre fronteras en ensayos selectos de Spurr, de Certeau, Pratt, Bhabha, Trigo, Anzaldúa, Jauss y otros.

Textos Primarios: En venta en SBX y en Carmen, SPA 755.

Álvarez Núñez Cabeza de Vaca. *Naufraios*. rev. ed. de Trinidad Barrera. Alianza Editorial, 2001.

Sahagún, fray Bernardino de. *Coloquios y Doctrina, Los Diálogos de 1524*. Universidad Nacional Autónoma de México, 1986. *Antigua y Nueva Palabra. Antología de la literatura mesoamericana, desde los tiempos precolombinos hasta el presente*. Miguel León-Portilla y Earl Shorris, eds. México, Aguilar, 2004, 327-351.

León-Portilla, Miguel. *Tonantzín/Guadalupe: Pensamiento náhuatl y mensaje cristiano en el Nican mopohua*. El Colegio Nacional/Fondo de Cultura Económica, 2000.

Las Casas, fray Bartolomé de, *Brevísima relación de la destrucción de las Indias*. Edición de Trinidad Barrera. Alianza Editorial, 2005.

Yupanqui, Titu Cusi. *History of How the Spaniards Arrived in Peru. /Relación de cómo los españoles entraron en el Peru...* Dual Language Edition. Trans. & introd. by Catherine Julien. Hackett Publishing Company, Inc. 2006.

Guaman Poma de Ayala, Felipe. *Primer Nueva Corónica y Buen Gobierno*. Eds. Rolena Adorno y John Murra, Siglo XXI. Digitalizada a partir del ms. original de la Biblioteca Real de Dinamarca en <http://www.kb.dk/elib/mss/poma/> o en edición de Franklin Pease, Fondo de Cultura

Económica, 1993.

Films:

“The Adventure of Cabeza de Vaca” y “All the World is Human.” Michael Wood. Part 4, BBC Television Series “Conquistadors” 2000. DVD

“Cabeza de Vaca” Director: Nicolás Echevarría, 1991. DVD, Closed Reserve, Sullivant Library.

“The Great Inca Rebellion.” National Geographic. 2007. Video. Closed Reserve, Sullivant.

Documentación

Garibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. The Modern Language Association of America, 6th Edition.

Marco Teórico: En Carmen SPA 755 y Closed Reserve, Sullivant Library.

Adorno, Rolena. "Discurso jurídico, discurso literario: el reto de leer en el siglo xx los escritos del xvi." en *Memorias: Jalla, La Paz*, 1993. Plural Editores-UMSA, 1995. 15-25.

Anzaldúa, Gloria. *Borderlands/La Frontera. The New Mestiza*. Aunt Lute Books, 1987.

Bhaba, Homi, *The Location of Culture*. Routledge, 1994.

Certeau, Michel de. *The Writing of History*, "The Historiographical Operation," "Ethno-graphy: Speech or the Space of the Other: Jean de Léry." *The Practice of Everyday Life*, "Spatial Stories", "The Scriptural Economy"; "Quotations of Voices." *The Certeau Reader*, "The Weakness of Believing: from the Body to Writing, a Christian Transit."

Delueze, Gilles, *The Fold: Leibniz and the Baroque*. T Conley trans. U. Minnesota Press, 1993.

Jauss, Hans Robert. "Horizon Structure and dialogicity." *Question and Answer, Forms of Dialogic Understanding*. Ed, trans. M. Hays. U. Minnesota Press, 1989. "Literary History as a Challenge to Literary Theory."

Pratt, Mary Louise. "Criticism in the Contact Zone." *Imperial Eyes*. 1-11, Web-E Book.

Spurr, David. *The Rhetoric of Empire*, Duke UP, 1993.

Trigo, Abril. "Fronteras de la epistemología: epistemologías de la frontera. *Papeles de Montevideo*, N° 1, 1997, 71-89.

Contextos Recomendados: Ver también calendario semanal para crítica selecta para cada unidad. Se agregan otros títulos conforme avance el curso.

Adorno, Rolena and Patrick Pautz, trans and eds. *Álvar Núñez Cabeza de Vaca: his account, his life and the expedition of Pánfilo de Narváez*. U. Nebraska P, 1999. Web-E book. 3 v.

Adorno, Rolena. *Guaman Poma: writing and resistance in Colonial Peru*. 2nd ed. U Texas P. 2000.,

Andrien, Kenneth J. *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825*. U New Mexico Press, 2001.

Antigua y Nueva Palabra: Antología de la literatura mesoamericana, desde los tiempos precolombinos hasta el presente. Miguel León-Portilla y Earl Shorris, eds. México, Aguilar, 2004.

Arias, Santa. *Retórica, historia y polémica: Bartolomé de las Casas y la tradición intelectual renacentista*. University Press of América, 2001.

Burkhart, Louise. *The Cult of the Virgin of Guadalupe in Mexico*, Crossroads P, 1993.

-----, *The Slippery Earth: Nahua-Christian moral dialogue in sixteenth-century Mexico*, U Arizona P, 1989.

Brading, D.A. *Mexican Phoenix: Our Lady of Guadalupe: Image and Tradition Across Five Centuries*. Cambridge UP, 2001.

Duverger, Christian. *La conversión de los indios de Nueva España*. Fondo de Cultura

Económica, 1996.

Ensayos de cultura virreinal latinoamericana. Eds. Ulises Juan Zevallos-Aguilar, Takahiro Kato y Luis Millones, Fondo Editorial de la Facultad de Ciencias Sociales, Universidad Nacional Mayor de San Marcos, 2006.

Florescano, Enrique. *Memoria Mexicana*. Fondo de Cultura Económica, 1995.

Glantz, Margo. *Notas y comentarios sobre Álvaro Núñez Cabeza de Vaca*. Ed. Grijalbo, 1993.

Gruzinski, Serge. *The conquest of Mexico: the incorporation of Indian societies into the Western World, 16th-18th centuries*. Trans. E. Corrigan. UK Polity Press, USA Blackwell Publishers, 1993.

----- *La Guerra de las imágenes: de Cristóbal Colón a "Blade-Runner."* (1492-2019). Fondo de Cultura Económica, 1994.

Hanke, Lewis. *Aristotle and the American Indians: A Study in Race Prejudice in the Modern World*. Hollis & Carter. 1959.

Lockhart, James. *The Nahuas Alter the Conquest*. Stanford UP, 1992.

Mundy, Barbara. *The Mapping of New Spain*. U Chicago P, 1996., .

Nebel, Richard, *Santa María Tonantzin: Virgen de Guadalupe. Continuidad y transformación religiosa en México*. Fondo de Cultura Económica, 1995.

Padrón, Ricardo, *The Spacious Word: Cartography, Literature and Empire in Early Modern Spain*. U Chicago P, 2004.

Pagden, Anthony, *The fall of natural man: the American Indian and the origins of comparative ethnology*. Cambridge UP, 1982.

Phelan, John Leddy, *The Millennial Kingdom of the Franciscans in the New World*, 2nd ed. U California Press, 1970.

Poole, C.M. Stafford. *Our Lady of Guadalupe: The Origins and Sources of a Mexican National Symbol, 1531-1797*, U. Arizona P, 1995.

Quispe-Agnoli, Rocío. *La fe andina en la escritura: resistencia e identidad en la obra de Guamán Poma de Ayala*. Universidad Nacional Mayor de San Marcos, 2006.

Rabasa, José, *Writing Violence on the Northern Frontier*. Duke UP, 2000.

Rostorowski de Diez Canseco, María. *History of the Inca Realm*. U Texas P, 1999. (*Historia de Tihuanasuyo*).

Schroeder, Susan and Stafford Poole, eds. *Religion in New Spain*. U New Mexico P, 2007.

Vickery, Paul S. *Bartolomé de las Casas: Great Prophet of the Americas*. Paulist Press, 2006.

Weber, David J., *The Spanish Frontier in North America*. Yale UP, 1992.

----- and Jane Rausch. *Where Cultures Meet: Frontiers in Latin American History*. Scholarly Resources Books, 1994.

REQUISITOS DE APROBACION

Participación en 2 Mesas redondas.....30%

2 Ensayos Escritos (7-10 pp mínimo.).....50%

(Uno sobre Cabeza de Vaca, *Coloquios* o *Nican Mohopoa*;
otro sobre Titu Cusi Yupanqui, Guamán Poma o Las Casas).

Participación en clase y mejora (Incluye el
Informe teórico del alumno doctoral y los comentarios
de textos, preguntas, etc.20%

Construyendo fronteras: Los requisitos de SPA 755 se han ideado para que los alumnos individual y colectivamente vayan construyendo el curso en colaboración conmigo. Es decir: se irán construyendo su aporte mediante la lectura analítica del discurso primario y el texto crítico; luego por la articulación oral de puntos clave en los comentarios de clase; de ahí enfocarlos en la mesa redonda y finalmente articular una versión centrada y coherente en el ensayo breve –

lo que podría ser el núcleo de una presentación en un futuro simposio o proyecto de investigación. Otro objetivo del curso es proporcionar herramientas claves para el análisis de discursos coloniales y la preparación de los exámenes de grado - así como motivarles a uds. a cruzar diversas fronteras culturales del mundo indígena/colonial en su sentido más lato.

Participación activa y lectura atenta de los textos de lectura común y otros materiales asignados antes de asistir a cada sesión del seminario. Incluye comentarios sobre las lecturas asignadas para cada sesión, demostrando preparación previa.

Comentarios de textos: Para afianzar la lectura de cada uno de los textos primarios cada alumno preparará un breve comentario de su propia lectura – que de preferencia incluya algún aspecto de ‘fronteras’ en el texto bajo consideración. Se envía a Carmen antes de 10 p.m. de la víspera de nuestra sesión de clase y se trae por impreso a la clase para participación en el comentario colectivo. Se requiere un comentario para cada texto primario.

Orientación crítica: Se requiere la lectura de por lo menos uno de los ensayos críticos indicado en el calendario bajo “Crítica.” Los que se indican bajo “Contextos críticos” son recomendados mas no obligatorios.

Mesas redondas/Panel Discussions

En grupos de 3 alumnos se organizan y presentan una mesa de diálogos o “in-class panel discussion” sobre los textos primarios: uno sobre Cabeza de Vaca, *Coloquios* o *Nican Mohopoa*; otro sobre Titu Cusi Yupanqui, Guaman Poma o Las Casas. Estoy disponible para reunirme con Uds. individualmente o en grupo para consultas sobre los temas, fuentes, organización, etc. Los temas de las presentaciones breves – de no exceder 10-12 minutos cada uno - deberían incluir algún concepto o elemento de “fronteras” en términos de los conceptos teóricos que venimos leyendo y comentando en clase – o mediante las lecturas de la crítica y los contextos. Por ejemplo, una mesa sobre la *Relación* de Núñez Cabeza de Vaca podría explorar los conceptos de “appropriation” (Spurr) aplicados a este discurso; o los de “practiced space” (de Certeau “Spatial Stories”) o el espacio del ‘otro’ (de Certeau, “Ethno-graphy”) o las múltiples zonas de contacto (Pratt) en esta narrativa o bien se podría contrastar las dimensiones de ‘fronteras’ que representa el discurso escrito del siglo xvi con las del film de Echevarría o del film de Woods; o ver las variedades de testimonios o la función de los episodios de curas, o la de las historias intercaladas o la del mundo natural, etc.

For each primary text I also usually offer a list of suggestions to explore, but I also expect you to come up with your own ideas on basis of our collective discussions and readings of the text prior to the panels. The purpose of the panels is to present a cluster of perspectives on the primary text(s) under discussion organized around some aspect of frontera(s) (en su sentido más lato). Advanced students who wish to apply other theoretical concepts that are appropriate should consult with me in advance.

The panel expositions will be followed by a wider collective discussion as each panel member formulates a question to pose to the class as a whole and the student audience poses their questions. Every student who is not presenting will also participate by formulating one or more questions during the discussion period – which they will hand in to me in writing at the close of the session.

As soon as the panels are assigned, a panel presider should be chosen and tentative topics discussed. At least a week prior to the panel date the panel members need to either meet with me or consult with me via email, phone or appointment about their topics, sources and the panel organization. The panel discussion is designed to develop your active participation in the

analysis of literary and cultural colonial discourses and your application of theoretical concepts to them. Base your arguments on textual or visual evidence and be sure to include it and cite it in a handout or visual reference. The more specific and focused your topic, the better. You must present your topic during the calendar date set for the respective panel.

Use a very brief handout for distribution to the class that gives any of the longer textual quotations as well as the references to your sources. Close your presentation with a question for class discussion.

Nota Bene. The oral presentation for the panel may serve as the nucleus for the short written essay (paper) of 7-10 pages maximum that you will turn in 7 working days after the panel presentation.

□ **Ensayos Escritos** - Son trabajos breves que versan sobre algún aspecto específico de uno o más de los textos primarios de lectura, y/o la crítica del tema presentado en la mesa redonda. Constan de 7-10 páginas Deben ser analíticos, originales y fundamentados en el análisis de los textos e imágenes bajo consideración y con referencia por lo menos a un concepto teórico o crítico de frontera(s). El formato MLA Handbook, 6a. ed. con referencias es de rigor. Los ensayos deben aprovechar los comentarios ofrecidos por los compañeros y la profesora en las sesiones orales. Se entrega a los 7 días útiles de la presentación oral y/o a la fecha indicada en el calendario o por la profesora. La entrega tardía afectará la nota.

Comentario de (1) ensayo teórico (Para los alumnos del programa doctoral) Consta de una breve síntesis de uno de los textos teóricos, en formato de resumen o bosquejo (1ª página) de su hipótesis, aplicación, conclusiones y relación con los textos de nuestro seminario en hoja para repartir. Se escoge muy pronto en consulta con la profesora. Se trae copias para los compañeros y se coloca en Carmen.

Plagio Toda referencia oral, escrita o visual a cualquier concepto ajeno a uno mismo ha de indicar la fuente con ortografía, nota o comentario debidos.

□□

Nota Bene. World Wide Web ofrece muchos recursos para la bibliografía de los siglos xvi, xvii y xviii mas hay que tener en cuenta que muchos sitios son superficiales, parciales y no confiables en términos de la investigación de rigor y por eso siempre hay que utilizar las paginas Web con cautela. ¡Ojo! Wikipedia no es fuente idónea para fines de investigación.

Recursos electrónicos: Los alumnos cuentan con los múltiples recursos de la biblioteca de OSU, un vasto banco de materiales de toda índole que incluye revistas, periódicos, libros, film, imágenes, mapas, tesis internacionales que se acceden mediante el LatWeb, e incluyen los catálogos de las grandes colecciones de bibliotecas tales como The Library of Congreso; John Carter Brown Library; The British Library y las Bibliotecas Nacionales de muchos países. Véanse en especial, Lanic; Biblioteca Virtual Cervantes; JStore, World Cat, Project Muse; MLA International Bibliography, Handbook of Latin American Studies (HLAS) y muchos más que se encuentran en el enlace de LATWEB que es:

http://library.osu.edu/sites/latinamerica/latweb1_res_1.3fulltext.htm

Normas Didácticas:

Asistencia La asistencia puntual es obligatoria mas no es suficiente pues la participación es esencial en forma de preguntas y observaciones que aportan al comentario de las lecturas y temas. Faltas de asistencia sin documentación o excusa previa pueden afectar la nota final. **Se califica sobre calidad y mejora. No se otorgan notas de "Incomplete"** salvo casos documentados de fuerza mayor. En caso de no poder asistir a una sesión, hay que avisar a la

profesora cuanto antes por teléfono o E-Mail. Se descuenta puntaje a las entregas tardías. Se invita cordialmente a los alumnos a asesorarse con la profesora sobre cualquier asunto, sea elección de tema, lectura, interés especial o dificultad con la materia, etc.

E-mail. I will communicate with you regularly via E-mail and “News” on Carmen. I plan to use your OSU E-mail address. You are responsible for checking your OSU E-mail account regularly throughout the quarter.

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307. Please notify me the first day of class if you have a disability.

ACADEMIC CONDUCT - University guidelines for academic conduct apply to all aspects of this course.

CALENDARIO DE TEMAS Y LECTURAS

(Sujeto a ajustes al syllabus y al calendario)

Los materiales críticos y teóricos se encuentran en CARMEN de SPA 755 y muchos títulos entre los Contextos Recomendados están en Closed Reserve en Sullivant Library. I will communicate with you via your OSU E-mail address and "News" on Carmen. You are responsible for checking your OSU E-mail account and Carmen frequently throughout the quarter.

