HSTR 231H.01: Modern Latin America

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HSTR 231  Modern Latin America  Fall 2014

Tuesdays and Thursdays, 9:40-11:00 a.m.
Forestry 301

This course meets the ASCRC General Education requirement X: Indigenous & Global

Instructor's contact information:

Professor Gillian Glaes
History Department
University of Montana-Missoula

Office: Liberals Arts building #259
Email: gillian.glaes@mso.umt.edu
Mailbox: history department office (2nd floor/Liberal Arts building)

Office hours:

Tuesdays & Thursdays, 2:30-4:30 p.m. in Liberal Arts 259 (history department wing)
If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.

Methods of communication with students:

- Moodle, email, in-class time, and individual conversations and meetings (although not necessarily in that order)
- In your email messages, please include the course number and topic in the subject line.
- Per official UM policy, please use your UM email account for email communications.
- Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.

Course overview:

This course traces the history of Latin America from independence in the early nineteenth century to the present. After a brief overview of the colonial period, we will discuss the independence process, important nineteenth- and twentieth-century political developments, and the growth of challenges facing Latin American economies. Social questions, religious developments, and issues of social justice will play an important role in this course as we evaluate the impact of race, class, and gender on the histories of Latin American nation-states. As a course that meets the Indigenous/Global general education requirement, we will take a "global" perspective on modern Latin American history by evaluating the role of the United States and European nations such as Britain and Spain in the history of this region. Global historical developments such as the Atlantic Slave Trade and trans-Atlantic European migration, for example, impacted countries such as Brazil and Argentina, shaping their historical trajectories and impacting contemporary debates and developments. Such themes reveal that the history of any region of the world—including Latin America—remains global in its scope and breadth.
EXPECTED LEARNING OUTCOMES AND COURSE GOALS:
This course will assist you in:

- articulating conceptualizations of diversity within Latin America in terms of race, ethnicity, gender, socio-economic class, and religion
- articulating perspective(s) of other groups and be able to describe how such group(s) are similar to/different (for example: economically, socially, historically, etc.)
- understanding the social, political, cultural, religious, and economic history of Latin America from the nineteenth century to the present
- defining “Latin America” from a geographical, cultural, social, economic, and historical perspective.

Expectations for student conduct:
Remember to maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking (when using laptops & other electronic devices for academic purposes, you must follow all UM policies)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side-bar conversations during class
- avoid texting in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat your fellow students and the instructor with respect.

UM’s Student Code of Conduct governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Technical Support:
UMOnline contact information for technological issues:
Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to contact UM Online Tech support or me. If you are experiencing technical difficulties and need immediate assistance, contact:

Email: umonline-help@umontana.edu
Phone: 406.243.4999 or 866.225.1641 (toll-free)
Web: UM Online Technical Support

Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOnline.
Academic honesty:
Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s Student Code of Conduct and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the Student Code of Conduct defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your papers for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM’s policies. If you have any questions, please contact me.

Accessibility and accommodations:
The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

Disability Services for Students (DSS)
Lommasson Center, 154
The University of Montana
Missoula, MT 59812
Voice/text: (406) 243-2243
Fax: (406) 243-5330
Email: dss@umontana.edu

REQUIRED TEXTS:
The following books are available for purchase at the Bookstore at the University of Montana:

- Teresa A. Meade, *A History of Modern Latin America: 1800-Present*
- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and its People, Volume 2, since 1800*
- Sarmiento, *Facundo: Civilization and Barbarism*
- Juan Rulfo, *The Burning Plain and Other Short Stories*
- Eva Peron, *Evita, In My Own Words*
- Jacobo Timerman, *Prisoner without a Name, Cell without a Number*
- Edwidge Danticat, *Brother, I’m Dying*

**Please bring the appropriate book to class for scheduled class discussions.**
ASSIGNMENTS AND GRADE CATEGORIES:

10%  ATTENDANCE AND PROMPTNESS
Attendance: Ten percent of your final grade is based on attendance and promptness. Keep in mind that missing classes in general will still reduce your overall attendance grade (with the exception of school-sponsored activities). Please email me with an explanation if you miss class. Please note that I will mark you as absent if you are caught sleeping or texting in class. Appointments within the students’ control that conflict with class times will be considered an unexcused absence.

Promptness: Being on time is a choice. I expect all students to be present and ready to go when class starts. Consistently arriving late to class may result in a lower overall attendance grade.

10%  PARTICIPATION
The scheduled discussions comprise an important aspect of this course. Your final grade will be calculated in part how much you contribute to the class in the form of active participation during formal discussions and in responding to and posing questions during lectures.

