

**FTS 100-268**  
**Latin America and the US**  
**Gustavus Adolphus College**  
**MTWF 8:00-8:50**  
**SSC 202**

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### **COURSE SYLLABUS – Fall 2009**

**Overview:** This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills, through an investigation of the relationship between Latin America and the United States. The course will examine two aspects of this relationship, focusing mainly on the 20<sup>th</sup> century. First, we will explore the emergence of Latino communities in the US, looking particularly at the growth of the Mexican-American community in Los Angeles. Second, we will explore relations between the US and Latin American countries, focusing particularly on the conflict between the US and Cuba. Discussions and assignments for the course will encourage students to develop and express their own views regarding what constitutes a responsible relationship between the US and the rest of the world.

#### **Assignments:**

- Attendance, informed participation, presentations, journal, 30%
- Carnegie and Roosevelt paper (due Monday, September 21), 10%
- Sanchez Paper (due Mon., October 19; revision due Fri., October 30), 15%
- Source Report (due Friday, November 13), 10%
- Oral Presentation of Term Paper (December 4-December 11), 10%
- Term Paper (draft due Tuesday, December 8; revision due no later than Monday, December 21), 25%

**Readings:** The following books are available for purchase at the Bookmark:

- George Sanchez, *Becoming Mexican American* (required)
- Andrea Lunsford, *The Everyday Writer* (required)
- Matthew Duncan and Gustav Friedrich, *Oral Presentations* (required)

**Grading Policies and Late Work:** Assignments are due at the beginning of class unless otherwise noted. Late work will be penalized at the rate of 1/6 of a letter grade per day (for example, an A- paper turned in two days late would receive a B+) with exceptions for documented illnesses and other emergencies. If you cannot avoid turning an assignment in late, please talk to Sujay *in advance*. Failure to turn in any graded assignment will result in a failing grade for the course.

**Attendance and Participation:** Attendance at all meetings is mandatory and will be recorded. Please make every effort to ensure that other activities do not interfere with regular attendance. If an absence is absolutely unavoidable, please talk to Sujay *in advance*. Unexcused absences will certainly not help your grade, *3 or more unexcused absences will lead to an automatic reduction of your overall course grade by 1/3 of a letter grade for each additional absence*. Participation is not entirely voluntary – at times students will be called on to contribute to discussions.

## FIRST TERM SEMINAR (FTS) COMPONENTS

Each First Term Seminar promotes a focus on **values**, a centerpiece of a **liberal arts education**, which encourages not only the pursuit of knowledge, but also responsible use of that knowledge for the improvement of society. Put simply, values are what we use, either individually or more broadly as societies, to make decisions that matter. Our values are what we rely on to choose what we consider the proper course through life. This course will develop students' ability to express their own values regarding the place of the United States in the world both in the past and in the present.

Each First Term Seminar also includes four central components – Writing, Oral Communication, Critical Thinking, and Advising.

**Writing:** This course will develop both creative and critical writing skills. Creative writers express their own ideas while critical writers engage with the ideas of others. Whether writing creatively or critically, effective writers make both stylistic and content-based choices to accommodate different purposes, contexts, and audiences. In other words, “good” writing is clear about its purpose (for example, descriptive or persuasive), aware of its context (for example, choosing appropriate length, format, and style), and connects well with its audience.

**Oral Communication:** This course will develop both oral presentation and discussion skills. Students will engage in an exchange of ideas, expressing their own thoughts and listening to those of others. As with writing, effective oral communication takes into account purpose, context, and audience.

**Critical Thinking:** This course will promote the application of reason to one's own ideas and those of others. In particular, the course will focus on evaluating the logic of arguments, understanding differences of perspective, exploring unstated assumptions and implications of arguments, and finding and assessing information.

**Advising:** This course will help students plan their academic progress towards the declaration of a major and towards graduation. The course will also help introduce students to campus resources and activities that will be a productive part of their college experience.

**Week 1:**

**Tuesday, September 8: Research Exercise – global connections**

- Handout: Writing exercise

**Wednesday, September 9: Visit with the Peer Assistants (PAs)**

- Writing exercise due

**Friday, September 11: The “Gospel of Democracy”**

- Reading due: Peter Smith, *Talons of the Eagle*, Ch. 2, pp. 43-80 (on e-reserve).
- Handout: Classroom discussions.