Jueves, 20 de setiembre

Orientación al curso, requisitos y organización.

"El viaje americano de Álvaro Núñez Cabeza de Vaca" – Sinopsis visual.

Leer: "Adorno, "Discurso jurídico, discurso literario: el reto de leer en el siglo XX los escritos del XVI."

Fichas de los alumnos; mesas redondas, normas didácticas, etc.

El Norte: Fronteras de Transformación

Semana 1

martes 25 de setiembre *La Relación (Naufragios)* de Núñez Cabeza de Vaca

Leer: *La Relación (Naufragios)*, Intr. y caps. 1-14, 1-107.

Comentarios colectivos

Contextos : Adorno, "Introduction"

Film "Álvar Núñez Cabeza de Vaca" y "All the World is Human", Michael Wood, BBC 2001 Part 4, *Conquistadores*

jueves 27 de setiembre

Leer: *La Relación (Naufragios)* caps 15-38, 107-176.

Comentarios colectivos

Crítica: Ahern, "Cruz y calabaza" o Gordon, "Following Estevanico, " o Silva, "Conquest, Conversion and the Hybrid Self."

Contextos: Adorno, "The Negotiation of Fear," (JStore); ", Reff, "Text and context: Cures, Miracles and Fear ", Molloy "Alteridades", " Glantz: "El cuerpo inscrito."

Informe Teórico: Spurr "Surveillance and Appropriation"

Informe Teórico: de Certeau, "Spatial Stories"

Semana 2 –

martes 2 de octubre

Film: Echevarria: "Cabeza de Vaca "

Crítica: Stone, "Filming Colonial Latin America"

Contexto: Hershfield, "Assimilation and Identification...in "Cabeza de Vaca..

jueves 4 de octubre

<p>Mesas Redondas sobre <i>La Relación (Naufragios)</i> de Alvar Núñez Cabeza de Vaca</p>
--

Nueva España: Fronteras espirituales: resistencia e invención

Semana 3

martes 9 de octubre

Fray Bernardino de Sahagún – *Coloquios y doctrina, los diálogos de 1524*.

Leer: “Los Diálogos de 1524”

Comentarios colectivos

Crítica: Klor de Alva, “Spiritual Conflict and Accommodation in New Spain...”, Navarrete, “La sociedad Indígena en la obra de Sahagún”; Morales, “El Diálogo de los doce...transvase cultural.”

Contextos: León-Portilla, “El mundo mesoamericano”; Johansson, “*La Historia General*: Un encuentro de dos sistemas cognitivos.”

jueves 11 de octubre - Tonantzin /Guadalupe y el “*Nican mopohua*”

Leer: León Portilla: Introducción y texto de “Nican mopohua”

Comentarios colectivos

Crítica: Burkhart, “The Cult of the Virgen of Guadalupe in Mexico”; Nebel: “The Cult of Santa María Tonantzin, Virgin of Guadalupe in Mexico.”

Contextos: Clendinnen, “Ways to the Sacred”; Burkhart “Before Guadalupe.”

[Viernes: 12 de octubre: Entrega de ensayos sobre *La Relación* de Núñez Cabeza de Vaca]

Semana 4 – Guadalupe, “*Nican Mopohua*” y visiones modernas

martes 16 de octubre

Continuación de “Nican Mopohua”.

Visiones modernas: leer uno de los ensayos de Castillo, *Goddess of the Americas*: Cisneros, “Guadalupe the Sex Goddess; Gómez Peña, “The Two Guadalupes”, o Martínez, “The Undocumented Virgen.”

Comentarios colectivos

Crítica: Jeanette Favrot Peterson. “Canonizing a Cult: A Wonder Working Guadalupe in the Seventeenth Century.

Contextos: Brading, *Mexican Phoenix*, caps 3&4; Poole, *Our Lady of Guadalupe*, cap. 7&8, Closed Reserve, Sullivant.

Informe Teórico: Anzaldúa, “Borderlands/la Frontera” y/o Bhaba, “Third Space”

jueves 18 de octubre

Mesa(s) Redonda(s) sobre Diálogos y la Virgen de Guadalupe

Los Andes - Relación de Títu Cusi Yupanquí: Fronteras de voz y escritura

Semana 5

martes 23 de octubre *Titu Cusi Yupanqui*

Leer: *Relación de cómo los españoles entraron en el Peru y subçeso que tubo mango Ynga en el tiempo que entre ellos bivio*. Introducción y texto de la relación
Comentarios colectivos

Informes Teóricos: Trigo, "Fronteras de la epistemología" y/o Bhaba, "Third Space"

jueves 25 de octubre -*Titu Cusi Yupanqui* – continuación

Comentarios colectivos

Crítica" Salomon, "Foreword" y Legnani, "A Necessary Contextualization"

Contextos: Legnani, "Introduction", Millones

[Viernes 27 –Entrega de ensayos cortos sobre La Virgen de Guadalupe, *Nican Mopohua o Los Diálogos de 1524*]

Semana 6

martes 30 de octubre – *Titu Cusi Yupanqui* - continuación

Comentarios colectivos

Informes Teóricos : por definir entre Bhaba, Jauss, de Certeau

Crítica: Jakfalvi –Leiva, "De la voz a la escritura."

Contexto: Film, "The Great Inca Rebellion" National Geographic, 2007.Video en Sullivant.

,jueves 1ero de noviembre

Mesa(s) Redonda(s) - <i>Titu Cusi Yupanqui</i> - Relación
--

Guaman Poma de Ayala: Fronteras ladinas, historia(s) visual(e)s

Semana 7

martes 6 de noviembre -

Ver: Guaman Poma de Ayala, *La Primer Nueva Corónica y Buen Gobierno* en WWW <http://www.kb.dk/elib/mss/poma>. Ver el mapamundi y las imágenes de Gentes: Incas, Coyas, Andinos, Españoles, Mestizos, Negros, Clérigos, GP ante el Rey, etc.
Comentarios críticos

Leer y comentar: Pratt, "Criticism in the Contact Zone" [Web E-Books]

Crítica: Adorno, "Icons in Space"; Quispe-Agnoli, selección de *La fe andina en la escritura: resistencia e identidad en la obra de Guamán Poma de Ayala*

Contextos: Pease, "La percepción andina del otro en la conquista de los Andes; López-

Baralt, "La persistencia de las estructuras simbólicas andinas en los dibujos de Guaman Poma de Ayala." Ver bibliografía en WWW <http://www.kb.dk/elib/mss/poma> bajo "Enlaces."

jueves 8 de noviembre –continuación -*Primer Nueva Corónica y Buen Gobierno*
comentarios colectivos -

Debates Actuales: "La lengua Quechua en el congreso nacional"; y otros por definir.

Crítica: Quispe-Agnoli, selección de *La fe andina en la escritura: resistencia e identidad en la obra de Guamán Poma de Ayala*

Informe Teórico: Bhabha, "Third Space" o Jauss, "Horizon Structure and dialogicity."

[Viernes 9 de noviembre – Entrega de ensayos cortos sobre Titu Cusi Yupanqui]

Semana 8 -
martes 13 de noviembre

Mesa(s) Redonda(s) sobre Primer Nueva Corónica y Buen Gobierno

Fronteras de Violencia y Desafío en fray Bartolomé de las Casas

jueves 15 de noviembre — *Brevísima relación de la Destrucción de las Indias* Leer: Introducción y texto.

Comentarios colectivos

Crítica: Pagden, "Dispossessing the Barbarian", Keene, "The legacy of Las Casas,"
Arias, "Empowerment ...Las Casas' representation of the Other."

Contextos: Sánchez, "The Spanish Black Legend: Origin of Anti-Hispanic Stereotypes";
Rebasa: "Las Casas: A system for ideal primitivism"; Rivera-Pagán, "A Prophetic Challenge to the Church: The Last Word of Bartolomé de las Casas"; Carozza: "From Conquest to Constitutions: Retrieving a Latin American Tradition of the Idea of Human Rights"; Bruit, "América en el pensamiento político de Bartolomé de Las Casas."

[viernes 16 Entrega de ensayos cortos sobre Nueva Corónica... –Guaman Poma]

Semana 9
martes 20 de noviembre

Mesa(s) Redond(as) sobre Las Casas

jueves 22 de noviembre – Feriado de Acción de gracias

Semana 10
martes 27 de noviembre – Entrega de ensayos cortos sobre las Casas

jueves 29 de noviembre - Lecturas individuales Entrega de todos los temas y/o asignaciones pendientes.

SPAN 757
Winter 2009
MW 1:30 - 3:18
UH 0028

Ulises J. Zevallos-Aguilar
275 Hagerty Hall. Phone 688-3497
zevallos-aguilar.1@osu.edu
Office hours: 3:30-4:30 M and W

Tecnoescritura y vanguardia hispanoamericana

En este curso se exploran las complicadas relaciones que se han dado entre ciencias, tecnologías y escrituras como parte del debate de la modernidad latinoamericana en la vanguardia histórica latinoamericana. Se enfocarán los siguientes temas: 1) Las distintas posiciones que los escritores vanguardistas adoptaron frente a las teorías científicas y desarrollos tecnológicos y 2) Los usos del discurso científico y conocimiento de las nuevas tecnologías para autorizar la modernidad de la escritura de sus obras literarias.

También se estudiarán los siguientes sub-temas: la fascinación o celebración de la maquinización de la producción y desarrollos de la ciencia; el uso de tecnología como prótesis de modernizaciones fallidas; la crítica y desasosiego que provocan el fenómeno de compresión de tiempo y espacio; los no-lugares que crean las tecnologías de información y transporte, y los deseos de cambio que, junto con las especificidades culturales y sociales de los países hispanos, ayudan a proponer modernidades alternativas en la escritura de textos literarios.

Objetivos

6. Adquirir conocimientos sobre la diversidad de la vanguardia histórica latinoamericana y sus relaciones con la ciencia y tecnología de la época.
7. Desarrollar habilidades de investigación con las actividades programadas en el curso.
8. Leer libros claves de la vanguardia latinoamericana.
9. Exponer la aplicación de diferentes teorías literarias al estudio de la vanguardia latinoamericana.

Textos:

Roberto Arlt. *El juguete rabioso* (1926). Argentina.
César Vallejo. *Trilce* (1922). Perú.
Hilda Mundy. *Pirotecnia* (1936). Perú.
Carlos Oquendo de Amat. *Cinco metros de poemas* (1927). Perú.
Manuel Maples Arce. *Andamios interiores, Poemas interdictos y Urbe*. México.
Pablo Neruda *Residencia en la tierra* (1935). Chile.
Kyn Taniya *Avión* (1923) y *Radio* (1924). México.

Evaluación:

Participación en clase

30%

Coordinación de clase (1 presentación)

20%

Exámenes domiciliarios

20%

Trabajo final (8 pp. Texto. Bibliografía y notas al final)

30%

CALENDARIO DEL CURSO
(Sujeto a ajustes)

Jan. 5 Introducción al curso.

Jan. 7

Raúl Bueno "La máquina como metáfora de modernización en la vanguardia latinoamericana".

Lectura sugerida: Lauer, Mirko "Máquinas y palabras: la sonrisa internacional hacia 1927".

Discusión: *El juguete rabioso* (1926) 87-125.

Jan. 12

Beatriz Sarlo "Introducción".

Lectura sugerida: Jacqueline Cruz "Discursos de la modernidad en las culturas periféricas: La vanguardia latinoamericana".

Discusión: *El juguete rabioso* 127-160.

Jan. 14

Beatriz Sarlo "Arlt: La técnica en la ciudad". J. Andrew Brown "Introduction".

Discusión: *El juguete rabioso* 161-194

Jan. 19 Martin Luther King

Jan. 21 *Tiempos modernos* (película).

Jan. 26

J. Andrew Brown "Test Tube Terror: Science and Society in Roberto Arlt".

Discusión: *El juguete rabioso* 195-239.

Jan. 28

Michelle Clayton "Trilce's Lyric Matters" .

Discusión: *Trilce* (1922) I-XXI

Feb. 2

Adam Sharman "Semicolonial Times: Vallejo and the Discourse of Modernity".

Discusión: *Trilce* XXII-XXXIX

Feb. 4

Bueno, Raúl "Apuntes sobre el lenguaje de la vanguardia poética hispanoamericana".

Discusión: *Trilce* XL-LX

Feb. 9

Greg Dawes. "Más allá de la vanguardia: la dialéctica y la teoría estética de César Vallejo".

Discusión: *Trilce* LXI-LXXVII

Feb. 11

Cynthia Vich. "Hacia un estudio del 'indigenismo vanguardista': La poesía de Alejandro Peralta y Carlos Oquendo de Amat".

Discusión: *Cinco metros de poemas* (selección)

Feb. 16

Ulises Juan Zevallos Aguilar "Compresión de tiempo/espacio, mundos posibles y modernidad alternativa en *Cinco metros de poemas*".

Discusión: *Cinco metros de poemas* (selección)

Feb. 18

Virginia Ayllón "Introducción a Piroctenia".

Lectura: *Pirotecnia* (selección)

Feb. 23

Emir Rodríguez Monegal "Pablo Neruda: El sistema del poeta".

Discusión: *Residencia en la tierra* (selección)

Feb. 25

Jaime Concha "Las Residencias o la noche alza su vuelo"

Discusión: *Residencia en la tierra* (selección).

Mar. 2

Samuel Gordon "Modernidad y vanguardia en la literatura mexicana: Estridentistas y contemporáneos".

Discusión: Manuel Maples Arce. *Andamios interiores* (1922).

Lectura:

Mar. 4

Tatiana Flores "Clamoring for Attention in Mexico City: Manuel Maples Arce's

Avant-Garde Manifesto Actual No1".
Discusión: Manuel Maples Arce. *Urbe* (1924).

Mar. 9

Evodio Escalante "Modernidad y resistencia a la modernidad en los poemas de Manuel Maples Arce". Discusión: Manuel Maples Arce. *Poemas interdictos* (1927).

Mar. 11

Silvio Sirias "El estridentismo visto desde '80 H.P."
Discusión: Kyn Taniya *Avión* (1923) y *Radio* (1924).

The stylistics of death

Spanish 758
Ileana Rodríguez
Tuesday: 3:00 to 5:00 p.m.
244 Hagerty Hall
Office Hours: Tuesdays
or by appointment
Phone: 2-8858
rodríguez.89@osu.edu

Objetivos del curso:

Análisis de la retórica de la muerte y examen de la relación entre criminalidad y estética. Lectura de textos teóricos (Marianne Hirsch, Renata Salecl, Achille Mbembe) que fundamentan ideas sobre cuerpos y eventos que re-significan la muerte y las instancias de su recopilación. Considera que el tejido teórico y el de ficción dibujan una red de transnacionalidades que denota una problemática global. Textos incluyen testimonios de Colombia, México, Guatemala y sus representaciones pictóricas y filmicas.

-

Materiales requeridos: (available from SBX and my website:

<http://people.cohums.ohio-state.edu/rodriguez89>

- Achille Mbembe. "Necropolitics." *Public Culture* 15 (1); 2003: 11-40.
- Jean Baudrillard. "Death in Bataille," In *Bataille: A Critical Reader*, ed. Fred Botting and Scott Wilson. Oxford: Blackwell, 1998: 139 –145.
- Marianne Hirsch. "Projected Memory: Holocaust Photographs in Personal and Public Fantasy." In *Acts of Memory. Cultural Recall in the Present*. (Eds). Mieke Bal, Jonathan Crewe, and Leo Spitzer. Hanover and London: University Press of New England, 1999: 3-23
- Shoshana Felman. "Benjamin's Silence." *Cultural Inquiry*. Winter 1999, Vol. 25, No. 2: 201-234.

