

ELS204.xxxx Latin American Civilizations
INSTRUCTORS_NAME <instructors_email@lagcc.cuny.edu>
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course deals with an in-depth study of the peoples and cultural institutions of Latin America through the examination of selected topics such as caudillismo, machismo, mestizaje, honor, slavery and aboriginal traditions as reflected in different forms of literary and artistic expression. Students will learn to comment critically on Latin American civilization and to make significant comparisons with their own backgrounds and experiences.

Section Description: [HERE SECTION DESCRIPTION WILL BE INSERTED] This course involves an overview of the peoples and cultural institutions of Latin America. Selected topics such as the pre-Columbian legacies, the African experience, the wars of independence, dictatorships and revolutions are examined in detail. The art and rituals of the aboriginal peoples and the Africans and their influence on Latin American art and culture will be examined together with the imported ideologies from Europe and the United States

Prerequisites: Exemption Exam

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Culture and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Textbook, grading, and other class logistics

REQUIRED TEXTS:

- Chang-Rodríguez, Eugenio. *Latinoamérica. Su civilización y su cultura*. Boston: Cengage Learning, 2007.
- Martí, José. *Nuestra América*. Any edition.

ADDITIONAL (REFERENCE) TEXTS:

- Guillén, Claudio. *The Challenge of Comparative Literature*. Cambridge: Harvard UP, 1993.
- Hanke, Lewis. *All Mankind Is One. The Disputation Between Bartolomé de Las Casas and Juan Ginés de Sepúlveda in 1550 on the Religious and Intellectual Capacity of the American Indians*. De Kalb: Northern Illinois UP, 1994.
- Todorov, Tzvetan. *La conquista de América: el problema del otro*. Buenos Aires: Siglo XXI, 1999.

OTHER RESOURCES:

- *The African Roots of Latin Music* (Web resource): <http://faculty.lagcc.cuny.edu/ahernandez/afroots>
- (Instructor –generated website funded by a Focus Grant from NEH)
- Video resources listed on the syllabus are available from the LaGuardia Library Streaming Media link.

Grades: Your final grade will be determined based on the following evaluation points.

- Weekly Discussions: 10%
- Two Museum Reports on pre-Columbian and African art (Metropolitan Museum and AMNH): 10%
- Reaction Paper on Ginés vs. Las Casas (based on Todorov and Hanke): 10%
- Reaction Paper on Martí’s *Nuestra América*: 10%
- Oral PPP on a global 19th or 20th century movement: 10%
- Midterm: 25%
- Final: 25%

Weekly schedule (subject to change)
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UNIT ONE	THE GREAT ABORIGINAL CIVILIZATIONS
Week 1 <ul style="list-style-type: none"> • Introduction to course • Timelines 	Chang Rodríguez, Ch.1.
Week 2 The Mayans <ul style="list-style-type: none"> • Chronology, The principal city-states, Social classes, Religion, arts and architecture, Scientific concepts, Writing system, Numerical system, Calendar, Prophetic wheels 	VIDEO: VHS 1093-2 “Maya: The Blood of Kings” Chang: Ch. 3.1-4; Ch. 18.2.
Week 3 Before the Aztecs <ul style="list-style-type: none"> • Olmecs, Teotihuacan, Totonecs, Mixtecs, Toltecs • Imperial rule by election • Priests and warriors • Codices, ceramics, frescoes • Human sacrifice: The war of the flowers, internal strife • The myth of Quetzalcoatl 	VIDEO: Ancient Mexico Chang: Ch.3.5; Ch.18.1.

<p>Week 4 Before the Incas</p> <ul style="list-style-type: none"> • Chavin de Huantar, Moche, Nazca, Ica, Paracas, Tihuanaco • Regional states: the warriors/priests • Ceramics and textiles • The Creation of Tahuantinsuyo • “The Romans of South America”: Communications and imperial rule 	<p>VIDEO: VHS1093-9 “Inca: Secrets of the Ancestors” Museum Reports (AMNH and MET) on major pre-Columbian civilizations. Chang: Ch. 3.7-9; Ch. 18.3.</p>
UNIT TWO	THE AFRICAN EXPERIENCE
<p>Week 5 Bartolomé de las Casas</p> <ul style="list-style-type: none"> • Defender of the Indians/ the scourge of the Africans • Leyenda blanca vs. Leyenda negra • Encomiendas: a prelude to slavery • Haiti as the center of the sugar industry: the intrinsic immorality of a slave-holding society 	<p>VIDEO: VHS 1093-8 “Africa: A History Denied” Chang: Ch.4,5. Two-page essay analyzing arguments of “Leyenda blanca (Ginés) vs. Leyenda negra (Las Casas)” In Hanke, <i>All Mankind Is One</i> and Todorov, <i>La conquista...</i></p>
<p>Week 6 The explosion of the sugar industry after the destruction of Haiti</p> <ul style="list-style-type: none"> • Massive importation of slaves to Spanish America: the creation of a dual society based on skin color. • Places of origin of slaves and their transplanted beliefs and practices • Languages and rites: Abakuá, Lukumí, Vodoum, Palero 	<p>Module One: <i>The African Roots of Latin Music</i> http://faculty.lagcc.cuny.edu/ahernandez/afroots</p>
<p>Week 7 Cultural and religious syncretism: Catholicism+Lukumí=Santería</p>	<p>http://faculty.lagcc.cuny.edu/ahernandez/afroots <i>The African Roots</i> Modules 2,3</p>
<p>Week 8 The African influence in the development of Latin American music</p> <ul style="list-style-type: none"> • From Bembé to Salsa 	<p>http://faculty.lagcc.cuny.edu/ahernandez/afroots Module 4</p>
UNIT THREE	THE OPEN VEINS
<p>Week 9 Wars of Independence</p> <ul style="list-style-type: none"> • Conflict between democracy and military rule • Encounter at Guayaquil: Issues and crossroads 	<p>VIDEO: “Simón Bolívar.” (Films for the Humanities Series). The influence of J.J. Rousseau and Thomas Jefferson on the development of Bolívar's ideology. Chang: Ch. 8.1-5</p>
<p>Week 10 The new republics</p> <ul style="list-style-type: none"> • Laissez-faire • Positivism • Don Porfirio and the “científicos.” Prelude to revolution 	<p>Juárez and the War of Reform. Chang: Chapter 8.6-8 José Yves Limantour, Díaz’ finance minister and the influence of European social philosophy http://www.lib.utexas.edu/benson/Mex_Archive/Limantour/html</p>
<p>Week 11 Sarmiento: Civilization vs. Barbarism revisited</p> <ul style="list-style-type: none"> • The “Campaign of the Desert”: state-sanctioned genocide of indigenous peoples • Sarmiento, Rosas, Quiroga • Martí’s rebuttal of Sarmiento’s ideas: “Not civilization vs. barbarism, but the beliefs of the indigenous nations vs. imported false erudition” 	<p>Sarmiento, Rosas and Quiroga: “Civilization vs. Barbarism” and The Campaign of the Desert. http://www.historiadelpais.ar Chang: Ch. 10.1-12 Martí, “Nuestra América” Four-page reaction paper on “Nuestra América”: local reality vs imported ideology.</p>
<p>Week 12 The Twentieth Century and beyond</p> <ul style="list-style-type: none"> • Revolutions and dictatorships • Emiliano Zapata and the Ayala Plan 	<p>Student Power Point Presentations on contemporary topics selected and researched by the students. Chang: Ch. 13.1-6; Ch. 16 (Use suggested</p>