In-class participation will be graded on the following scale:
4 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.
3 = Student demonstrates familiarity with assigned materials, but only participates when called upon.
2 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.
1 = Student rarely participates in class discussion and/or shows little familiarity with assigned materials.
0 = Student does not participate in class discussions.

25%  FORUM POSTS PRIOR TO IN-CLASS DISCUSSIONS
Each student is to post a minimum 150- response to and analysis of the assigned readings beyond the textbook on the designated Moodle discussion forum before each of the 7 scheduled discussions. NOTE: Discussion facilitators still need to complete forum posts during the week in which they are leading the discussion.

Posts will be evaluated on the following scale:
4 = Student’s reflection expresses critical thinking about the assigned readings for the week with direct references to readings.
3 = Student’s reflection expresses critical thinking about the assigned readings for the week but without direct references to readings.
2 = Student’s reflection expresses critical thinking about topics from the week, but without any reference to the assigned readings.
1 = Reflection contains speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week’s readings.
0 = Student did not post a reflection or posted the reflection after the deadline.

10%  DISCUSSION FACILITATION
Together with your other group members, you will write 6-7 discussion questions based on the assigned reading beyond the textbook for one of our formal discussions and send them to me (the instructor) by Sunday at 5 p.m. before the Tuesday discussion or Tuesday before a Thursday
Then, as a group, you will lead the all-class discussion based on the questions that you write with your group members. Please decide how you would like to approach this: divide the questions up between group members, appoint a moderator, etc. This is your decision in terms of which approach will work best for your group and for the class. The class could discuss your questions altogether or break up into small groups – whichever approach you feel is best.

It is a goal of this class to invite discussion on topics that are interesting but also may be subject to disagreement. Students usually bring with them a range of perspectives, allegiances, and interests concerning the topics to be addressed, and it is imperative that all participants treat one another with respect and dignity. Students should expect to engage in honest debate and to encounter disagreement, but personal attacks are never acceptable.

NOTE: Please remember that you still need to post your minimum 150-word response to the readings on the Moodle forum the week that you are leading discussion. Questions? Contact me.

Here are some helpful guidelines on how to lead a class discussion.

Each group will be evaluated on the following scale:

4 = Questions: group has provided questions that leads the class to understand the significance of the readings beyond the textbook. Planning: discussion is well planned demonstrating critical thinking about the assigned materials. Content: discussion questions require analysis from the class rather than summary. Form: moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class.

3 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

2 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

1 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions to me on time and/or to arrive unprepared to lead discussion will result in a grade of “zero” for the entire class.

45% TWO TAKE-HOME EXAMS

You will receive separate instructions for the take-home exams. Please cite your sources using the Turabian/Chicago style citation method (endnotes).

Take-home exam #1: 20% due to Moodle by Friday, October 17 by 5:00 p.m.
Take-home exam #2: 25% due to Moodle by Wed., December 10 by 12:10 p.m. (finals week)

Take-home exams will be graded on the following criteria:
- The student demonstrates an awareness of context, audience and purpose (15%)
- The student demonstrates critical and creative thinking (30%)
- The student develops ideas, claims, and arguments with specific information and detail (25%)
- The student finds, evaluates, integrates, and correctly cites information from in-class primary and secondary sources (10%)
- The student creates an effective organization, in accord with the expectations of particular disciplines (history) (10%)
- The student creates clear, fluent, correct prose (10%)
NOTE: I will be checking your essays for originality. Please submit original work in conjunction with UM’s Student Conduct Code and its emphasis on academic honesty and integrity.

Grade scale:
Based on your performance in this course, you will be evaluated on the following grade scale:

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

For students taking the course “credit/no credit”:
From the UM catalogue: “Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that you need to pass all elements of the class – participation and attendance, forums, leading discussion, and take-home exams. Please see me if you have any questions.

COURSE OUTLINE

Week 1: Course Introduction and overview

T 8/26: Course Introduction

Assignment for the next class:
FIRST ASSIGNMENT: Please log into the HI 231 course Moodle page. Then, read the handout posted under Week 1 on how to read and analyze historical documents. Select one of the primary source documents listed above under “Martin and Wasserman” below. Perform an analysis using
the steps outlines in the handout. Come to class ready to discuss this approach to reading primary and secondary sources, the document you selected, and your analysis.