- Renata Salecl. "After the war is over." *Index on Censorship*. London: Writers and Scholars International, Vol 30 (1) 2001: 40-47
- Eve Skosowvsky Sedwick. "A dialogue on love." *Intimacy*. Lauren Berlant (ed). Chicago and London: The University of Chicago Press, 2000: 331- 351
- Dorothy Noyes. "Authoring the Social Drama: Suicide, Self, and Narration in a French Political Scandal." *Narrative*, Vol. 8, No. 2 (May 2000): 210-231.
- Renata Salecl. "Crime as a mode of subjectification." *The Spoils of Freedom. Psychoanalysis and Feminism after the Fall of Socialism*. London: Routledge, 1994: 99-111.
- Renata Salecl. "The Art of Life and Death." *Flash art* (Vol.33) Issue 215, 2000:57-58.
- Nora Strejilevich. *Beyond the Language of Truth*. (On line)
- Jean Franco. "Killing Priests, Nuns, Women, Children," "Gender, Death, Resistance." *Critical Passions. Selected Essays*. Mary Louise Pratt and Kathleen Newman (eds). Durham and London: Duke UP, 1999: 9-38.
- Joan Didion. *Salvador*. New York: Vintage, 1983.
- Jean Franco. "Baile de Fantasmas en los campos de la guerra Fria." (Ed). Mabel Moraña. *Nuevas Perspectivas desde/sobre la América Latina. El desafío de los estudios culturales*. Santiago de Chile: Cuarto Propio/Instituto Internacional de Literatura Latinoamericana, 2000: 171-184
- Jorge G. Castañeda. "Acrobacias argentinas: hacia una definición de la izquierda Latinoamericana." *Utopía Desarmada. Intrigas, dilemas y promesa de la izquierda en América Latina*. México: Joaquín Mortiz, 1993: 9-14.
- Grupo SEMEFO (México)
- *Metapolítica. Las muertas de Juárez (Número fuera de serie)*. México: Jus, 2003
- Sergio González Rodríguez. *Huesos en el Desierto*. Barcelona: Anagrama, 2002.
- María Vicoria Uribe. "Dismembering and Expelling: Semantics of Political Terror in Colombia." *Public Culture* 16 (1): 79-95.
- Hernán Vidal. "Marco Antonio de la Parra." *Tres argumentaciones Postmodernistas en Chile*. Santiago de Chile: Mosquito Comunicaciones, 1998: 121-157 "La session de tortura, espacio de las metamorfosis corporals." *Chile: Poética de la tortura política*. Santiago de Chile: Mosquito Comunicaciones, 1998:143-202.

- Anne Rubenstein. "Bodies, Cities, Cinema: Pedro Infante's Death as Political Spectacle." In *Fragments of a Golden Age. The Politics of Culture in México since 1940*. Gilbert M. Joseph, Anne Rubenstein, and Eric Zolov (eds). Durham, London: Duke University Press, 2001: 199-233.
-

Literatura

- **Eloy Martinez. *Santa Evita* (Fragmentos). Madrid: Santillana, 2003.**
- **Sergio Ramírez. *Mil y una muertes*. México: Alfaguara, 2004 (Fragmentos)**
- Manlio Argueta. *Un día en la vida*. San José, Costa Rica: EDUCA, 1980; Curbstone.
- Mario Roberto Morales. *Señores bajo los árboles*.
- Juan Rulfo. *Pedro Páramo*.
- Borges. *El Inmortal, El traidor y el heroe*. (On line)
- **Horacio Quiroga. *El muerto*. (On line)**
- Cristina Peri Rossi. *Indicios Pánicos*. Barcelona: Bruguera, 1981
- Tununa Mercado. *Narrar después*. Rosario: Beatriz Viterbo Editora, 2003
- Sylvia Molloy. *Varia Imaginación*. Rosario: Beatriz Viterbo Editora, 2003
- Sergio Chejfec. *Los Planetas*. Buenos Aires: Alfaguara
- Manlio Argueta. *Un día en la vida*.
- Virginia Vidal and Ana Vasquez-Bronfman. *Crímenes de Mujeres*. Catalonia, 2005
- Mario Bellatin. *Salon de Belleza*.
- Saramago. *El año de la muerte de Ricardo Reis, or Las intermitencias de la muerte*
- **Alfredo Molano. *De tropeles y Tropelías*. Bogotá: CINEP, 1985.**
- **Nora Strejilevich. *Una sola muerte numerosa***

Pintura

Rembrandt. Anatomy Lesson (Google)

Barbara Kruger. Untitled (No Radio)

Sergei Eisenstein (Mexican Images)

Gunther von Hagens. BodyWorlds. The Anatomical Exhibition of Real Human Bodies

Eugenio Dittborn http://lanic.utexas.edu/project/huntington/dittborn_sin/large.html

Ileana Rodríguez [http://media.cohums.ohio-](http://media.cohums.ohio-state.edu/index.cfm?fuseaction=listing&dirPath=\people\rodriguez89)

[state.edu/index.cfm?fuseaction=listing&dirPath=\people\rodriguez89](http://media.cohums.ohio-state.edu/index.cfm?fuseaction=listing&dirPath=\people\rodriguez89)

Films

El lado oscuro del amor. (film by Eliseo Subiela)

El abrazo partido. (film by Daniel Burman)

El día que me quieras. (film by Leandro Katz)

Salvador. (film by Oliver Stone)

Las batalla de las cruces (film de Rafael Bonilla)

Señorita Extraviada (film de Lourdes Portillo)

La Virgen de los Sicarios (film de Barbet Schroeder)

Garage Olimpo

Missing (film de Constantin Costa-Gavras)

Calificaciones:

2 Presentaciones	20%
Reportes de artículos leídos	40%
Ensayo final	40%

Cada estudiante debe presentar un reporte escrito de todos los escritos leídos. El reporte debe incluir lo siguiente: (a) resumen del artículo; (b) tesis del artículo; (c) argumentos principales; (d) una pregunta que ustedes se hacen después de leerlo. El reporte tiene que ser organizado de acuerdo a esos acápites.

Las presentaciones de cada estudiante deben de ser de 10 minutos (cuatro cuartillas escritas a doble espacio y letra de 12 puntos) y debe contener tres preguntas para organizar la discusión. El estudiante puede usar sus reportes de artículos para su presentación.

El estudiante debe leer al menos 5 obras literarias y ver tres películas. A más tardar en la 5ta. Semana del trimestre, el estudiante debe entregar su lista de lecturas y filmes al profesor. Estos textos constituirán el material de su trabajo final.

DESARROLLO DEL CURSO

Todas las lecturas se preparan antes de clase

Semana 1:**Marzo 28**

Introducción general al curso: temas, temáticas, tematizaciones. Requisitos del curso y listas de lectura. Dónde encontrar los materiales.

- Achille Mbembe. “Necropolitics.” *Public Culture* 15 (1), 2003: 11-40.

Marzo 30

Tema: La muerte en la teoría

- Jean Baudrillard. “Death in Bataille,” In *Bataille: A Critical Reader*, ed. Fred Botting and Scott Wilson. Oxford: Blackwell, 1998: 139 –145.
 - Film: *El lado oscuro del amor*. (film by Eliseo Subiela)
-

Semana 2

Abril 4

Tema: Muerte natural, muerte por suicidio

- Eve Skosowvsky Sedwick. "A dialogue on love." *Intimacy*. Lauren Berlant (ed). Chicago and London: The University of Chicago Press, 2000: 311- 351.

Abril 6

- Dorothy Noyes. "Authoring the Social Drama: Suicide, Self, and Narration in a French Political Scandal." *Narrative*, Vol. 8, No. 2 (May 2000): 210-231.

-

Semana 3

Abril 11

Tema: La muerte y el silencio

- Shoshana Felman. "Bejanmin's Silence." *Cultural Inquiry*. Winter 1999, Vol. 25, No. 2: 201-234.

Abril 13

- Renata Salecl. "After the war is over." *Index on Censorship*. London: Writers and Scholars International, Vol 30 (1) 2001: 40-47.

Semana 4

Abril 18

- Renata Salecl. "The Art of Life and Death." *Flash art* (Vol.33) Issue 215, 2000: 57-58.
- Renata Salecl. "Crime as a mode of subjectification." *The Spoils of Freedom. Psychoanalysis and Feminism after the Fall of Socialism*. London: Routledge, 1994: 99-111.

Abril 20

VISITA DE LA PROFESORA NORA STREJILEVICH

- Nora Strejilevich. *Testimony: Beyond the Language of Truth*. (Online).

Semana 5

Abril 25

Tema: La muerte del Icono

PRESENTACIONES DE ESTUDIANTES

- Jean Franco. "Baile de Fantasmas en los campos de la guerra Fria." (Ed). Mabel Moraña. *Nuevas Perspectivas desde/sobre la América Latina. El desafío de los estudios culturales*. Santiago de Chile: Cuarto Propio/Instituto Internacional de Literatura Latinoamericana, 2000: 171-184.
- Rembrandt's *Anatomy Lesson* (1632) Pintura (Google).
- Barbara Kruger. *Untitled (No Radio)* (Pintura)
- *El día que me quieras* (film de Leandro Katz).

Abril 27

PRESENTACIONES DE ESTUDIANTES--CONTINUACION

Semana 6

Mayo 2

Tema: La muerte en la poética salvadoreña

PRESENTACIONES DE ESTUDIANTES

- Jean Franco. "Killing Priests, Nuns, Women, Children," "Gender, Death, Resistence." *Critical Passions. Selected Essays*. Mary Louise Pratt and Kathleen Newman (eds). Durham and London: Duke UP, 1999: 9-38.
 - *Salvador*. (film de Oliver Stone (1986).
 - Manlio Argueta. *Un día en la vida*.
Joan Didion. *Salvador*. New York: Vintage, 1983.
-

Mayo 4

VISITA DE LA PROFESORA MONICA SZURMUK

Semana 7

Mayo 9

Tema: La muerte en la literatura

PRESENTACIONES DE ESTUDIANTES

- Anne Rubenstein. "Bodies, Cities, Cinema: Pedro Infante's Death as Political Spectacle." In *Fragments of a Golden Age. The Politics of Culture in México since 1940*. Gilbert M. Joseph, Anne Rubenstein, and Eric Zolov (eds). Durham, London: Duke UP, 2001: 199-233.

Mayo 11

- Juan Rulfo. *Pedro Páramo*.
 - Borges. *El Inmortal, El traidor y el heroe*. (On line)
 - Horacio Quiroga. *El muerto*. (On line)
-

Semana 8

Mayo 16

Tema: Muertes en serie en teoría y ficción

- Marianne Hirsch. "Projected Memory: Holocaust Photographs in Personal and Public Fantasy." In *Acts of Memory. Cultural Recall in the Present*. (Eds). Mieke Bal, Jonathan Crewe, and Leo Spitzer. Hanover and London: University Press of New England, 1999: 3-23.

Mayo 18

Muertos y desaparecidos

- Hernán Vidal. "Marco Antonio de la Parra." *Tres argumentaciones Postmodernistas en Chile*. Santiago de Chile: Mosquito Comunicaciones, 1998: 121-157 "La session de tortura, espacio de las metamorfosis corporals." *Chile: Poética de la tortura política*. Santiago de Chile: Mosquito Comunicaciones, 1998:143-202.

Semana 9

Mayo 23 **Tema: Muerte, Violencia, Desmembramientos**

PRESENTACIONES DE ESTUDIANTES

- Alfredo Molano. *Los años de tropel*. Bogotá: CINEP, 1985; *Trochas y Fusiles*
- Película: *La Virgen de los Sicarios* (film de Babet Schroeder).
María Victoria Uribe. "Dismembering and Expelling: Semantics of Political Terror in Colombia." *Public Culture* 16 (1): 79-95.

Mayo 25

PRESENTACIONES DE ESTUDIANTES

- Grupo SEMEFO (México) (On line)
- Gunther von Hagens. *BodyWorlds. The Anatomical Exhibition of Real Human Bodies* (On line)

Semana 10

Mayo 30 Tema: Muertes en series: las mujeres de Ciudad Juárez, México

PRESENTACIONES DE ESTUDIANTES

- *Las batalla de las cruces* (film de Rafael Bonilla).
- *Señorita Extraviada* (film de Lourdes Portillo).
- *Metapolitica. (Número fuera de serie). Las muertas de Juárez México: Jus, 2003.*
Sergio González Rodríguez. *Huesos en el Desierto.*

Junio 1 PRESENTACION DE ESTUDIANTES--CONTINUACION

ESPAÑOL 760

**Introducción a las culturas latinoamericanas:
Formaciones culturales en la América colonial y decimonónica**

Winter Quarter 2009
lunes/miércoles 9:30-11:18
HH 0046

Prof. Lisa Voigt
Email: voigt.25@osu.edu
Oficina: HH 232

Horas de oficina: miércoles 2:30-3:30, o por cita

Descripción: En este curso investigaremos los orígenes y el desarrollo de la compleja realidad cultural latinoamericana, desde la época colonial hasta mediados del siglo XIX, mediante un enfoque transdisciplinario. Utilizando fuentes textuales (cartas, historiografía, poesía, autobiografía) y visuales (códices, cartografía, pintura), nos enfocaremos en varias cuestiones claves de la colonización y la constitución de estados independientes en América Latina: (1) la formación del discurso colonial, la justificación y la crítica de la expansión imperial española y portuguesa; (2) las contribuciones indígenas y africanas a la cultura colonial, los procesos de mestizaje y transculturación; (3) el desarrollo de la identidad criolla y el arte del “barroco de Indias” en los centros urbanos; (4) el discurso de civilización y barbarie en los imaginarios nacionales, la relación entre escritura y emancipación para sujetos élites y subalternos.

Textos:

Bartolomé de las Casas. *Brevísima relación de la destrucción de las Indias*.

Ed. Jean-Paul Duviols. Buenos Aires: Stockero, 2006. ISBN 9871136501

Juan Francisco Manzano. *The Autobiography of a Slave/Autobiografía de un esclavo*. Trans. Evelyn Picon Garfield. Detroit: Wayne State UP, 1996.

ISBN 0814325378

Las otras lecturas se encontrarán en el sitio del curso en Carmen.

Requisitos y evaluación

1. Asistencia, preparación y participación en clase. (15% de la nota final)
Esto incluye la selección de por lo menos dos pasajes de cada lectura principal para comentar en clase. Sólo se permiten dos ausencias sin excusas; a partir de la tercera ausencia sin excusa la nota comienza a descender (de A a A- y así consecutivamente con las siguientes ausencias). Faltar a más de 30% de las clases por cualquier razón resultará en la suspensión automática.

2. Presentaciones (10%). Las presentaciones (2) servirán para relacionar la lectura secundaria o crítica con la lectura principal del día.

3. Ensayos breves (25%). Se entregarán dos trabajos breves (2-3 páginas) que comenten en detalle un pasaje de una de las lecturas principales.

4. Trabajo final (10-12 páginas) (50%). Un trabajo de investigación sobre una de las lecturas principales, que podría desarrollarse a partir de uno de los ensayos breves. Se entregará una propuesta (150-250 palabras) y una bibliografía preliminar (con por lo menos 5 textos) el 2 marzo.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Programa del curso**lunes 5 enero**

Introducción

Formación del discurso colonial**miércoles 7 enero**

Cristóbal Colón, "Carta a Luis de Santángel," *Relación del tercer viaje*

Margarita Zamora, "Abreast of Columbus: Gender and Discovery." *Cultural Critique* 17 (1990-1991): 127-149.

Recomendada: Stephanie Merrim, "The First Fifty Years of Hispanic New World Historiography," *The Cambridge History of Latin American Literature*. Ed. Roberto González Echevarría & Enrique Pupo-Walker.

Cambridge: Cambridge UP, 1996. 58-67.

lunes 12 enero

Pero Vaz de Caminha, "Letter to King Manuel"

Mary Louise Pratt, "Introduction: Criticism in the Contact Zone," *Imperial Eyes: Travel Writing and Transculturation*. New York: Routledge, 1992. 1-11.

Walter Mignolo, "The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism," *The Idea of Latin America*. Malden, MA: Blackwell, 2005. 1-50.

Presentación: Melissa

miércoles 14 enero

Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*

Rolena Adorno, "Overview" y "Fray Bartolomé de las Casas," *The Polemics of Possession in Spanish American Narrative*. New Haven: Yale UP, 2007. 1-20, 61-98.

Presentación: Doug

lunes 19 enero

No hay clase

Entregar primer ensayo breve (por correo electrónico o en mi oficina antes de las 10:30)

miércoles 21 enero

Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*

Cuestiones de mestizaje e hibridez

lunes 26 enero

El Inca Garcilaso de la Vega, *Comentarios reales de los Incas* (selecciones)
Antonio Cornejo Polar, "El discurso de la armonía imposible," *Revista de Crítica Literaria Latinoamericana* XIX.38 (1993): 73-80.

Roberto González Echevarría, "The Law of the Letter: Garcilaso's *Comentarios*," *Myth and Archive*. Durham, NC: Duke UP, 1998. 43-92.