<ul style="list-style-type: none"> The Mexican, Cuban, Venezuelan revolutions compared: economic and social reforms, global dimensions 	bibliographies for PPP research).
Week 13 Final Exam	

Assignments

ASSIGNMENT #1, WEEK 4: MUSEUM REPORTS

AMERICAN MUSEUM OF NATURAL HISTORY REPORT

PURPOSE: To acquaint students with the major styles, periods and features in the art, architecture and ceramics of pre-Columbian America.

QUESTIONS

- List the major periods in Maya art represented in this exhibit.
- Compare and contrast the features in Classic Maya art Maya?Toltec art.
- Describe the reproduction of the ball court from Chichen Itza. Describe the stone belts used by the players.
- Describe the San Lorenzo head (dimensions, material, features, possible purpose)
- Describe the facsimile of the Codex Nuttall (Mixtec) on the left side of the hall.
- Compare and contrast Chavin, Mochica and Nasca ceramics.
- Describe the Paracas mantle (Materials, techniques used, colors, scene depicted)
- Describe the Paracas mummy and discuss the mummifying procedure, as well as the practice of cranial deformation exhibited by the mummy.
- How has this visit helped you to gain a deeper knowledge of pre-Columbian civilizations?

METROPOLITAN MUSEUM OF ART REPORT

For directions and information please go to <http://www.metmuseum.org>

Choose five (5) objects from the pre-Columbian and African art exhibits and include the following information about each piece:

- a) Place of origin b) Date c) Materials used, size d) Description of object e) Artistic features: composition, color, texture, combination of materials

How do these objects from an art museum compare to the ones you viewed at the AMNH, whose collection focuses on anthropology rather than art?

ASSIGNMENT #2, WEEK 5 : REACTION PAPER ON LAS CASAS VS. GINES

Read pages 3-27 from Hanke's Capter One ("The Controversy Up to 1550") and write a two page reaction paper addressing the following points:

- The medieval background for the colonization of Spanish America (pp, 7-8)
- Ideas about the Indians by Villasante, Oviedo, Cortés and Díaz del Castillo (9-13)
- The Bull *Subliminis Deus* (13-22)
- Arguments against educating the Indians

ASSIGNMENT #3, WEEK 11: PPP

Students will prepare a six-minute power point presentation on a nineteenth or twentieth century ideology or historical event which had a significant effect on Latin American history and/or culture. Students will be graded on:

- Professional appearance
- Delivery of content (posture, eye contact, volume, eloquence)
- Credibility of sources
- Acknowledgement of sources

ASSIGNMENT #4, WEEK 11: REACTION PAPER ON NUESTRA AMERICA

- Write a brief introduction about José Martí, his role as a poet and a political thinker, his exile in New York, and the circumstances surrounding the writing of this essay.

2. Summarize the main ideas in this essay making sure you address the following points:
- The influence of nineteenth-century European ideologies such as positivism and social Darwinism in Mexico and Argentina at that time
 - The opposition on urban hegemony and rural concerns
 - Sarmiento's theory of "civilization and barbarism" as expressed in Facundo (1845) and its justification of the genocidal Campaign of the Desert
 - The persistence of racial conflicts in the new independent nations
 - The persistence of class privilege and institutionalized corruption in the new republics
 - The Monroe Doctrine, Manifest Destiny and their effects on Latin America
 - How influential was this essay on the development of Latin American political thought? What prominent writers and movements were influenced by it?
3. How has this essay influenced your own notions of identity as a multicultural student? What aspects of the essay impressed you the most?

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating, Plagiarism, Internet Plagiarism, Obtaining Unfair Advantages, Falsification of Records and Official Documents, Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).