**Week 2:**

**Monday, September 14: Mexico**

- Reading due: Rogers and Stockton, Calhoun, and Weber, *Foreigners in Their Native Land: Historical Roots of the Mexican Americans*, pp. 132-160 (on e-reserve).
- Handout: The Paper Proposal
- Handout: O’Brien exercise for Friday

**Tuesday, September 15: Reflection - liberators**

- Handout: The Writing Journal and Campus activities assignment

**Wednesday, September 16: Baseball**

- Reading due: Louis A Perez, Jr., “Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898,” *Journal of American History*, Volume 81, No. 2 (1994), pp. 493-517 (on e-reserve).
- Handout: Carnegie and Roosevelt paper and evaluation criteria.

**Friday, September 18: The US and Nicaragua**

- Reading due: “History of Nicaragua” (until 1933) on Wikipedia (available online).
- Reading due: Thomas F. O’Brien, *The Revolutionary Mission*, Ch. 3, pp. 56-79 (on e-reserve).

**Week 3:**

**Monday, September 21: Good Neighbors**

- Reading due: Documents by Andrew Carnegie and Theodore Roosevelt (on e-reserve).
- Carnegie and Roosevelt paper due

**Tuesday, September 22: The Panama Canal**

- Reading due: David Healy, *Drive to Hegemony*, Chapter 5 “The Isthmian Canal,” pp. 77-94 (on e-reserve).

**Wednesday, September 23: Visit Library**

**Friday, September 25: Latin American Responses**

- Reading due: Documents by Martí, Rodó, and Darío (on e-reserve).
- Arrange chapter presentations for *Becoming Mexican American*
- Handout: Sanchez paper

**Week 4:**

**Monday, September 28: Visit with Sonia Nazario, author of *Enrique's Journey***

**Tuesday, September 29: Visit to the Diversity Center**

**Wednesday, September 30: The Migration Begins**

- Relection – diversity goals
- Reading due: George J. Sanchez, *Becoming Mexican American*, Introduction and Chapter 1, pp. 3-37.

**Friday, October 2: NO CLASS – away at a conference**

**Week 5:**

**Monday, October 5: The City of Angels**

- Reading due: Sanchez, *Becoming Mexican American*, Chapters 2-3, pp. 38-83.
- **Paper Proposal due**

**Tuesday, October 6: Nobel Conference**

**Wednesday, October 7: Nobel Conference**

- **Meet outside of class for oral presentations**

**Friday, October 9: Divided Loyalties**

- Reading due: Sanchez, *Becoming Mexican American*, Chapters 4-5, pp. 85-125.

**Week 6:**

**Monday, October 12: Family and Religion**

- Reading due: Sanchez, *Becoming Mexican American*, Chapters 6-7, pp. 127-170.
- Discussion: Making arguments

**Tuesday, October 13: Forming Communities**

- Reading due: Sanchez, *Becoming Mexican American*, Chapters 8-9, pp. 171-206.
- Discussion: Writing with sources

**Wednesday, October 14: Visit with Academic Advising**

**Friday, October 16: Ambivalent Americanism**

- Reading due: Sanchez, *Becoming Mexican American*, Chapters 10-12 and Conclusion, pp. 207-275.

**Week 7:**

**Monday, October 19: Zoot Suit Riots**

- Video (in class): *The Zoot Suit Riots*
- **Sanchez paper due**

**Tuesday, October 20: Visit to Office of International Education**

**Wednesday, October 21: Visit with Counseling Center**

**Friday, October 23: Braceros**

- Reading due: Manuel García y Griego, “The Importation of Mexican Contract Laborers to the United States, 1942-1964,” in *Between Two Worlds*, pp. 45-85 (on e-reserve).
- Sanchez paper returned

**Week 8:**

**Monday, October 26: NO CLASS – Reading Days**

**Tuesday, October 27: NO CLASS – Reading Days**

**Wednesday, October 28: Guatemala**

- Reading due: Piero Gleijeses, *Shattered Hope: The Guatemalan Revolution and the United States, 1944-1954*, Chapter 5 “The United States and Arévalo: Arévalo’s Sins,” pp. 85-116 (on e-reserve).