Presentación: Lisa

lunes 2 febrero

Elizabeth Hill Boone, "History and Historians" y "Aztec *Altepetl* Annals," *Stories in Red and Black: Pictorial Histories of the Aztecs and Mixtecs*. Austin: U of Texas P, 2000. 13-27, 197-237.

Serge Gruzinski, "Painting and Writing," *The Conquest of Mexico: The Incorporation of Indian Societies into the Western World, 16th-18th Centuries*. Cambridge: Polity, 1993. 6-39.

Presentación: Linda

miércoles 4 febrero

"The Indian Pueblo of Texupa in Sixteenth-Century Mexico (1579)." In *Colonial Latin America: A Documentary History*. 117-121.

Barbara Mundy, *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas*. Chicago: U of Chicago P, 1997. 91-133.

Presentación: Gerardina

lunes 9 febrero

El animal profeta y dichoso patricida. Nahuatl Theater, Vol. 3: Spanish Golden Age Drama in Mexican Translation. Norman: U of Oklahoma P, 2008. 62-319.

Louise Burkhardt, "Nahuatl Baroque: How Alva Mexicanized the Spanish Dramas," 35-49.

Recomendada: Elizabeth Wright, "A Dramatic Diaspora: Spanish Theater and its Mexican Interpretation." 3-25.

Presentación: Eliana

miércoles 11 febrero

Carolyn Dean, *Inka Bodies and the Body of Christ: Corpus Christi in Colonial Cuzco, Peru.* Durham, NC: Duke UP, 1999.

Carolyn Dean and Dana Leibsohn, "Hybridity and its Discontents: Considering Visual Culture in Colonial Spanish America," *Colonial Latin American Review* 12.1 (2003), 5-35.

Presentación: Eliana

lunes 16 febrero

"A Black *Irmandade* In Bahia, Brazil (1699)," *Colonial Latin America: A Documentary History* (Ch. 39)

Elizabeth W. Kiddy, *Blacks of the Rosary: Memory and History in Minas Gerais, Brazil.* University Park: Pennsylvania State UP, 2005 (Intro., Ch. 3)

Presentación: Eliana

El discurso criollo

miércoles 18 febrero

Sor Juana Inés de la Cruz, Romance #37 (47-49), Loa para *El Divino Narciso* (383-390)

Anthony Pagden, "Identity Formation in Spanish America," *Colonial Identity in the Atlantic World, 1500-1800.* Princeton: Princeton UP, 1987. 51-93.

Entregar segundo ensayo breve

Presentación: Lisa

lunes 23 febrero

Juan de Espinosa Medrano, prefacio a la *Lógica* (325-329), prólogo al *Apologético en favor de don Luis de Góngora* (14-19)

Carlos de Sigüenza y Góngora, "Primeras demostraciones de la Real, Imperial y Pontificia Academia Mexicana," *Triunfo parténico* (37-47)

Ángel Rama, "La ciudad ordenada" y "La ciudad letrada," *La ciudad letrada.* Hanover, NH: Ediciones del Norte, 1984. 1-39.

(<http://www.scribd.com/doc/6726691/050353Angel-Rama-La-Ciudad-Letrada>)

Presentación: Doug

miércoles 25 febrero

Bartolomé Arzáns de Orsúa y Vela, *Historia de la Villa Imperial de Potosí*, Prólogo al Lector, cap. IX (267-277), cap. XXVI (110-111), cap. XLI (42-53)

Stephanie Merrim, "Spectacular Cityscapes of Baroque Spanish America," *Literary Cultures of Latin America: A Comparative History*, vol. 3. Eds. Mario J. Valdés and Djelal Kadir. New York: Oxford University Press, 2004. 31-57 (READ: 31-36, 49-50).

Recomendada: Lewis Hanke, "El otro Tesoro de las Indias: Bartolomé Arzáns de Orsúa y Vela y su *Historia de la Villa Imperial de Potosí*"

(http://cvc.cervantes.es/obref/aih/pdf/02/aih_02_1_006.pdf)

Presentación: Linda

Civilización y barbarie

lunes 2 marzo

Domingo F. Sarmiento, *Facundo* (<http://www.e-libro.net/E-libro-viejo/gratis/facundo.pdf>)

Julio Ramos, "The Other's Knowledge: Writing and Orality in Sarmiento's *Facundo*." *Divergent Modernities: Culture and Politics in Nineteenth-Century Latin America*. Durham, NC: Duke UP, 2001. 3-22.

Entregar propuesta y bibliografía

Presentación: Lynn

miércoles 4 marzo

Domingo F. Sarmiento, *Facundo* (<http://www.e-libro.net/E-libro-viejo/gratis/facundo.pdf>)

J. Jorge Klor de Alva, "The Postcolonization of (Latin) American Experience: A Reconsideration of 'Colonialism,' 'Postcolonialism,' and 'Mestizaje'," *After Colonialism: Imperial Histories and Postcolonial Displacements*. Ed. Gyan Prakash. Princeton, NJ: Princeton UP, 1995. 241-278.

Presentación: Melissa

lunes 9 marzo

Juan Francisco Manzano, *Autobiografía de un esclavo*

Sylvia Molloy, "From Serf to Self: The Autobiography of Juan Francisco Manzano," *At Face Value: Autobiographical Writing in Spanish America*. Cambridge: Cambridge UP, 1991. 36-54.

Presentación: Lynn

miércoles 11 marzo

Juan Francisco Manzano, *Autobiografía de un esclavo*

Homi Bhabha, "Of Mimicry and Man: The Ambivalence of Colonial Discourse," *The Location of Culture*. New York: Routledge, 1994. 85-92.

Presentación: Gerardina

miércoles 18 marzo

Entregar trabajo final

SPANISH 855/Winter 2009

T/TR 11:30-1:18, HH 062

Horas de consulta:

262 tel: 292-4924/4958

Miércoles o viernes por cita (consultar por e-mail o llamar a Melinda a 2-4958)

Profa. Maureen Ahern

ahern.1@osu.edu

Hagerty

CULTURAS Y VOCES INDIGENAS: MEMORIA, ORALIDAD Y ESCRITURA

Sumilla: Este seminario propone explorar tres núcleos claves de las culturas maya-quiché, nahua y quechua desde sus coyunturas de etnicidad, memoria, oralidad y escritura. El análisis de textos claves recogidos en traducción desde los inicios del contacto español parte desde la relación entre el texto y su contexto cultural y lingüístico con atención a los conceptos de performance, heterogeniedad y memoria y la problemática metodológica para el examen crítico de los mismos. Consideración de temas idóneos para proyectos de investigación y tesis. Los alumnos del programa doctoral podrán elegir textos alternativos según sus intereses de investigación.

Corpus

Creación y Performance Maya-Quiché: *Popol Vuh, Rabinal Achí*

Voces Nahuas: Memoria, Imagen y Escritura: *Códices Florentino y Mendoza; mapas, cantos y testimonios de Vision de los Vencidos*

Fronteras Andinas: *El Manuscrito de Huarochirí, La tragedia de la muerte de Atahualpa, Poesía Quechua del Tawantinsuyo.*

Marcos teóricos

Florescano, *Memoria mexicana*.

Cornejo Polar, *Escribir en el aire sobre heterogeniedad*

Butler, Tedlock, Schechner, Taylor sobre Performance y otros por repartirse.

Textos Primarios

Popol Vuh: The Sacred Book of the Maya. Trans. From the Original Maya Text by Allen J. Christenson U. of Oklahoma Press, 2007.

Film: "Cracking the Maya Code".

Film: "Popol Vuh". Patricia Amlin.

Tedlock, Dennis. "Introduction", in his *Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life and the Glories of God and Kings*. Tedlock, Dennis, ed. and trans Rev. ed.

New York: Simon & Schuster, 1996, pp. 21-60

Rabinal Achi: a Mayan Drama of War and Sacrifice. Translated and Interpreted by Dennis Tedlock. Oxford University Press, 2003.

Florescano, Enrique, *Memoria mexicana*. Fondo de Cultura Económica, 3er. ed. 2004.

Selecciones.

The Codex Mendoza. Edited by Francis Berdan and Patricia Rieff Anawalt. University of California Press, 1992.

León-Portilla, Miguel, ed. *Visión de los vencidos: Relaciones indígenas de la conquista y cantos tristes de la Conquista*. UNAM, nueva edición corregida y aumentada, 2007.

-----, ed. *Cantos y crónicas del México antiguo*. historia 16, 1986. Selecciones.

-----ed, *Literaturas indígenas de México*, 2da ed. Ed. Mapfre, Fondo de Cultura Económica, 1992. Selecciones.

-----, *Nuestros poetas aztecas*. Editorial Diana, 2003 Selecciones.

-----*Huehuetlahtolli*, SEP, Fondo de Cultura Económica, 1991. Selecciones.

Taylor, Gerald. *Huarochirí: Manuscrito quechua del Siglo XVII. Ritos y Tradiciones.*, Lima: Institut Français d'Étude Andines y Lluvia Editores, 2da. Impresión, 2003.

Solomon, Frank. "Introductory Essay: The Huarochirí Manuscript" in Solomon, Frank and George L. Urioste. Trans. y eds. *The Huarochirí Manuscript*. University of Texas Press, 1999, 1-38.

Tragedia del Fin de Atawallpa/Atau Wallpaj p'uchukakuyinpa wankan. Ed. Jesús Lara. bilingüe. Buenos Aires: Ediciones del Sol, 1993.

Videos: The 4 Performances of *La Muerte de Atahualpa*,
<http://hemi.nyu.edu/cuaderno/atahualpa/intro.html>

en *Poesía Quechua del Tawamtinsuyo*. Selección y prólogo de Adolfo Cáceres Romero. Buenos Aires. Biblioteca de Cultura Popular /29. Ediciones del sol, 2000. Selecciones.

Pichka Harawikuna: Five Quechua Poetas. Ed. Julio Noriega. Transl. Maureen Ahern Ameritas Society/Latin American Literary Review Press, 1998. Selecciones.

Documentación

Garibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6a. ed. The Modern Language Association of America, 2004.

CALENDARIO DE TEMAS Y LECTURAS
(Sujeto a ajustes menores al sílabo y al calendario)
CRM = En Carmen

¡Ojo! Please be aware that I will communicate with **you via your OSU E-mail address and "News" on Carmen**. You are responsible for checking your OSU E-mail account and Carmen frequently throughout the quarter.

La Palabra Antigua Maya-Quiché: Popol Vuh

Semana 1

M/6 enero - Orientación al curso, requisitos y organización.

Film: "Cracking the Maya Code." PBS Nova

Mapa: Mayan Area - CRM

Ver: Martí: " Los Enigmáticos Códigos."

<http://www.mayadiscovery.com/es/historia/codices.htm>

J/8

Temas: Los discursos (literacies) orales, visuales y escritos de *Popol Vuh*

Mito, tiempo y creación Quiche; Oralidad, traducción, performance y escritura

Leer: *Popol Vuh*: Christenson, "Translator's Preface and Introduction: 14-66; *Popol Vuh* 59-111, Las creaciones, Seven Macaw, Zipacna, Cabracan.

Contestar: Cuestionario- preguntas 1-5 - CRM

Comentar en clase: *Popol Vuh* como Texto bilingüe - CRM
"Narrativas visuales de los Popol Vuhs" - PP (power point

Ms.Ayer de la Biblioteca Newberry On-line:

<http://library.osu.edu - Popol Wuj online>

Contextos: de la Garza: "Sacred Forces of the Maya Universe" - CRM

Ver: "Códices mayas":

<http://www.famsi.org/spanish/mayawriting/codices/introduction.html>

Semana 2

M/13

Temas: *Popol Vuh*. Modos de Contar: Lo Oral y lo Aural, Lo Visual y Lo Escrito

Leer: *Popol Vuh*: Christenson: 91-195 - Los Gemelos en Xibalba y La Creación del hombre y El maíz. Cuestionario: seguir contestando preguntas 6-13.

Film: "Popol Vuh" Patricia Amlin.
Comentario colectivo: Cuestionario 14-17

Contextos: Florescano, *Memoria mexicana*, cap. 1, "Las cosmogonías mesoamericanas" 13-99.

Schele & Friedel, ["Sacred Space, Holy Time and the Maya World"](#) - CRM

Schele & Friedel: "The Mayan Ball Game" - CRM

J/15 - *Popol Vuh* –continuación

Leer: *Popol Vuh*: The Forefathers and the Quiche Nation: 196—305.

Leer: **Marco Teórico**: Tedlock, "Hearing a Voice in An Ancient Text: Quiché Maya Poetics in Performance" o Sachse and Christenson. "Tulan and the Other Side of the Sea: Unraveling a Metaphorical concept from Colonial Guatemalan Highland Sources."

www.mesoweb.com/articles/tulan/Tulan.pdf.

Mesa Redonda sobre <i>Popol Vuh</i>
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Rabinal Achí: Quiché Maya y Performance Ritual

Semana 3

M/20

Leer: Tedlock: *Rabinal Achí: A Mayan Drama of War and Sacrifice*, Introduction 1-19, Script 23-74; Tedlock, Part II, "Kings and Captives, 127-156."

Discussion

J/ 22 – *Rabinal Achí* -Script, 75-124; Part II."History as a Performing Art", 157-185

Marco Teórico: Todos Leer: Bauman, "Performance"-CMR

Discussion

Semana 4

M/27 – *Rabinal Achí* – Part II, Caps 3-5, "Under Spanish Rule: "Scripts and Voices"; "the Play Enacted", 188-272.

Discussion

Marco Teórico: Brady, "In my Hill, In My Valley: The Importance of Place in Ancient Mayan Ritual" u otro por anunciarse

J/29 – *Rabinal Achí*

Mesas Redondas sobre *Rabinal Achí*

Voces y visiones nahuas

Semana 5

M/3 febrero

Tema: Tenochtitlan: El Códice Mendoza – Centro Sagrado, Fundación, Tributos, Gentes y Vida cotidiana

Ver: Los códigos mexicanos – CRM

y Codex Mendoza - http://www.geocities.com/alma_mia/codex/

Ver en clase: Codex Mendoza - [imágenes](#)

Leer: "Tlatolli y Cuicatli" : Selecciones de cantos nahuas de *Literaturas Indígenas de Mexico* y de *Literatura de Mexico Antiguo* y de *Cantos y crónicas del México Antiguo*, Selecciones. Elegir 2 para comentar
y *Huehuetlatolli, Discursos de los ancianos* – CRM – Elegir uno para comentar.

Leer "[Sociedad nahua](#)" – CRM

Leer: David Carrasco, "City as Symbol in Aztec Thought: Some Clues from the Codex Mendoza." Cap. I, p. 15-48, en su *City of Sacrifice*, Web E-book, OSU Library Catalogue y CMR

Contextos:

Leer: Damrosch, "The Aesthetics of Conquest: Aztec Poetry Before and After Cortés" – CRM

León Portilla, "El mundo mesoamericano" – CRM

Boone, "Aztec Pictorial Histories: Records Without Words" – CRM

J/5

Tema: *Visión de los Vencidos*: Testimonios de catastrophe: la ciudad defendida y sitiada.

Leer: León-Portilla: Prefacio, vii-xxxiii. Testimonios: 1-168.
Centrarse en: Los presagios; llegada de los invasores y la marcha hacia México; Tlaxcala y Cholula; estadía en Tenochtitlán, El masacre en el templo, La Noche Triste.; Asedio, Sitio y Rendición de México-Tenochtitlán; Cuauhtémoc.

Ver en clase: "Testimonios visuales: *El Lienzo de Tlaxcala* y *El Códice Florentino*" – PP
Discussion

Contextos: Carrasco, "City as Symbol in Aztec Thought" en *City of Sacrifice*, Web E-book, OSU Library Catalogue.

Semana 6

M/10 –*Visión de los Vencidos* – 169-223; Una Visión de Conjunto, Cantos tristes de la Conquista; Tlaxcaltecatyotl, Evocación final de una forma de vida. 205-223; El rescate de la memoria, y La danza de la gran conquista 239-248.

Discussion

Contextos: Florescano, *Memoria mexicana*, cap.VI, Transformación de la memoria indígena, 321-395, CRM.

Klor de Alva, "Fray Bernardino de Sahagún and the birth of Modern Ethnography: Representing, Confessing and Inscribing the Native 'Other'"

J/12

Mesas Redondas sobre Tenochtitlan y Visión de los Vencidos

MEMORIA Y PERFORMANCE EN EL MUNDO ANDINO

Semana 7

M/ 17 - Huarochirí: Ms. Quechua del Siglo XVI.