Read:
Meade, A History of Modern Latin America, 1800-present, Ch. 1 (pgs 1-21)
Martin and Wasserman (M & W):
- Why did people rebel?: Letter of Chito Vallagrán to Dr. Diego Antonio Rodriguez, June 8, 1812 (pgs. 2-4)
- The War of Hate: Excerpt, Lucas Alamán, The Alhóndiga (pgs. 6-11)
- The Resolution for Independence: Agustin de Iturbide, Plan de Iguala 24 February 1821 (pgs. 11-14)

To do:
- Prepare the document analysis listed above and the assigned readings.

T 8/28: Studying Latin America, the Geography of Latin America, and Engaging with Sources in Latin American History
NOTE: Please make sure that you’ve read the handout posted to Moodle on analyzing historical texts and then do an analysis of one of the assigned texts in Martin and Wasserman listed above. Come to class prepared to discuss your analysis of the documented that you selected.

Assignment for the next class:
Read:
- Meade, Ch. 2 (pgs. 23-47)
- M & W: Chapter 2: The Practice of Politics: Popular Participation in the Nineteenth Century (pgs. 15-23)

Week 2: Independence Movements throughout Latin America

T 9/2: Colonial Latin America
Assignment for the next class:
Read:
- Meade, Ch. 3 (pgs. 49-79)
- M & W: Ch. 3: War (pgs. 25-41)
- Begin Sarmiento, Facundo: Civilization and Barbarism (pgs. 1-90)

TH 9/4: Decolonization and independence
Assignment for the next class:
Read:
- Meade, Ch. 4 (pgs. 81-104)
- Continue Sarmiento, Facundo: Civilization and Barbarism (pgs. 91-176)

To do:
- Group #1: Please email me your discussion #1 questions by 5 p.m. on Tuesday, September 9. (gillian.glaes@mso.umt.edu)

Week 3: Post-Independence Latin America and the Search for Order

T 9/9: Latin American politics: democracy, popular participation, order, caudillos, and juntas
Assignment for the next class:

Read:
- Finish Sarmiento, *Facundo* (pgs. 177-250)

To do:
- Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the formal discussion.
- Prepare the discussion questions on Moodle for Thursday’s discussion.
- Group #1: your discussion questions are due to me today by 5 p.m.
  (gillian.glaes@mso.umt.edu)

TH 9/11: Discussion #1: Sarmiento, *Facundo: Civilization and Barbarism* led by group #1

REMINDER: Please post your response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the formal discussion.

Assignment for the next class:

Read:
- Review Meade, Chapter 3, pgs. 51-60
- M & W: Chapter 5: Slaves (pgs. 61-76)

MOODLE:
- Pope Leo XIII: “IN PLURIMIS”
  (Encyclical of Pope Leo XIII on the Abolition of Slavery)

To do:
- Group #2: Please email me your discussion #2 questions by 5 p.m. on Tuesday, 9/16 at gillian.glaes@mso.umt.edu.

Week 4: Slavery and the Slave Trade in Latin America

T 9/16: Slavery in Latin America: “Brazil: A Racial Paradise” from *Black in Latin America*

Assignment for the next class:

Read:
- Finish assigned reading on slavery listed above.

To do:
- Please post your minimum 150-word response to the assigned reading beyond the textbook and the documentary episode on slavery to the Moodle forum by Thursday at 9:40 a.m. before the start of class and the formal discussion.
- Prepare the questions for Thursday’s discussion.
- Group #2: discussion questions are due to me today by 5 p.m.
  (gillian.glaes@mso.umt.edu)

TH 9/18: Discussion #2 – Slavery and its Abolition (M&W readings + “In Plurimis” + “Brazil: A Racial Paradise”) led by group #2

REMINDER: Please post your response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. before the start of class and the formal discussion.

Assignment for the next class:

Read:
- Meade, Ch. 6 (pgs. 135-155)
Week 5: Race, Ethnicity and Gender in Nineteenth-Century Latin America

T 9/23: Race, ethnicity, and gender in 19th-century Latin America
Assignment for the next class:
• Catch up on previously assigned reading if necessary.

TH 9/25: Documentary on Brazilian football/soccer
Assignment for the next class:
Read:
• Meade, Ch. 5 (pgs. 105-133)
• M & W: Chapter 6: Cities in the Nineteenth Century (pgs. 77-104)

Week 6: The Environment, Business, and American Influence at the Turn of the Century

T 9/30: Latin American economies in the late nineteenth century
Assignment for the next class:
Read:
• Start Juan Rulfo, *The Burning Plain and Other Stories* (Please read the entire book.)
MOODLE:
• Excerpt from Greg Grandin, *Fordlandia: The Rise and Fall of Henry Ford’s Forgotten Jungle City*
NOTE: Distribution of take-home mid-term exam T 9/30 on Moodle
To do:
• Start working on take-home exam #1.