**Friday, October 30: Cuba**

- Reading due: Fidel Castro, “History Will Absolve Me,” pp. 306-314 (on e-reserve).
- Exercise: The US responds
- Handout: Source Report assignment
- **Paper revision due**

**Week 9:**

**Monday, November 2: Alliance for Progress**

- Reading due: Smith, *Talons of the Eagle*, Chapter 4, pp. 113-147 (on e-reserve).
- Reading due: Speech by John F. Kennedy (on e-reserve).
- Handout: Current events presentations

**Tuesday, November 3: NO CLASS – appointments to discuss registration**

**Wednesday, November 4: The School of the Americas**

- Video (in class): *The School of the Americas*.
- Discussion: The international arms trade

**Friday, November 6: Castro's opponents**

- Reading due: Haynes Johnson, *The Bay of Pigs: The Leaders' Story of Brigade 2506*, Book 1 "Counter-Revolution," pp. 23-50 (on e-reserve).

**Week 10:**

**Monday, November 9: Current events presentations**

**Tuesday, November 10: Current events presentations**

**Wednesday, November 11: Hearts and Minds: The US and the Vietnam War**

- Film to be viewed prior to class: *Hearts and Minds*

**Friday, November 13: The Reagan Era**

- Reading due: "A New Inter-American Policy for the Eighties" (The Santa Fe Report), pp. 1-53 (on e-reserve).
- Exercise: assumptions and implications.
- **Source Report due**

**Week 11:**

**Monday, November 16: Central America**

- Reading due: Smith, *Talons of the Eagle*, Ch. 5, pp. 148-180 (on e-reserve).

**Tuesday, November 17: Reflection – fighting for freedom**

**Wednesday, November 18: Iraq**

- Reading due: Thomas E. Ricks, *Fiasco: The American Military Adventure in Iraq*, Ch. 8, pp. 149-188 (on e-reserve).

**Friday, November 20: Globalization**

- Reading due: Fareed Zakaria, *The Post-American World*, Ch. 2 "The Cup Runneth Over," pp. 6-48 (on e-reserve).

**Week 12:**

**Monday, November 23: Globalization**

- Reading due: Joseph E. Stiglitz, *Making Globalization Work*, Chs. 1-2, pp. 3-59 (on e-reserve).

**Tuesday, November 24: Reflection – globalization**

- Handout: The Oral Presentation

**Wednesday, November 25: - THANKSGIVING BREAK**

**Friday, November 27: - THANKSGIVING BREAK**

**Week 13:**

**Monday, November 30: Crossing the Border**

- Reading due: Daniel Rothenberg, *With These Hands: The Hidden World of Migrant Farmworkers Today*, Chapter 5, “*Pasando al otro lado: The US/Mexico Border*,” pp. 121-153 (on e-reserve).

**Tuesday, December 1: Changes in the Heartland**

- Reading due: Ann Millard and Jorge Chapa, *Apple Pie & Enchiladas*, Chapter 1 “*Aquí in the Midwest*,” pp. 1-25 (on e-reserve).
- Handout: Term Paper Style Sheet

**Wednesday, December 2: Visit to the Career Center**

**Friday, December 4: Oral Presentations**

**Week 14:**

**Monday, December 7: Oral Presentations**

**Tuesday, December 8: Oral Presentations**

- Draft of term paper due

**Wednesday, December 9: Oral Presentations**

**Friday, December 11: Oral Presentations**

**Week 15:**

**Monday, December 14: Peer review of term papers**

**Tuesday, December 15: Wrap up**

- Draft of term paper returned

**The Term Paper will be due NO LATER THAN Monday, December 21, which is the last day of exams.**

## **ACADEMIC HONESTY POLICY**

Every Gustavus Adolphus College student now agrees to abide by the academic honesty policy and honor code as a condition for enrollment. The honesty policy stipulates:

In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In addition, the policy states "a student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work had been submitted in a previous semester."

In this course, any violation of the academic honesty policy will carry the following penalty: failure of the assignment and, at the discretion of Mr. Rao, failure of the course. Students who dispute an allegation of academic dishonesty may request a hearing before a joint student/faculty honor board.

In addition, the following code will be written in full and signed on every assignment: "*On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work.*" As your instructor I will attempt to clearly define the level of authorized aid appropriate to a particular assignment. However, you are responsible to ask questions about any reasonable doubt you have regarding my definition of authorized aid.

Under the honor code policy, the proctoring of exams is at the discretion of the instructor. I do intend to proctor exams in this course.

Finally, an integral part of the honor code is non-tolerance of violations. Under our code students are not expected to police others' actions. Rather, you agree to report violations of which you become aware. Failure to do so will constitute an honor code violation in this class.

## **DISABILITY SERVICES**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure 'reasonable accommodation' and non-discrimination for students with disabilities in higher education. A student who has a physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student's ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center, who will review the concerns and decide with the student what accommodations are necessary.