Temas: Lenguas Milenarias y Espacios Plurales: El Mundo Andino Pre-hispánico. Los Valuadores Quechua y Categorías de Subjetividad de *runa simi*.

Leer: Taylor, *Huarochirí*, Presentación", pp. 9-25; capítulos 1-15, 27-81

Leer: *Solomon*,: Introductory Essay, *The Huarochirí Manuscript*, 1-38 -CMR,

Comentario de capítulos de *Huarochirí*. Cada alumno elige 2 para comentar.

J/19

Temas: Fronteras de lucha: dioses, hombres y territorios étnicos. Linderos discursivos y categorías andinos. Reciprocidad, *tinkuy*, *pacha*, *ayllu*, etc. "Divine and Human: Women in Ancient Peru." PP

Leer: Taylor, *Huarochirí* –Caps. 16-31, pp. 82-144, cada alumno elige 2 para comentar

Marco teórico. Leer: Cornejo Polar, "El Riesgo de la metáfora"

Contextos: :

Columbus, "Curious Confessions: Cristóbal Choquecaxa, Informant and Actor of Huarochirí" CMR .

Spalding , "Resistance and Belief" (*Huarochirí*)

Zanelli, "Tiempo y utopía en las primeras representaciones del mundo andino"

Semana 8

M/24

Leer: Adorno, “Discurso jurídico, discurso literario: el reto de leer en el siglo xx los escritos del xvi.” - CRM

Mesa Redonda Sobre <i>El Manuscrito de Huarochirí</i>
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Wanka: Memoria, Palabra y Performance

J/26

Leer: Lara, *Tragedia del Fin de Atawallpa/Atau Wallpaj p'uchukakuyninpa wankan* ,
Lara, Estudio preliminar, 7-48 y texto, 49-91 - CRM.

Leer: Beyersdorf, “La puesta en escena del primer drama indohispano en los Andes.” - CMR

Semana 9

M/3 marzo – *Tragedia del Fin de Atawallpa*

Leer: *Tragedia*, 90-145.

Ver en clase: 4 actuaciones de *La muerte del Inca Atahualpa* – en archivo electrónico del Hemispheric Institute de New York University.

<http://www.hemisphericinstitute.org>

Ver enlace de “Web Cuaderno” para *La Muerte de Atahualpa* y luego 4 Performances

<http://hemi.nyu.edu/cuaderno/atahualpa/intro.html>

Contextos: Ver “Bibliografía” en el archivo de *La Muerte de Atahualpa*

Poesía Quechua del Tawantinsuyo: Voces antiguas y nuevas

J/5

Leer: Selección de *Poesía quechua de Tihuantinsuyo*, Arguedas; *Pichka Harawikuna: Five Quechua Poets* , Odi González y otros - CRM

Elegir 3 para comentar

Leer uno entre: Meneses, “Las posibilidades de la literatura Quechua o Leinhard, “Arguedas, the Quechua Poet and Recent Quechua Poetry” u otro por anunciar.

Semana 10

M/10

Mesas Redondas sobre la Muerte de Atahualpa y Poesía Quechua

J/12 - Consultas y lecturas individuales

Viernes/13 – Entrega de ensayos sobre *Muerte de Atahualpa* y Poesía Quechua y cualquier deber pendiente.

REQUISITOS DE APROBACION

Participación en 2 Mesas redondas.....40%
 2 Ensayos Escritos (8-10 pp)..... 40%
 (Uno sobre tema mesoamericano y otro sobre algún tema andino)

Participación en clase y mejora (Incluye el Informe teórico del alumno doctoral y los comentarios de textos, preguntas, etc.20%

Construyendo fronteras: Los requisitos de SPA 755 se han ideado para que los alumnos individual y colectivamente vayan construyendo el curso en etapas en colaboración con los compañeros y conmigo. Es decir: se irán construyendo su aporte mediante la lectura analítica del discurso primario y el texto crítico; luego por la articulación oral de los puntos clave de sus lecturas en los comentarios colectivos en clase; de ahí enfocarlos en la mesa redonda y finalmente articular una versión centrada y coherente en el ensayo breve – lo que podría ser el núcleo de una presentación en un futuro simposio o proyecto de investigación. Otro objetivo del curso es proporcionar herramientas claves para el análisis de discursos indígenas y la preparación de los exámenes de grado – así como motivarle al alumno(a) a apreciar y explorar las culturas indígenas latinoamericanas.

Participación activa y lectura atenta de los textos de lectura común y otros materiales asignados antes de asistir a cada sesión del seminario. Incluye comentarios sobre las lecturas asignadas para cada sesión, demostrando preparación previa.

Comentarios de textos: Para afianzar la lectura de cada uno de los textos primarios cada alumno preparará un breve comentario de su propia lectura – que de preferencia incluya algún aspecto de ‘fronteras’ en el texto bajo consideración. Se envía a Carmen antes de 11 p.m. de la víspera de nuestra sesión de clase y se trae por impreso a la clase para participación en el comentario colectivo. Se requiere un comentario para cada lectura asignada del texto primario.

Orientación crítica: Se requiere la lectura de por lo menos uno de los ensayos críticos indicado en el calendario bajo “Leer.” Los que se indican bajo “Contextos críticos” son recomendados mas no obligatorios.

Mesas redondas/Panel Discussions

En grupos de 3 o 4 alumnos se organizan y presentan una mesa de diálogos o “in-class panel discussion” sobre los textos primarios: uno sobre un tema mesoamericano y otro sobre un tema andino. Estoy disponible para reunirme con Uds. individualmente o en grupo para consultas sobre los temas, fuentes, organización, etc. Las presentaciones breves no deben exceder 10 minutos maximo cada una y deberían incluir algún concepto en términos de los conceptos teóricos que venimos leyendo y comentando en clase – o mediante las lecturas de la crítica y los contextos. Por ejemplo, una mesa sobre Popol Vuh podría explorar los conceptos metafóricos del viaje, del juego de pelota, de los animales; de las mujeres; contrastar las versiones

visuales y verbales etc; la construcción de identidades, etc.; los valores y variedades del sacrificio, etc.

For each primary text I also usually offer a list of suggestions to explore, but I also expect you to come up with your own ideas on basis of our collective discussions and readings of the text prior to the panels. The purpose of the panels is to present a cluster of perspectives on the primary text(s) under discussion organized around some aspect of performance, memory, heterogeneity, oralidad o escritura. Advanced students who wish to apply other theoretical concepts that are appropriate should consult with me in advance.

The panel expositions will be followed by a wider collective discussion as each panel member formulates a question to pose to the class as a whole and the student audience poses their questions. Every student who is not presenting will also participate by formulating one or more questions during the discussion period - which they will hand in to me in writing at the close of the session.

As soon as the panels are assigned, a panel presider should be chosen and tentative topics discussed. At least a week prior to the panel date the panel members need to either meet with me or consult with me via email, phone or appointment about their topics, sources and the panel organization. The panel discussion is designed to develop your active participation in the analysis of literary and cultural colonial discourses and your application of theoretical concepts to them. Base your arguments on textual or visual evidence and be sure to include it and cite it in a handout or visual reference. The more specific and focused your topic, the better. You must present your topic during the calendar date set for the respective panel.

Use a very brief handout for distribution to the class that gives any of the longer textual quotations as well as the references to your sources. Close your presentation with a question for class discussion.

Nota Bene. The oral presentation for the panel may serve as the nucleus for the short written essay (paper) of 8-10 pages that you will turn in 7 working days after the panel presentation.

□ **Los Ensayos Escritos** son trabajos breves que versan sobre algún aspecto específico de uno o más de los textos primarios de lectura, y/o la crítica del tema presentado en la mesa redonda. Constan de 8-10 páginas Deben ser analíticos, originales y fundamentados en el análisis de los textos e imágenes bajo consideración y con referencia por lo menos a un concepto teórico o crítico de frontera(s). El formato MLA Handbook, 6a. ed. con referencias es de rigor. Los ensayos deben aprovechar los comentarios ofrecidos por los compañeros y la profesora en las sesiones orales. Se entrega a los 7 días útiles de la presentación oral y/o a la fecha indicada en el calendario o por la profesora. La entrega tardía afectará la nota.

Comentario de (1) ensayo teórico (Para los alumnos del programa doctoral) Consta de una breve síntesis de uno de los textos teóricos, en formato de resumen o bosquejo (1ª página) de su hipótesis, aplicación, conclusiones y relación con los textos de nuestro seminario en hoja para repartir. Se escoge muy pronto en consulta con la profesora. Se trae copias para los compañeros y se coloca en Carmen.

Plagio Toda referencia oral, escrita o visual a cualquier concepto ajeno a uno mismo ha de indicar la fuente con ortografía, nota o comentario debidos. El plagio o **Plagiarism** is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules,

will be reported to the Committee on Academic Misconduct.

• **Nota Bene.** *World Wide Web* ofrece muchos recursos para la bibliografía de culturas y literaturas indígenas mas hay que tener en cuenta que muchos sitios son superficiales, parciales y no confiables en términos de la investigación de rigor y por eso siempre hay que utilizar las paginas Web con cautela. ¡Ojo! Wikipedia no es fuente idónea para fines de investigación.

Recursos electrónicos: Los alumnos cuentan con los múltiples recursos de la biblioteca de OSU, un vasto banco de materiales de toda índole que incluye revistas, periódicos, libros, film, imágenes, mapas, tesis internacionales que se acceden mediante el LatWeb, e incluyen los catálogos de las grandes colecciones de bibliotecas tales como The Library of Congreso; John Carter Brown Library; The British Library y las Bibliotecas Nacionales de muchos países.

Véanse en especial, Lanic; Biblioteca Virtual Cervantes; JStore, World Cat, Project Muse; MLA International Bibliography, Handbook of Latin American Studies (HLAS) y muchos más que se encuentran en el enlace de LATWEB que es:

http://library.osu.edu/sites/latinamerica/latweb1_res_1.3fulltext.htm

Normas Didácticas

Asistencia La asistencia puntual es obligatoria mas no es suficiente pues la participación es esencial en forma de preguntas y observaciones que aportan al comentario de las lecturas y temas. Faltas de asistencia sin documentación o excusa previa pueden afectar la nota final. **Se califica sobre calidad y mejora. No se otorgan notas de "Incomplete"** salvo casos documentados de fuerza mayor. En caso de no poder asistir a una sesión, hay que avisar a la profesora cuanto antes por teléfono o E-Mail. Se descuenta puntaje a las entregas tardías. Se invita cordialmente a los alumnos a asesorarse con la profesora sobre cualquier asunto, sea elección de tema, lectura, interés especial o dificultad con la materia, etc.

Tardiness - Plan to attend punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but points will be deducted for days that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted the last day of classes or the last day for submissions indicated on the calendar.

E-mail. I will communicate with you regularly via E-mail and "News" on Carmen. I plan to use your OSU E-mail address. You are responsible for checking your OSU E-mail account regularly throughout the quarter.

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307. Please notify me the first day of class if you have a disability.

ACADEMIC CONDUCT

University guidelines for academic conduct apply to all aspects of this course.

Contexto Crítico [por actualizarse]

Ver las referencias en el calendario y en especial la bibliografía en Tedlock, *Rabinal Achí* y la bibliografía de Millones en el Web Cuaderno para *La Muerte de Atahualpa*.

DVD. Millones, Luis and Frank Graziano et al. "Indigenous Cultures of Spanish America: Modules in Emerging Field." Connecticut College, 2003.

Andrien, Kenneth J. *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825*. University of New Mexico Press, 2001.

Adorno, Rolena. *Guaman Poma: Writing and Resistance in Colonial Peru*. 2d. ed. University of Texas Press, 2001.

Berdan, Francis F. *The Aztecs of Central Mexico: An Imperial Society*. Belmont, Ca.

Thomson/Wadsworth. 2nd. ed. 2005.

Boone, Elizabeth Hill and Walter D. Mignolo, eds. *Writing without Words: Alternative Literacies in Mesoamerica and the Andes*. Duke U Press, 1994.

Brotherston, Gordon. *Book of the fourth world: reading the Native Americas through their literature*. Cambridge University Press, 1992.

Carrasco, David. *The City of Sacrifice: the Aztec empire and the role of violence in civilization*. Beacon Press, 2000., Reserve y Web E-books, OSCAR

-----ed. *The Oxford Encyclopedia of Mesoamerican cultures: the civilizations of Mexico and Central America*. Oxford University Press, 2001. [In OSU Main Reference.]

Clendennin, Inga. *Spaniards and Mayas in Colonial Yucatán*.

----- **Aztecs: An interpretation. Cambridge University Press, 1993.**

Divine and Human: Women in Ancient Mexico and Peru. Catalogue of the exhibition. 2006. National Museum of Women in the Arts, Washington, D.C., México: CONACULTA, INAH, Ministerio de Educacion del Peru.

Florescano, Enrique. *Quetzalcóatl y los mitos fundadores de Mesoamérica*. Taurus, 2004.

Gruzinski, Serge (1994), *La guerra de las imágenes: De Cristóbal Colón a "Blade Runner" (1492-2019)*, Fondo de Cultura Económica, 1994.

----- *La colonización de lo imaginario: Sociedades indígenas y occidentalización en el México español. Siglos XVI-XVIII*. Fondo de Cultura Económica, 1993. [La colonisation de l'imaginaire, Sociétés indigènes et occidentalisation dans le Mexique espagnol Xve-XVIIIe siècle. Paris: Ed. Gallimard, 1988; *The Conquest of Mexico: The Incorporation of Indian Societies into the Western World, 16th-18th Centuries*. E. Corrigan trans. Polity Press, 1993.

Johansson, Patrick. *La palabras de los aztecas*. México: Editorial Trillas, 1993.

López, Carlos M. *Los Popol Wuj y sus epistemologies*. Ediciones ABYA -AYALA, 1999.

Millones, Luis. *Actores de altura: ensayos sobre el teatro popular andino*. Ed. Horizonte, 1992.

Pease G.Y. Franklin, *Las crónicas y los Andes*. Pontificia Universidad Católica del Perú. Fondo de Cultura Económica, 1995.

Rabinal Achí: A fifteenth-Century Maya Dynastic Drama. Ed. Alain Breton. Trans. Teresa lavender Fagan and Robert Schneider. Foreward. Robert M. Carmack. University Press of Colorado, 2007.

Schele, Linda and Mary Ellen Miller. *The blood of kings: dynasty and ritual in Maya art*. Kimball Art Museum, 1986.

----- and David Freidel. *A forest of kings: the untold story of the ancient Maya*. Morrow, 1990.

Spalding, Karen. *Huarocharí: An Andean society under Inca and Spanish rule*. Stanford U. Press, 1984.

Taylor, Gerald. *Ritos y tradiciones de Huarocharí del XVII*. Lima: Instituto de Estudios Peruanos/Instituto Francés de Estudios Andinos, 1987, rev. ed. Institut Francais d'Estudes Andines-Editions. Lima: 1999.

Rostorowski de Diez Canseco, María. *History of the Inca Realm*. U Texas P 1999

Marco Teóricos [ver el calendario y otros por repartirse en breve.]

Revistas: *América Indígena*, *Estudios de Cultura Náhuatl*; *Colonial Latin American Review*, *Revista Andina*, *Colonial Latin American Historical Review*, *Chasqui*, *Dispositio*, *Ethnohistory*, *Estudios Novohispanos*, *Latin American Indian Literature*, *Lexis*, *Journal of Latin American Culture*, *Nepantla*, *Nuevo Texto Crítico*, *Latin American Literary Review*; *Revista Iberoamericana*, *Revista de Crítica Literaria Latinoamericana*, *Revista de Estudios Hispánicos*, y otras de temas especializados. See various specialized websites from indigenous communities or academic nets, such as mesoweb.com.

SPANISH 865 Spring 2007

EL CINE LATINOAMERICANO Y EL DEBATE POSTCOLONIAL LATIN AMERICAN CINEMA AND THE POSTCOLONIAL DEBATE

Abril Trigo
Office: Hagerty 242
Tel: 292-8695
Trigo.1@osu.edu

Office hours: Tuesdays and Thursdays, 3:30-4:30 PM or by appointment.