TH 10/2: “Fordlandia”: American economic intervention, the Monroe Doctrine, and the Latin American environment at the turn of the century
Assignment for the next class:
Read:
• Meade: review chapter 6 (pgs. 135-155)
• Finish Juan Rulfo, *The Burning Plain and Other Stories* (Please read the entire book.)
• M & W: Chapter 4. Everyday Life in the Nineteenth-Century Countryside (pgs. 42-60)
To do:
• Group #3: Please email me your discussion #3 questions by 5 p.m. on Tuesday, October 7. (gillian.glaes@mso.umt.edu)
• Continue working on take-home exam #1
Week 7: Rural life and migration in the 19th and 20th centuries

T 10/7: Rural life in 19th- & 20th-century Latin America

Assignment for the next class:
- Please post your response (150 word minimum) to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the formal discussion.
- Prepare the questions for Thursday’s discussion.
- Group #3: Your questions are due to me today by 5 p.m. (gillian.glaes@mso.umt.edu)
- Continue working on take-home exam #1.

TH 10/9: Discussion #3: The Burning Plain & M & W readings led by group #3

REMINDER:
Please post your minimum 150 word response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. before the start of class and the formal discussion.

Assignment for the next class:
- Meade, Ch. 7 (pgs. 157-174)
- M & W:
  - “Soldiers, from W.R. Carson, Mexico: The Wonderland of the South” (pg. 110)
  - “Kate Doyle, Reporting on the Mexican Military” (pgs. 111-114)
- Chapter 10: The Mexican Revolution (pgs. 162-176)

To do:
- Group #4: Please email me your discussion #5 questions by 5 p.m. on Tuesday, October 14. (gillian.glaes@mso.umt.edu)
- Continue working on take-home exam #1.

Week 8: The Mexican Revolution and Beyond – Mexico in the Twentieth Century

T 10/14: The Mexican Revolution

Assignment for the next class:
Read:
- Complete the reading for the upcoming discussion.

To do:
- Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. before the start of class and the formal discussion.
- Prepare the questions for discussion.
- Group #4: your questions are due to me by 5 p.m. today. (gillian.glaes@mso.umt.edu)
- Continue working on take-home exam #1, due Friday.

TH 10/16: Discussion #4: The Mexican Revolution (M & W readings) led by group #4

REMINDER: Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Thursday by 9:40 a.m. and before the start of class and the formal discussion.
NOTE: Take-home exam #1 due to Moodle by FRIDAY, October 16 by 5 p.m.

Assignment for the next class:
Read:
- Meade, Ch. 8 (pgs. 175-191) and Ch. 9 (pgs. 193-211)
- Begin Eva Perón, *Evita: In My Own Words* (Please read the entire book)

To do:
- Group #5: please send me the discussion #5 questions by 5 p.m. Tuesday, 10/21 to gillian.glaes@mso.umt.edu.

Week 9: Populists and the Question of Gender: The Peróns as a Case Study

T 10/21: Juan Perón, Eva Perón, and the Populist Movement in Argentina

Assignment for the next class:
Read:
- Finish Eva Perón, *Evita: In My Own Words* (Please read the entire book.)

To do:
- Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the formal discussion.
- Prepare the discussion questions for Thursday.
- Group #5: your discussion questions are due to me today. (gillian.glaes@mso.umt.edu)

TH 10/23: Discussion #5 – Eva Perón, *In My Own Words* led by group #5

REMINDER: Please post your minimum 150 word response to the assigned reading beyond the textbook to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the formal discussion.

Assignment for the next class:
Read:
- Meade, Ch. 10 (pgs. 213-233)

MOODLE:
- Except from Ernesto ‘Che’ Guevara, *Che: The Diaries of Ernesto Che Guevara*

Week 10: The Life and Times of Che Guevara

T 10/28: Start *The Motorcycle Diaries*

Assignment for the next class:
- Catch up on assigned readings if necessary.
- Please post your minimum 150-word response to the assigned reading beyond the textbook and on *The Motorcycle Diaries* to the Moodle forum by Thursday at 9:40 a.m. before the start of class.

TH 10/30: Finish *The Motorcycle Diaries* & mini-discussion
REMINDER: Please post your minimum 150 word response to the assigned reading beyond the textbook and the film *The Motorcycle Diaries* to the Moodle forum by Thursday at 9:40 a.m. and before the start of class and the mini-discussion.