DESCRIPTION

Latin America Cinema, despite its lack of international visibility until very recently, has a long and complex history intricately bound to international esthetic movements and local social conditions, to global economics –particularly the grip over film production and distribution held by the transnational culture industry- and the building of national cultures. Born out of these dialectics between center and periphery, which emphasize cinema's intrinsic tension between its industrial base and its aesthetic presumptions, and underline its dual, contradictory nature as both, an art form and a commodity, duality which definitely makes of cinema the truest modern medium of art, Latin American filmmakers developed in the 1960s the theoretical and practical foundations of contemporary post-colonial Third World Cinema, among which stand out Brazilian *Cinema Novo*, Cuban *Imperfect Cinema*, and Argentinean *Third Cinema*. However, since the 1980s, the demise of social utopias, the political cynicism and the cultural hedonism brought by neoliberal policies and economic and cultural globalization, triggered dramatic transformations in the production, distribution and reception of films across Latin America, forcing Latin American filmmakers to reformulate their aesthetic and political strategies.

In this seminar, we will discuss these two crucial moments in contemporary Latin American film and culture, vis-à-vis the philosophical and political issues raised first by anti-colonial, and more recently, postcolonial critics, in order to reflect on the effects of globalization on peripheral societies, and on the mutation underwent by politics and aesthetics and their respective roles in cultural production. We will discuss the contribution of both, Latin American filmmakers and Latin American thinkers, to the postcolonial debate.

TEXTS

Fanon, Frantz. *The wretched of the earth*. New York: Grove Weidenfeld, 1991.
Fanon, Frantz. *Black Skin, White Masks*. New York: Grove Weidenfeld, 1967.
Martin, Michael T. ed. *New Latin American Cinema*. Michigan : Wayne State University Press, 1997.

Shaw, Lisa and Stephanie Dennison, eds. *Latin American Cinema: Essays on modernity, gender and national identity*. Jefferson, N.C: McFarland & Co., 2005.

Shohat, Ella and Robert Stam, eds. *Multiculturalism, postcoloniality, and transnational media*. New Brunswick, N.J. : Rutgers University Press, 2003.

Articles in CD

GRADING

Class participation	20%
Oral report	20%
Draft Research paper	20%
Final Research paper	40%

Academic Misconduct

"All copying, cheating, plagiarism, fraud, deceit, and other unacceptable forms of academic conduct are strictly prohibited and all cases or suspicions of such activity will be reported to the Office of Academic Misconduct without exception and per university policy. All work in class is expected to be the student's own; this is especially true regarding exams and papers. Students are encouraged to study together and to discuss the concepts and/or readings together. Regardless, each student must turn in his or her own work for any and all assignments, including homework."

Students with disabilities

"Anyone who requires an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate special needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodation strategies. If you have not previously contacted that office, I encourage you to do so."

CLASS SCHEDULE

March

- 27 **Introducción: para un cine del Tercer Mundo, estética y revolución**
 Fernando Birri: *Los inundados* (Argentina, 1962)
 Mario Handler: *Carlos* (1965)
 Patricio Guzmán: *La batalla de Chile. Primera parte: El golpe de Estado* (Chile, 1973-1979)

 Fernando Birri, "Cine y subdesarrollo" (1962)
 Fernando Birri, "The Roots of Documentary Realism" (Burton 1986)
 Mario Handler, "Starting from Scratch: Artisanry and Agitprop" (Burton 1986)
 Patricio Guzmán, "Politics and the Documentary in People's Chile" (Burton 1986)

- 29 **Neocolonialismo, anticolonialismo y poscolonialismo: desplazamientos, fracturas, mistificaciones**

Aijaz Ahmad. "Postcolonialism: What's in a Name?"
 Arif Dirlik. *The Postcolonial Aura. Third World Criticism in the Age of Global Capitalism*.
 Arif Dirlik. "Where Do We Go From Here? Marxism, Modernity, and Postcolonial Studies"
 Santiago Castro-Gómez, *La poscolonialidad explicada a los niños*
 Ella Shohat y Robert Stam, "From Eurocentrism to Polycentrism"
 Ella Shohat y Robert Stam, "The Third Worldist Film"

April

- 3 **El cine imperfecto: alternativa al cine de Hollywood**

Sergio Giral: *El otro Francisco* (Cuba, 1974)

Sergio Giral, "Cuban Cinema and the Afro-Cuban Heritage"
Julio García Espinosa, "Por un cine imperfecto"
Julio García Espinosa, "Instrucciones para hacer un filme en un país subdesarrollado"
John Mraz, "Recasting Cuban Slavery: *The Other Francisco* and *The Last Supper*"

5 **Piel negra, máscaras blancas**

Frantz Fanon. *Black Skin, White Masks*.

10 **De la nouvelle vague a la vanguardia de la revolución**

Tomás Gutiérrez Alea: *Memorias del subdesarrollo* (Cuba, 1968)

Tomás Gutiérrez Alea, "Dialéctica del espectador"
Tomás Gutiérrez Alea, "Memorias del subdesarrollo"
Martin II: Julianne Burton (123), Timothy Barnard (143)
Michael Chanan, "Four films (Memorias del subdesarrollo)"
Michael Chanan, "Imperfect Cinema and the seventies"

12 **Dialéctica del calibanismo**

Roberto Fernández Retamar, *Calibán*

17 **Cinema novo: tradición y modernidad en el sertão**

Nelson Pereira dos Santos, *Vidas secas* (Brasil, 1963)

Nelson Pereira dos Santos, "La conciencia del cinema novo, 1955-1962"
Nelson Pereira dos Santos, "Manifesto por un cinema popular, 1955-1962"
Carlos Diegues, "Sobre el cinema novo" (1970)
Randal Johnson, "Nelson Pereira dos Santos: Toward a Popular Cinema"
Xavier, Intro and chapter 1

19 **Los condenados de la tierra**

Frantz Fanon. *The Wretched of the Earth*.

24 **Estética da fome, neorrealismo y cine de autor**

Glauber Rocha: *Deus e o diabo na terra do sol* (Brasil, 1964)

Ismael Xavier, "Antônio das Mortes: Myth and the Simulacrum in the Crisis of Revolution"
Glauber Rocha, "Revisión crítica del cine brasileño" (1963)
Glauber Rocha, "Estética de la violencia" (1971)

26 **Teorías de la dependencia y del colonialismo interno**

Pablo González Casanova, "La sociedad plural"
Fernando H. Cardoso y Enzo Faletto, *Dependencia y desarrollo en América Latina*

May

1 **Tercer cine: para un cine del Tercer Mundo**

Fernando Solanas y Octavio Getino: *La hora de los hornos* (primera parte) (Argentina, 1966-8)

Octavio Getino y Fernando Solanas, "Hacia un tercer cine" (1969)

Fernando Solanas, "La hora de los hornos" (1973)

3 **Anticolonialismo, antiimperialismo y la herencia occidental**

Paul Willemsen: "The Third Cinema Question: Notes and Reflections"

Teshome H. Gabriel, "Third Cinema as Guardian of Popular Memory: Towards a Third Aesthetics"

Roberto Fernández Retamar, "Nuestra América y Occidente".

8 **Entre la etnografía y el testimonio**

Miguel Littin: *El chacal de Nahueltoro* (Chile, 1969)

10 **Del neocolonialismo a la colonialidad del poder**

Enrique Dussel, "El 'eurocentrismo'"

Anibal Quijano, "Colonialidad del poder, eurocentrismo y América Latina"

15 **La herencia colonial y las etnias oprimidas**

Jorge Sanginés: *Yawar Mallku (Sangre de cóndor)* (Bolivia, 1969)

Jorge Sanjinés, "Testimonio en Mérida" (1969-1970)

Jorge Sanjinés, "Antecedentes históricos del cine social en Bolivia" (1977)

Síntesis argumental de los filmes del Grupo Ukamau, 1962-1977

Jorge Sanjinés, "Problema de la forma y el contenido en el cine revolucionario" (1978)

Antonio Eguino, "Neorrealismo en Bolivia" (1978-1979)

17 **Del poscolonialismo al posoccidentalismo**

Fernando Coronil, "Beyond Occidentalism: Toward Nonimperial Geohistorical Categories"

Fernando Coronil, "Del eurocentrismo al globocentrismo: la naturaleza del poscolonialismo"

Fernando Coronil, "Más allá del occidentalismo: hacia categorías neohistóricas no-imperialistas"

22 **Antropofagia:**

Joaquim Pedro de Andrade: *Macunaima* (Brasil, 1969)

Ismael Xavier, "Macunaima: The Delusions of Eternal Childhood"

Robert Stam, "From Auto-Critique to Anthropophagy, 1963-1971"

24 **Emancipación epistémica y pensamiento fronterizo**

Walter Dignolo, "Posoccidentalismo: el argumento desde América Latina".

Walter Dignolo, "Colonialidad global, capitalismo y hegemonía epistémica".

Walter Dignolo, "Introduction", *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*.

29 **De la antropofagia al tropicalismo**

Carlos Diegues: *Bye Bye Brasil* (Brasil, 1980)

Carlos Diegues, "The Mind of Cinema Novo"

Randal Jonson, "Carlos Diegues: Alegoria, Alegria"

31 **(Post?)modernidad periférica y cultura mediática (entre lo nacional y lo global)**

Santiago Castro-Gómez, "Modernidad, Latinoamericanismo y Globalización".

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INTRODUCCIÓN A LAS CULTURAS LATINOAMERICANAS ESPAÑOL H560

Ana Del Sarto
Oficina: 343 Hagerty Hall
Teléfono: 247-8109
del-sarto.1@osu.edu
Horas de consultas: lunes
3:30-5:30pm o por cita
Otoño 2008

- 1) Skidmore, Thomas and Peter Smith. *Modern Latin America*. New York: Oxford University Press, 2001 (Fifth edition).
- 2) Rowe, William and Vivian Schelling. *Memory and Modernity. Popular Culture in Latin America*. London: Verso, 1994.
- 3) Williams, Raymond. *Keywords. A Vocabulary of Culture and Society*. New York: Oxford UP, 1976.
- 4) Lecturas en Carmen

Textos

Course Description:

This course is an introductory journey in the complex, always one and plural, contemporary cultures of Latin America. Through a transdisciplinary approach, we will map out the diverse ethnic, social, and political processes that shaped historically constituted geo-cultural formations. We will study in literature, film, music, plastic arts, folk and popular practices and artifacts, the constitution, during pivotal formative moments, of the historical matrices of each geo-cultural formation. Through this journey, we will be able to understand the constant dialectic between change and continuity, the emergent and the residual, modernity and tradition, as well as the articulation between regional cultures and local practices, national cultures and globalization, high and popular, folklore and pop, culture industry and civil society, subcultures and countercultures, ethnicity and class, gender and age.

Calificación

Investigación 20%
Investigación) 35%
Histórico 10%

Course requirements:

Participation: This is a **discussion based** class. Your consistent participation is a key component of our learning environment. In this class, reading all texts for the week is absolutely required. We expect you to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Therefore, no more than two (2) **unexcused absences** will be allowed. In the case of more than two unexcused absences, your grade will be affected in the following way: each two unexcused absences, you will lose half a letter (from A to A-).

Oral presentation: in groups of 2 they will organize an in-class presentation-discussion about the text they chose according to their interests and related to the topics assigned in our class schedule. This presentation is designed to dovetail with and flesh out topics the class as whole will be reading. A written outline of the main points discussed is due the day of the presentation.

Pruebas: There will be five pop-quizzes related to maps and id questions related to the readings (identifications of concepts, names, movements, etc.).

Research Project: students will pursue a research project that will focus on a specific cultural practice chosen according to your interests but in consultation with the professor. It will be presented in two steps: first, a **midterm draft** (4-5 pages) due **October 29th**, in which the main topic and major lines of argumentation are discussed; it should include the bibliography. Second, the midterm should be reworked and edited as a **final paper** (8-10 pages) due **December 8th**. All written in Spanish.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. The **Office for Disability Services**, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307

In the unlikely event of **class cancellation** due to emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you our next class meeting.

TODO ENSAYO QUE SE ENTREGUE FUERA DE LA FECHA ESTABLECIDA, SE PENALIZARA CON UNA LETRA MENOS (POR SEMANA) O BAJANDO HACIA EL MENOS (POR DIA DE CLASE) A LA RECIBIDA. Ejemplo: Si reciben una A pero fue entregado una semana después, la nota recibida será una B. Si reciben una A pero fue entregado un día de clase después al asignado, la nota recibida será una A- 3

Calendario

Septiembre

24 Formaciones geo-culturales latinoamericanas

Introducción: mapas y conceptos

Film: *The Incas Remembered*

Lecturas para los fines de semana: Skidmore, "Prologue", Capítulos 1 y 2

Entregar resumen: 8 de octubre

29 CULTURAS TESTIMONIO: La formación geo-cultural andina. Producciones coloniales

Rowe-Schelling, "Introduction"

Ribeiro, "Introducción"

Inca Garcilaso / Guamán Poma de Ayala (Selecciones)

Skidmore, capítulo 6

Octubre

1

o, Indigenismo y Mestizaje en el Perú

Rowe-Schelling 51-64 y 151-57

José C. Mariátegui, "El problema del indio"

J. Arguedas, "El sueño del pongo" (Etnografía, folclore, literatura)

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6 Post-indigenismo y crisis del estado nacional: *Sendero Luminoso*

Film: *The People of the Shining Path*

"Del huayno a la chicha"

8 Emergencia de nuevos movimientos indígenas en Bolivia

Bolivia para todos (documental)

Arizpe, "Cultural Diversity, Conflict and Pluralism"

Albó, "And from Kataristas to MNRistas? The Surprising and Bold Alliance between Aymaras and Neoliberals in Bolivia"

Rivera Cusicanqui, "Indígenas y mujeres en Bolivia" 4

Skidmore, capítulo 7

13 CULTURAS TESTIMONIO: La formación cultural mexicana: La revolución mexicana:

Indigenismo y nacionalismo. Film: *Mexico: The Frozen Revolution* (R. Gleyzer)

15 Construcción de la mexicanidad: Muralismo

Monsiváis, "Notas sobre la cultura mexicana en el siglo XX" (selección)

Video: *Diego Rivera*

20 Narración de la crisis: Masacre de Tlatelolco

Poniatowska, *La noche de Tlatelolco*

Rowe-Schelling 157-169

22 Retorno de lo reprimido: Los Zapatistas

Film: *Zapatista*

EZLN, *Documentos y comunicados* (selección)

<http://www.ezln.org.mx/>

<http://www.zapatistas.org/>

<http://mondediplo.com/1997/09/marcos>

Escárzaga, "La emergencia indígena contra el neoliberalismo"

Skidmore, capítulo 8 y 9

27 CULTURAS NUEVAS: La formación geo-cultural caribeña.

Colonialismo, esclavitud y transculturación en Cuba.

Ribeiro, "Introducción"

Video y música, *De la rumba a la salsa*

Fernando Ortiz, *Contrapunteo cubano del tabaco y el azúcar* (selección)

Maya Roy, "The Rumba"

29 Anti-colonialismo, revolución e identidad nacional: negrismo y negritud

Arte: Wifredo Lam

Literatura: Nicolás Guillén

Fanon, "The Fact of Blackness" 5 ENTREGAR BORRADOR (MIDTERM)

Call# 19566-7 Hagerty Hall 062

T/TR 3:30-05:18 p.m.

SPA H565/Invierno 2009

Profa. Maureen Ahern

Office: Hagerty Hall, 262.

ahern.1@osu.edu

Tels. 292-4624/ 4958

Office Hours T/TR/5:20-5:50 en HH 062, HH 262 and by appointment (2-4958)

***Voces y culturas indígenas de Hispanoamérica:
Pasado y Presente***



Indigenous societies and their expressions are the components that distinguish Latin American culture from the traditional Western canon. The primary objectives of this course are to introduce the Spanish Honors student to the study of the continuities and transformations that link the pre-Hispanic and colonial indigenous texts with contemporary cultural expression - - and to a critical understanding of this rich cultural heritage not as a not as a “static” corpus pertinent to a single historical period, but rather as a dynamic continuum that continues to generate vibrant cultural expression and change in present-day Latin America. For Winter quarter 2009 this course will focus the constructions of identity, testimony and auto-representation in major primary texts from 3 geo-cultural areas, Mesoamerica (Maya-Quiche); Central Mexico (Nahua) and the Andes (Quechua) and how reflect the uses of the past and diverse cultural memories and their continuities in contemporary Latin America. A major objective is the exploration of topics for future development as honors thesis.

Prerequisites: SPAH50 or SPA 450. Non Honors students GPA 3.3 or above. The course is conducted in Spanish although some critical readings may be in English. This is a discussion based course that includes extensive readings of the primary texts, participation in panel discussions and written essays.