**Week 11: Revolutions in 20th-century Latin America – Cuba as a Case Study**

**T 11/4:** No class – Election Day (remember to vote!)

*Assignment for the next class:*
- Meade, Ch. 11 (pgs. 235-249)

*MOODLE:*
- Castro’s Speech: “History will absolve me”
- Santiago Campaign
- President Kennedy, “The Lessons of Cuba, 1961”
- United Nations: Cuban Missile Crisis Debate, 1962

**TH 11/6:** The Cuban Revolution

*Assignment for the next class:*
- No class Tuesday (Veterans’ Day).
- Begin reading Jacobo Timerman, *Prisoner without a Name, Cell without a Number* (Please read the entire book.)

**Week 12: Authoritarianism and Dictatorship: Chile and Argentina as Case Studies**

**T 11/11:** No class – Veterans’ Day

*Assignment for the next class:*
- Read:
  - Meade, Ch. 12 (pgs. 251-275) & Ch. 13 (pgs. 277-303)
  - Continue reading Jacobo Timerman, *Prisoner without a Name, Cell without a Number* (Please read the entire book.)
  - M & W: Chapter 11: The Time of Terror (pgs. 177-198)

**TH 11/13:** The “Dirty War” and the “Disappeared” in Argentina

*Group #6: Please email me your discussion #6 questions by 5 p.m. on Sunday, November 16 (gillian.glaes@mso.umt.edu).*

*Assignment for the next class:*
- Finish Jacobo Timerman, *Prisoner without a Name, Cell without a Number*
- Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Tuesday at 9:40 a.m. before the start of class and the formal discussion.
- Please prepare the discussion questions.
- Group #6: your discussion questions are due to me by Sunday at 5 p.m. (gillian.glaes@mso.umt.edu)
Week 13: Discussion #6 & Haiti: Historical and Contemporary Views

T 11/18: Discussion #6: Prisoner with a Name, Cell without a Number & M&W readings (from week 12) led by group #6
REMINDER: Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Tuesday at 9:40 a.m. and before the start of class and the formal discussion.
Assignment for the next class:
- Meade, Ch. 14 (pgs. 305-334)
- Begin reading Edwidge Danticat, Brother, I’m Dying

TH 11/20: “Haiti and the Dominican Republic: An Island Divided” from Black in Latin America
Assignment for the next class:
Finish reading Edwidge Danticat, Brother, I’m Dying (Please read the entire book.)
To do:
- Please post your minimum 150-word response to the assigned reading beyond the textbook and the documentary episode on Haiti to the Moodle forum by Tuesday at 9:40 a.m. before the start of class and the formal discussion.
- Please prepare the discussion questions.
- Group #7: your discussion questions are due to me by Sunday at 5 p.m.
  (gillian.glaes@mso.umt.edu)

Week 14: Discussion #7 - Edwidge Danticat, Brother, I’m Dying

T 11/25: Discussion #7: Brother, I’m Dying and M & W readings from week 13 led by group #7
REMINDER: Please post your minimum 150-word response to the assigned reading beyond the textbook to the Moodle forum by Tuesday at 9:40 a.m. and before the start of class and the formal discussion.
NOTE: Distribution of take-home exam #2 via Moodle.
Assignment for the next class:
- Enjoy Thanksgiving.
- Start working on take-home exam #2.

TH 11/27: Happy Thanksgiving – no class
Assignment for the next class:
- M & W: “Liberation Theology” (pgs. 197-198)
- M & W: Ch. 12: The New Latin America (pgs. 199-213)
MOODLE:
- Text by Gutierrez to be announced
To do:
- Continue working on take-home exam #2.

Week 15: Liberation Theology and the Making of Pope Francis

T 12/2: Liberation Theology
Assignment for the next class:
Read:
MOODLE:
• “Pope Francis: Time’s Person of the Year” by Howard Chua-Eoan and Elizabeth Dias (from Time magazine, December 23, 2013)
• “Who am I to judge?: The New Pope’s Remarkable Year” by James Carroll (The New Yorker, December 23-30, 2013)

To do:
• Continue working on take-home exam #2.

TH 12/4: The Making of Pope Francis
Assignment for finals week:
• Complete and submit take-home exam #2 to Moodle by Wednesday, Dec. 10 by 12:10 p.m.

FINALS WEEK:

TAKE-HOME EXAM #2 is due to Moodle by Wed., December 10 by 12:10 p.m. (the end of the final exam timeslot for this class)