Lecturas Primarias Colectivas

Popol Vuh: The Sacred Book of the Maya. Trans. From the Original Maya Text by Allen J. Christenson U. of Oklahoma Press, 2007.

Film: “Cracking the Maya Code”.

Film: “Popol Vuh”. Patricia Amlin.

Burgos, Elizabeth. *Me llamo Rigoberto Menchú y así me nació la conciencia.* Siglo XXI editores, 2003.

León-Portilla, Miguel. *Nuestros poetas aztecas :una introducción a la poesía de los antiguos mexicanos*. Editorial Diana, 2003. Selecciones en Carmen.

The Codex Mendoza. Edited by Frances Bernand and Patricia Rieff Anawalt. U. of California Press, 1992. Imágenes archivo pdf en Carmen.

León-Portilla, Miguel, ed. *Visión de los vencidos. Relaciones indígenas de la conquista*. Selecciones.

Words of the true peoples/Palabras de los seres Verdaderos. An anthology of contemporary Mexican indigenous-language writers. Edited by Carlos Montemayor and Donald Frischmann. V.2 Poetry/Poesía. U. Texas Press, 2005. Selecciones.

La voz profunda: antología de la literatura mexicana contemporánea en lenguas indígenas. Jacinto

Arias et al. Y traducciones y notas de Carlos Montemayor. Joaquín Mortiz, 2004. Selecciones.

Felipe Guaman Poma de Ayala. *La Primer Nueva Corónica y Buen Gobierno*. Eds. Rolena Adorno y John Murra, Siglo XXI. Digitalizada a partir del ms. original de la Biblioteca Real de Dinamarca en <http://www.kb.dk/elib/mss/poma/> o edición de Franklin Pease, Fondo de Cultura Económica.

Valderrama Fernández, Ricardo y Carmen Escalante Gutiérrez. *Gregorio Condori Mamani y Asunta Quispe Huamán: Autobiografía*. Centro de Estudios Rurales Andinos. Bartolomé de Las Casas. 2da ed. 1979. Selecciones en Carmen.

Film: "Martin Chambi and the Heirs of the Incas."

Selecciones de *Poesía quechua de Tihuantinsuyo*; Arguedas; *Pichka Harawikuna: Five Quechua Poets* y otros.

Recomendados:

Harvey, Gordon. *Writing with Sources. A Guide for Students*. Hackett Publishing Co., 1996.

Garibaldi, Joseph & Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. 6th ed., 2004

And a good Spanish language dictionary such as *Vox* or *Larousse*, not a bilingual or pocket edition.

Algunas Lecturas de Fuentes Secundarias y Contextos

Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life. Translation & Introduction by Dennis Tedlock. Simon & Schuster: Rev.ed., 1996.Introduction.

Florescano, Enrique, *Memoria mexicana*. Fondo de Cultura Económica, 3er ed. 2004

Beverly, John. *Testimonio: On the Politics of Truth*. U. Minnesota Press, 2004

Arias, Arturo. Ed. *The Rigoberto Menchú Contraversy*. U. Minnesota Press, 2001.

Montejo, Victor. *Maya Intellectual Renaissance: Identity, Representation and Leadership*. U.Texas Press, 2005.

Zevallos-Aguilar, Ulises."From Representation to Self-representation: Life Stories, *Testimonios*, and Auto-ethnographies in Spanish America". *Interletras. Revista Transdisciplinar de Letras, Educação e Cultura da UNIGRAM-MS Dourados MS V.2 N.3 (2005) jul./dez.*]

Y otros por repartir.

CALENDARIO DE LECTURAS Y TEMAS

(Sujeto a ajustes menores al sílabo y al calendario)
CRM = En Carmen

¡Ojo! Please be aware that I will communicate with **you via your OSU E-mail address and “News” on Carmen**. You are responsible for checking your OSU E-mail account and Carmen frequently throughout the quarter.

Mesoamérica: Cultura Maya-Quiche: La palabra antigua

Semana 1

Martes 6 de enero

Orientación al curso. Film: “Cracking the Maya Code” PBS Nova o “The Maya: Temples, Tombs and Time.” Mapa: Mayan Area – CRM.
¿Qué es el Popol Vuh?

Jueves 8 de enero

Temas – Los discursos (literacies) orales, visuales y escritos de Popol Vuh
Mito, tiempo y creación Quiche; Oralidad, traducción, performance y escritura

Leer: *Popol Vuh*: Christenson, “Translator’s Preface and Introduction: 14-66; *Popol Vuh* 59-111 – Las creaciones, Seven Macaw, Zipacna, Cabracan.
Contestar: Cuestionario, preguntas 1-5 - CRM

Comentar en clase: *Popol Vuh* como Texto bilingüe – CRM
“Narrativas visuales de los Popol Vuhs” – Power point
Popol Vuh Ms. On-line: <http://library.osu.edu> – Popol Wuj online

Contextos: de la Garza: “Sacred Forces of the Maya Universe” – CRM
Ver: “Códices mayas”, “Los enigmáticos códigos.”

<http://www.mayadiscovery.com/es/historia/codices.htm>

“Códices mayas”:

<http://www.famsi.org/spanish/mayawriting/codices/introduction.html>

Semana 2

Martes 13 de enero

Temas: Popol Vuh. Modos de Contar: Lo Oral y lo Aural, Lo Visual y Lo Escrito

Leer: Popol Vuh: Christenson: 91-195 –Los Gemelos en Xibalaba y La Creación del hombre y El maíz. Cuestionario: seguir contestando preguntas 6-13.

Film: “Popol Vuh” Patricia Amlin.

Comentario colectivo: Cuestionario 14-17

Contextos: Schele & Friedel, "[Sacred Space, Holy Time and the Maya World](#)" – CRM
Schele & Friedel: "The Mayan Ball Game" – CRM

Jueves 15 de enero

Leer: *Popol Vuh*: The Forefathers and the Quiche Nation: 196—305.

Mesa Redonda sobre <i>Popol Vuh</i>
--

Guatemala Siglos XX -XXI: Testimonio, Trauma y Memoria

Semana 3

Martes 20 de enero

Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia*.

Leer: Capítulos I-VIII, 8-116.

Leer y comentar: "Menchu-Intro&Context – CRM

Leer: Arias: "Rigoberta Menchú's History within the Guatemalan Context" – CMR

Jueves 22 de enero

Me llamo Rigoberto Menchu....continuación

Leer: Capítulos XIV- XXIII, 117-207.

Continuar comentario de temas.

Leer: V. Montejo: "Truth, Human Rights, and Representation: The Case of Rigoberta Menchú." - CRM o

K. Warren: "Taking David Stoll and the Rigoberta Menchú Exposé Seriously" – CRM

Semana 4

Martes 27 de enero.

Me llamo Rigoberto Menchu....continuación

Leer: Capítulos XXIV-XXXI, 208-273.

Continuar comentarios de temas. ¿De qué se trata la controversia? ¿La(s) "verdad(es)" de quién(es)?

Contextos: Pratt: "Me llamo Rigoberta Menchu: Auto-ethnography and the Recoding of Citizenship." - CRM

Jueves 29 de enero

Leer: Menchu. Conferencia Premio Nobel de la Paz, 1992 – CRM

(http://nobelprize.org/nobel_prizes/peace/laureates/1992/tum-lecture-sp.html)

Leer: M. Zimmerman: "Rigoberta Menchú After the Nobel: From Militant Narrative to Postmodern Politics." – CRM

Jueves, 29 de enero – Mesas Redondas sobre Yo, Rigoberto Menchú y temas relacionados con testimonio, representación indígena, memoria y la narración de trauma y violencia.

Voces y visiones nahuas: Cantos y Testimonios

Semana 5

Martes, 3 de febrero - Tenochtitlan - Cantos y Vida Cotidiana

Tema: El Códice Mendoza – Fundación, Tributos, Gentes y vida cotidiana

Ver: Los códigos mexicanos – CRM

Codex Mendoza - http://www.geocities.com/a1ma_mia/codex/

Ver en clase: Codex Mendoza – [imágenes](#)

Leer: David Carrasco, “City as Symbol in Aztec Thought: Some Clues from the Codex Mendoza.” Cap. I, p. 15-48, en su *City of Sacrifice*, Web E-book, OSU Library Catalogue y CMR.

Leer “[Sociedad nahua](#)” - CRM

Leer: Selección de Cantos – CRM – seleccionar 2 para comentar y *Huehuetlatolli*, *Discursos de los ancianos* – CRM – seleccionar uno para comentar -

Contextos: León Portilla, “El mundo mesoamericano” – CRM

Jueves 5 de febrero – Testimonios verbales y visuales de Conquista y Resistencia

Leer: Testimonios indígenas de la conquista de Tenochtitlan – selección de *Visión de los Vencidos* – CRM -

Leer: Canto triste – CRM, “Diálogo con los Doce” - CRM

Ver en clase: Testimonios visuales: El lienzo de Tlaxcala y El Códice Florentino – PP

Semana 6

Martes 10 de febrero - Poesía contemporánea indígena -de México

Leer: Montermayor, “La poesía en lenguas indígenas de México” o

Frischmann, “Espíritu-Materia-Palabra: Poesía indígena contemporánea de México” - CRM

Leer: Selección de narrativa y poemas de Montermayor y Frischhmann, *Words of the True Peoples/Palabras de los Seres Veraderos* – CRM

Narrativa: Arias Pérez, “Las creencias católicas entre los tzotziles y los tzeltales” - “Los Nahuales o tonas” “Los huicholes y el Venado Azul.”

Selección de Poemas de La Voz Profunda - Beatriz Cuevas Cob, Maya Yucateco, “Iras a la escuela”; Nahuatl Natalio Hernández, “Caminemos solos”, “No quiero morir”; Diego Méndez Guzmán, “Peregrinar de San Ildefonso”, Tzeltal. Jesús Salinas Pedraza .

(ñahñu), "La computadora" y sus aflicciones en la escritura de las lenguas indígenas – CRM -Comentar 3.

Jueves 12 de febrero

<p>Mesas Redondas sobre México antiguo y moderno</p>

Mundos Andinos

Semana 7

Martes 17 de febrero

Guaman Poma de Ayala y su La Primer Nueva Corónica y Buen Gobierno

Leer: Selecciones de Guaman Poma de Ayala, *La Primer Nueva Corónica y Buen Gobierno*, selecciones en CR y el manuscrito online en <http://www.kb.dk/elib/mss/poma>. Ver bibliografía selecta por indicar bajo "Enlaces."
Comentar: La propuesta andina de Guaman Poma: Gentes: Incas, Coyas, Andinos, Españoles, Mestizos, Negros, Clérigos, Estaciones y Fiestas, Crítica Social; La relación entre el discurso visual y el discurso escrito.

Leer: Adorno, "Icons in Space" – CRM

Contextos: Franklin Pease, "Spanish and Andean Perceptions of the Other in the Conquest of the Andes." – CRM

Jueves 19 de febrero

Continuación de Guaman Poma de Ayala y/o temas pendientes

Leer: "Memoria cultural y actualidad. Diálogo con Rolena Adorno y Enrique Cortez". <http://www.Andes.Missouri.edu/Andes/cronicas/EC-Adorno.html>

Semana 8

Runakuna -Vidas Andinas - Autobiografía y Auto-representación indígena

Martes 24 de febrero

Asunta Quispe Huamán - Autobiografía: La mujer andina

Leer y comentar: Prefacio, Nota Preliminar y capítulos del texto de Asunta. pp. 95-127 – CRM

Leer y Comentar: Zevallos-Aguilar: "From Representation to Self-representation: Life Stories, Testimonios, and Auto-ethnographies in Spanish America." – CRM

<http://www.interletras.com.br/dossie/representation.html>

Leer uno entre Franco, "Some reflections on Contemporary Writing in the Indigenous Languages of America" o

Rodrigo Montoya Rojas, "Historia, memoria y olvido en los Andes Quechuas"
http://www.andes.missouri.edu/andes/Especiales/rmmemoria/rm_memorial1.html

Testimonio Visual del Cuzco : Siglo XX

Jueves 26 de febrero - Martín Chambi

Film: "Martin Chambi y the Heirs of the Incas."
Comentario colectivo en clase

Leer: Yenne: "Lost Worlds: Recent discoveries in Andean Photo-History" – CRM o
del Valle Escalante, sobre Martín Chambi – CRM

Contexto:

Ranney, "New Light on the Cusco School: Juan Manuel Figueroa Aznar and Martin Chambi.": - CRM

Rodrigo Montoya."Movimientos indígenas en América del Sur: potencialidades y límites" -CRM

Semana 9

Martes 3 de marzo

Mesas Redondas sobre Temas Andinos - grupos 1 y 2

Jueves, 5 de marzo

Mesas Redondas sobre Temas Andinos - grupos 3 y 4

Semana 10

Martes 10 de marzo

Mesas Redondas sobre Temas Andinos - grupo 5

Jueves 12 de marzo - Consultas y lecturas individuales

Viernes 13 de marzo – Entrega de ensayos cortos sobre temas andinos

REQUISITOS DE APROBACION Y EVALUACION

Participación en 2 Mesas redondas.....	40%
2 Ensayos Escritos (7-10 pp. mínimo.).....	40%
(Uno sobre algún tema mesoamericano, <i>Popol Vuh</i> , o temas nahuas; otro sobre algún tema andino.)	
Quizzes, participación y mejora, asistencia, comentarios de textos, preguntas, etc. .	20%

Construyendo el H565: Los requisitos de Honors 565 se han ideado para que los alumnos individual y colectivamente vayan “construyendo su curso” en colaboración con los compañeros y la profesora. Es decir: cada uno se irá construyendo su aporte en etapas: primero mediante la lectura analítica de cada discurso primario y un texto crítico (cuando se indica uno); luego por la articulación oral de los puntos clave en los comentarios de clase; de ahí enfocarlos en la mesa redonda y finalmente articular una versión centrada y coherente en un ensayo escrito – lo que podría venir a ser el núcleo o punto de partida de una futura tesis de Honors o inicio de un proyecto de investigación. Otro objetivo del curso es proporcionar herramientas claves para el análisis de discursos culturales y literarios - así como motivarle al alumno(a) a apreciar y explorar las culturas indígenas latinoamericanas.

Active Participation in the class sessions and attentive reading of all the required texts and other assigned materials before each class session are absolutely required. **This is a discussion based class.** Your consistent participation is a key component of our learning environment, thus you are expected to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Be aware that this course will require extensive weekly reading and discussion beyond merely attending class and taking notes.

Attendance - Punctual regular attendance is required for successful progress in this course. More than two unexcused absences will definitely jeopardize your final grade, and may result in the loss of an entire grade point. Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. Request excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse.

Tardiness - Plan to attend punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but points will be deducted for each day that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted after the last day of classes

Grading is on the basis of quality, improvement, participation and attendance. **No "Incompletes"** except for documented legal or medical emergencies

Quizzes - You can expect unannounced quizzes on each unit of required readings, videos or any materials discussed at any point in the course. **No makeups on quizzes missed.**

Comments on the Primary and/or the Critical Texts - To develop your skills of critical analysis of cultural texts, each student will prepare a brief reaction to their reading of the primary

text to bring to class for our collective discussion of the text assigned for that session or of the critical reading that accompanies it when one is indicated. The readings in “Contexts” are recommended but are not obligatory.

Mesas redondas/Panel Discussions or Debates

Groups of 3 or 4 students will organize and present a panel discussion (“mesa redonda”) about the primary texts, based on a topic suggested from your analysis of the reading assignment for the primary text, or our class discussion of it or from the critical readings or one of the many topics that I suggest for each unit. I am available to meet with you individually or in groups for consultation about topics, sources etc. Each presentation on the panel is brief – not to exceed 8 minutes maximum – and should include some critical concept or element about modes of representation, testimony, construction of identities, visual or verbal discourse or literacy that we have been reading about in class or in the critical or contextual essays. The objective of the panel discussions is to promote and strengthen your skills in close reading; synthesis and organization of ideas, effective speaking in Spanish and understanding of the relationships of colonial discourses to contemporary literary and cultural issues.

For each primary text I usually offer a list of suggestions for topics to explore, but I also expect you to come up with your own ideas on the basis of our collective discussions and readings of the text prior to the panels. The purpose of the panels is to present a cluster of perspectives on the primary text(s) under discussion organized around some aspect of representation, auto-representation, testimony, constructions of identity, the continuities and relationships between traditional or colonial indigenous cultures and contemporary cultural expression. Students are encouraged to consult me with in advance about their topic. For example, for panel discussion about *Popol Vuh*, Student A might contrast the visual representations with the written ones; Student B might discuss the symbolism of number 4 and the doublings in the text; Students C and D might address the functions of the ball game as metaphor or the functions of the animals or the crucial role of women etc. A panel about *Yo, Rigoberto Menchú*, students might explore the various concepts of “testimonio” found in the text, or individual and collective memory and yo/nosotros; issues of de auto-representación y representación between the oral narrative of RM y the written transcripts by Burgos; the relationships of *Yo, Rigoberto* with *Popol Vuh*, etc. Base your arguments on textual or visual evidence. You must present your topic during the calendar date set for the respective panel. You can incorporate readings of critical and contextual materials for research beyond the collective reading assignments. In general, the more specific and focused the topic, the better

The panel expositions will be followed by a wider collective discussion in the question period that follows as each panel member formulates a question to pose to the class as a whole (at the end of their oral presentation) and the student audience poses their questions. Every student who is not presenting will also participate by formulating one or more questions during the discussion period – which they will hand in to me in writing at the close of the session.

As soon as the panels are defined, a panel presider should be chosen and tentative topics discussed. At least a week prior to the panel date the panel members need to either meet with me or consult with me via email, phone or appointment about their topics, sources and the panel organization. The panel discussion is designed to develop your active participation in the analysis of literary and cultural colonial discourses and your application of theoretical concepts to them. Use a very brief handout for distribution to the class that gives any of the longer textual quotations as well as the references to your sources. Close your presentation with a question for class discussion.

The panel discussions and the question period are all conducted in Spanish. The short essays are written in Spanish, although you may include quotations in English. **Note:** The oral presentation for the panel can serve as the nucleus for the short written essay (paper) of 7-10 pages maximum that you will turn in 7 working days after the panel presentation.

The objective is to promote and strengthen your skills in close reading; synthesis and organization of ideas, effective speaking in Spanish and understanding of the relationships of colonial texts to contemporary literary and cultural issues.

The formal debate format is an alternative format that a group can choose instead of the panel discussion. This is the debate organized in the style of formal debating conducted in the debating clubs and competitions in British and US universities in which a formal and usually provocative hypothesis is stated. An equal number of participants argue in favor or against it during 5-8 minutes each with a moderator presiding. For example a debate might give the arguments for and against, “El testimonio de Rigoberto Menchú es ficción” or “La propuesta de Guaman Poma para el gobierno de los Andes por andinos expresa una forma de colonialismo interno,” etc. Students interested in the debate format should consult with me in advance.

□ **The Written Essays** - These are short papers that expand upon one or more of the points that you presented for the panel discussion or debate that first and foremost express textual and/or cultural analysis, as well as your own ideas and reactions for the topic that you chose for the text(s) presented. They should be 6-10 pages minimum (or more). They should be analytical, not merely descriptive and supported by evidence from the texts and/or images you are discussing and refer to issues, problems or critical concepts. They must be written in Spanish, word-processed double space with a wide 1 inch left-hand margin for ease of reading and comments, using a 12 point font. Format is *MLA Handbook for Writers of Research Papers*, 6th ed. (online at MLA and on sale at SBX and most bookstores) with foot or endnotes and a page for sources or references, including digital or electronic media sources. Essays are due within 7 working days of the panel presentation or else the day indicated by the professor. Points will be deducted for late submissions.

Regarding use of any Internet, WWW, film, video, DVD or print materials - The sources for all material, images or information obtained through the Internet or via any kind of print or video form must be correctly attributed. Any information of any kind that is not your own original idea must be correctly cited as indicated in the MLA format. Any material that is not your own which remains uncited will be subject to the university guidelines concerning plagiarism and academic misconduct.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. <http://www.turnitin.com>

Use the **On-Line Research Data Bases** available on-line through our OSU Library. At OSU library site search for “LatWeb” or go to: http://library.osu.edu/sites/latinamerica/latweb1_research.htm

to check what research exists on your topic. Some of the best sites are Lanic; Biblioteca Virtual Cervantes; JStore, World Cat, Project Muse; MLA International Bibliography, Handbook of Latin American Studies (HLAS) y others. Check out topics, regions and historical figures on the Web, especially the cultural sections of Mexican, Peruvian, Argentine and Argentine newspapers found at the Lanic site. **Be aware that not all Web pages are free of historical inaccuracies or cultural bias of various kinds. Many are very superficial. Be very cautious about using the Web for serious research without solid back-up from the original or scholarly sources. Wikipedia is not an appropriate source for any aspect of this course**

The Office for Disability Services located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307. Notify me the first day of class if you have a disability.

In the unlikely event of **class cancellation** due to emergency, I will contact you via e-mail and also request that a note on department letterhead be placed on our classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Study Tips:

-Do each week's reading before that week's classes. Go over your notes after each class. Cross-reference your notes with the reading assignments. Use your syllabus as a table of contents for your notes.

-Find your own study partner or group from among your classmates.

-Visit our department Writing Center on the 2nd floor of Hagerty Hall if problems with written expression in Spanish.

Acquire a good Spanish/Spanish dictionary such as *Vox* or *Larousse* from Latin American Book Sources, Inc. at www.latambooks.com on the Web (type in Vox or Larousse in the search box) and keep a list of new vocabulary for each reading selection, as 16th –18th century colonial Spanish will challenge your lexicon. Get the Spanish dictionary not a bilingual one.

-Above all, keep up with the reading. There is an extensive amount of information in this course; you can't hope to master it by cramming at the last minute.

-If there is a gap in your notes or a concept you have missed, get notes from a classmate and handouts from the instructor or come to see me during office hours.

-Keep in touch with me during office hours, via email or phone if you are experiencing difficulties with any aspect of the course.

Academic Conduct - University guidelines for academic conduct apply to all aspects of this course.

¡Bienvenidos a SPA H565!

INTRODUCTION TO ANDEAN & AMAZONIAN CULTURES

Instructor
Office
Telephone
Email address
Office hours

COURSE DESCRIPTION

This course is an introduction to the historical formation of the contemporary societies of the Andean and Amazonian regions. Through a transdisciplinary approach, which combines the use of different disciplinary methodologies from the humanities and the social sciences, the course explores the ethnic, social, and cultural features of these regions, and maps out the historical, economic, and political processes that have shaped distinctive geo-cultural formations. Although the course follows a loosely historical trajectory, it is organized around the unfolding of geopolitically overdetermined geo-cultural areas. Each module will focus on selected cultural and/or political topics which have particular social and/or historical relevance in the region. Through this journey, we will be able to understand the complex dialectics between change and continuity, the emergent and the residual, modernity and traditions, as well as the articulation between regional cultures and the local practices, the nation states and global actors, political agents and civil society, peoples and the environment. In this course, students will learn about the cultural geography, socio-economic history, ethnic composition, political struggles, and ways of life of the societies and peoples of the Andean and Amazonian regions, which include the countries of Bolivia, Brazil, Colombia, Chile, Guyana, Ecuador, Peru, and Venezuela. However, this course will focus on chosen specific events and countries, in order to showcase the dramatic cultural changes that have occurred since colonial times through the present; the successive processes of modernization and economic development that have shaped the history of these regions; and the historical tensions between communities and national governments, between nations and international powers, between the local and the global.

COURSE OBJECTIVES

This course is a General Education Curriculum. In GEC courses, the students will take coursework in several areas of study to achieve basic skills, competencies, and breadth of knowledge expected of an Arts and Sciences college-educated graduate (Category A, Breadth C, 3, Culture and Ideas). At the completion of Spanish332/Portuguese 332, the students should be able to:

- Develop skills in written communication and expression, reading, critical thinking, and oral expression.
- Develop capacities for aesthetic and historical analysis.
- Examine critically primary and secondary texts that reveal the interstices of cultural dynamics.
- Exhibit an understanding of the political, economic, cultural, physical, and social characteristics of the peoples of these regions.
- Be able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
- Create a personal discourse engaging a critical thinking based on a set of conceptual and theoretical tools.

TEXTS

Robert M Levine & John J Crocitti, eds. *The Brazil Reader: History, Culture, Politics*. Durham: Duke UP, 1999.

Orin Starn, Carlos Ivan Degregori, Robin Kirk, eds. *The Peru Reader: History, Culture, Politics*. Durham: Duke UP, 1995.

Carlos de la Torre & Steve Striffler, eds. *The Ecuador Reader: History, Culture, Politics*. Durham: Duke UP, 1999.

Skidmore, Thomas E. & Peter H. Smith. *Modern Latin America*. Cambridge: Oxford UP, 2005.

CARMEN, selected materials

ACADEMIC MISCONDUCT

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Such instances include, but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class and plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the internet is not only dishonest, it's also liable to be caught. Paper assignments, if they are clear and course-specific, don't match well with what's available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you've learned. Paraphrase your information and **do not** "cut and paste" whole paragraphs from the web.

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)."

OFFICE OF DISABILITY SERVICES

"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

COURSE REQUIREMENTS

Class participation	10%
Pop quizzes (4)	20%
Mid-term exam	30%
Final exam	40%

Grading Scale			
Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	93 - 100	C	73 - 77
A-	90 - 92	C-	70 - 72
B+	88 - 89	D+	68 - 69
B	83 - 87	D	65 - 67
B-	80 - 82	E	0 - 64.9
C+	78 - 79		

Attendance and Class Participation

Regular attendance and participation in class activities are essential to a successful learning experience. Class participation will be evaluated according to the active involvement in class discussions, thorough reading of class materials, and contribution to the group. Therefore, students must prepare carefully for class by completing all assignments in advance and be ready to participate in class. Reading assignments are due the day for which they are assigned.

Quizzes and Exams

There will be four in-class pop quizzes given randomly and announced during the quarter to demonstrate your understanding of readings assignments and homework for that given date.

Two exams evaluate the conceptual and critical understanding of the topics covered in the readings and in class up to that point. Students may use any materials or notes used in class but cannot refer to materials from the internet.

Extra-credit can be earned by assisting to the Latin American Film Series and writing a brief commentary of each film.

Makeup work will be permitted only when the instructor is presented with acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

NOTE: The following message appears on the "Advice Nurse" page. *Did you miss a class due to an illness? Do you need to provide an excuse? If you had a visit with a health care provider they can provide you with a visit verification form. If you didn't see a health care provider but still need to document your illness you can use the Absence Excuse Form.* This is NOT an acceptable excuse. You should use your four "grace days" to cover these and any other unexcused absences (work, family vacations, long weekends, undocumented illness, transportation problems, etc.)

- **After four absences**, each additional undocumented absence will result in a 1 point reduction of your final grade per absence, i.e., 5 unexcused absences (beyond the four "grace" days) will reduce your final grade by 5 points. For example if your overall average is 95% and you have five unexcused absences your final grade will be a 90%. Evening, 2-day classes, and term classes count as 2 absences per class. Absences are counted from the first day of the quarter. Chronic lateness to class will also reduce your grade. Repeated unexcused absences will result in the filing of a "Student Absence Form" with your college office.

CLASS SCHEDULE

First Week

PRE-COLONIAL INDIGENOUS CULTURES

- Readings
 - "The Ancient Civilizations," *The Peru Reader*, 13-80
- Film: *Los incas*

Second Week

THE CLASH OF CULTURES: CONQUEST, EXPLORATION, COLONIZATION

- Readings
 - "Noble savages," John Hemming, *The Brazil Reader*, 20-24
 - "A description of the Tupinambá," Anonymous, *The Brazil Reader*, 25-32
 - "The first wave," Warren Dean, *The Brazil Reader*, 33-36
 - "A Paraíba plantation 1850-1860," Stanley J. Stein, *The Brazil Reader*, 76-86
 - "Atahualpa and Pizarro," John Hemming, *The Peru Reader*, 84-106
 - "In Defense of the Indians," Bartolomé de las Casas, *The Peru Reader*, 107-110
 - "The tragedy of success," Steve J. Stern, *The Peru Reader*, 112-136
- Film: *Aguirre, The Wrath of God* (Germany, Werner Herzog, 1972), or *Como era gostoso o meu francês* (Brazil, Nelson Pereira dos Santos, 1971)

Third Week

ANDEAN MODERN NATIONS: MESTIZAJE, INDIGENISM, AND CULTURAL HETEROGENEITY

- Readings
 - "Mestizaje, Transculturation, Heterogeneity," Antonio Cornejo Polar, *The Latin American Studies Reader*, 116-119
 - "Tempest in the Andes," Luis Valcárcel, *The Peru Reader*, 219-222
 - "Reflections," José Carlos Mariátegui, *The Peru Reader*, 228-233
 - Human Poems, Cesar Vallejo, *The Peru Reader*, 234-239
 - The APRA, Victor Raúl Haya de la Torre, *The Peru Reader*, 240-244
 - "The Pongo's Dream", José María Arguedas, *The Peru Reader*, 258-263
 - "The master will no longer feed of your hunger," Juan Velasco Alvarado, *The Peru Reader*, 264-269
- Film: *Mountain Music of Peru* (USA, John Cohen, 1984)

Fourth Week

THE AMAZON: THE ULTIMATE FRONTIER

- Readings
 - Susan Place, "Explanations for Deforestation," from *Tropical Rainforests: Latin American Nature and Society in Transition*, 47-135
 - "Amazonian Indians and the Rubber Boom," Manuel Córdova, *The Peru Reader*, 203-214
- Film: *Bye bye Brasil* (Brasil, Carlos Diegues, 1980), or *The last of the hiding tribes* (USA, Adrian Cowell, 1999)

Fifth Week

THE AMAZONIAN DILEMMA: THE PRICE OF PROGRESS

- Readings
 - "The reality of the Brazilian countryside," Landless Movement (MST), *The Brazil Reader*, 264-267
 - Chico Mendes, *Fight for the Forest*, 1-42
 - Susan Place, "Why Save the Rainforest?," from *Tropical Rainforests: Latin American Nature and Society in Transition*, 137-230
- Film: *Banking on Disaster* (USA, Adrian Cowell, 1988)

Sixth Week

ONE STATE, TWO NATIONS: THE INFORMAL ECONOMY AND THE SHINING PATH OF PERU

- Readings
 - Deborah Poole & Gerardo Rénique, *Perú, Time of Fear*, 1-56
 - "The Shining Path," *The Peru Reader*, 305-337
 - "Manchay Tiempo," *The Peru Reader*, 339-384
 - "The Cocaine Economy," *The Peru Reader*, 385-417
- Film: *There is only one life* (Perú, Marianne Eyde, 1992), or *La boca del lobo* (Peru, Francisco Lombardi, 1988)

Seventh Week

LAND, RELIGION, AND RACE IN BRAZIL

- Readings
 - Leonardo and Clodovis Boff. *Liberation Theology*, 1-92
 - "Women of the forest," Yolanda and Robert F. Murphy, *The Brazil Reader*, 323-326
 - "Exotic peoples," Indian Protection Agency, *The Brazil Reader*, 365-366
 - "The myth of Racial Democracy," Abdia do Nascimento, *The Brazil Reader*, 379-381
 - "What color are you?," Brazilian Institute of Geography and Statistics, *The Brazil Reader*, 386-390
 - "Liberation Theology's rise and fall," Robin Nagle, *The Brazil Reader*, 462-467
- Film: *Voice of the Amazon* (USA, Miranda Smith, 1989), or [*The Kayapó: Out of the Forest*](#) (USA, Michael Beckham, 1989)

Eight Week

THE AWAKENING OF THE INDIGENOUS MOVEMENT IN ECUADOR

- Readings
 - “Global Currents” and “Domination and Struggle,” *The Ecuador Reader*, 189-336
- Film: *Waorani, the last of the rainforest people* (USA, J, Michael Seyfert, 2005), or *I defend the jungle* (Ecuador, Heriberto Gualinga, 2009), or *Crude* (USA, Joe Berlinger, 2009).

Ninth Week

COCA, ETHNICITY AND NATION (RE)BUILDING IN BOLIVIA

- Readings
 - Benjamin Kohl & Linda Farthing. *Impasse in Bolivia*, 11-33, 60-83, 149-178
- Film: *Cocalero* (Argentina/Bolivia, Alejandro Landes, 2007)

Tenth Week

TRANSNATIONAL NARCO-TRAFFICKING AND GLOBAL GEOPOLITICS

- Readings
 - Manuel Castells, “The perverse connection: the Global Criminal Economy,” from *End of Millennium*, 166-205
 - Amy Bellone, “The Cocaine commodity chain”, from *Latin America in the World-Economy*, 33-51
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