



Faculty of Arts Course Outline Winter 2023

LAST 211

Latin American People, Places, and Popular Culture

Instructor: Dr. A. Kiddle

Email: akiddle@ucalgary.ca

Office Hours and Location/Method: Monday/Wednesday 11:00-12:00 via Zoom or in SS644

Class Room Location, Days and Times: HNSC 128 MWF 10:00-10:50

Course Delivery: In Person

Description

This course provides an introduction to Latin American Studies through an examination of Latin American popular culture. Multi-disciplinary approaches to topics as diverse and *telenovelas* and reggaetón will provide students with some of the tools for understanding the rich diversity of Latin America's peoples and places. Students will gain an understanding of Latin American history, geography, and politics that prepares them for more advanced classes in the field of Latin American Studies.

Learning Outcomes

To be successful in this class, students will:

- Demonstrate knowledge and understanding of key developments in Latin American societies and cultures
- Analyse the role of political, social, economic, and cultural issues in Latin American societies and cultures
- Demonstrate understanding of and evaluate debates regarding ideas of cultural change
- Use critical skills to analyse secondary sources to construct arguments about popular culture

Reading Material

Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. 4th edition. New York: W.W. Norton & Company, 2016. (Available from the bookstore: [digital \\$44.20](#) or hard copy \$92.95. The current edition is not available on reserve at the library.)

Additional required readings will be posted using the [Reading List](#) tool d2l .

Assessment

Assessment Method	Weight	Due Dates
Weekly Quizzes on d2l	20%	Mondays at 11:59 pm
Weekly E-journals on d2l	20%	Thursdays at 11:59 pm
Proposal	10%	Feb. 28, 11:59 pm
Research Paper	25%	Apr. 5, 11:59 pm
Take-home Exam (distributed April 15 at 11:59 am)	25%	Apr. 19, 11:59 pm

Grading Policies

Students will be given the option of skipping one quiz and one e-journal entry or of dropping the lowest mark of one quiz and one e-journal entry (ie. there are 11 Quizzes, but only 10 will count). I understand that things come up and it is a constant challenge staying organized, so keep these “free passes” handy in case something happens. You do not need to notify me when you are using your “free pass” – d2l will automatically drop the lowest mark (which may be zero) at the end of the term.

Quizzes, final essays, and the exam will be assessed on a percentage basis, using the History Department’s grading scale. Proposals will be marked out of 10 and e-journals will be marked out of 3 (where 0 is incomplete, 1 is adequate, and 2 is well done). Percentage marks may be rounded (up if .5% or more, or down if lower than .5%).

Students who anticipate difficulty meeting a deadline (for academic or personal reasons) should request an extension at least 48 hours **before** an assignment’s due date.

All other late work will be penalized five percent (5%) per day.

Students who have questions regarding the mark they earned on a given assessment should wait at least 24 hours before asking to discuss it with the instructor.

Other Course Policies

Students are asked to please wear face masks in lecture, where physical distancing will not be possible. Because the University of Calgary does not **require** vaccination, although it strongly encourages it, our best defence is to wear masks indoors to prevent the spread of COVID-19.

Please refrain from disruptive behaviour. Arrive on time, put away your cellphone, and avoid eating in class.

Please feel free to drop in to see me during my office hours, either via **Zoom** or in SS644. If you cannot come during the posted times, I would be happy to make an appointment for a mutually convenient time.

Please feel free to e-mail me but be aware that it may take up to 48 hours for me to respond.

Details on Methods of Assessment

Details of all assignments are posted on d2l.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

In order to attend Zoom office hours, students will require a camera and microphone as well.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined below or contact me by email or during office hours to discuss how I can help you to be successful in this course.

If you face circumstances that require an informal accommodation or adjustment, such as the need to occasionally bring a child to class or to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.”

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Date	Topic & Reading	Important Dates
Jan. 9-13	<p>Introduction</p> <p>READ Chasteen, Ch. 1 and “A Tour of Latin America” pp. M-2 – M-12</p>	<p>COMPLETE Quiz 1, Due Jan. 12, 11:59 pm (d2l)</p>
Jan. 16-20	<p>Encounter – Food</p> <p>READ Chasteen, Ch. 2 Norton, Marcy. “The Chicken or the Iegue: Human-Animal Relationships and the Columbian Exchange.” <i>The American Historical Review</i> 120: 1 (2015): 28-60.</p>	<p>COMPLETE Quiz 2, Due Jan. 15 11:59 pm (d2l) Weekly e-journal 1, Due Jan.19 11:59 pm (d2l)</p>
Jan. 23-27	<p>Colonial Crucible – Fashion</p> <p>READ Chasteen, Ch. 3 Walker, Tamara J. “He outfitted his family in notable decency’: Slavery, Honour and Dress in Eighteenth-Century Lima, Peru.” <i>Slavery & Abolition</i> 30: 3 (2009): 383-402.</p>	<p>COMPLETE Quiz 3, Due Jan.22 11:59 pm (d2l) Weekly e-journal 2, Due Jan. 26, 11:59 pm (d2l)</p>
Jan. 30-Feb. 3	<p>Independence – Stamps and Statues</p> <p>READ Chasteen, Ch. 4 Earle, Rebecca. “Sobre héroes y tumbas: National Symbols in Nineteenth-Century Spanish America.” <i>Hispanic American Historical Review</i> 85:3 (2005): 375-416.</p>	<p>COMPLETE Quiz 4, Due Jan. 29, 11:59 pm (d2l) Weekly e-journal 3, Due Feb. 2, 11:59 pm (d2l)</p>
Feb. 6-10	<p>Postcolonial Blues – Capoeira</p>	<p>COMPLETE</p>

	<p>***Note that class will be held in the TFDL on Wednesday, Feb. 8*****</p> <p>READ Chasteen, Ch. 5 Assunção, Matthias Röhrig. <i>Capoeira: A History of the Afro-Brazilian Martial Art</i>. New York: Routledge, 2005. Chapter 2 (pp. 31-66)</p>	<p>Quiz 5, Due Feb. 5, 11:59 pm (d2l) Weekly e-journal 4, Due Feb. 9, 11:59 pm (d2l)</p>
Feb. 13-17	<p>Progress - Football</p> <p>READ Chasteen, Ch. 6 and Countercurrents from Ch. 7, pp. 227-231 Elsy, Brenda. <i>Citizens and Sportsmen: Fútbol and Politics in Twentieth-Century Chile</i>. Austin: University of Texas Press, 2011. Chapter 1, pp. 17-50.</p>	<p>COMPLETE Quiz 6, Due Feb. 12, 11:59 pm (d2l) Weekly e-journal 5, Due Feb. 16, 11:59 pm (d2l)</p>
	READING WEEK	
Feb. 27-Mar. 3	<p>Neocolonialism - Baseball</p> <p>READ Chasteen, Ch. 7 A. Klein, "Yo Soy Dominicano: Hegemony and Resistance through Baseball," <i>Sport in Society</i> 10: 6 (2007): 916-946.</p>	<p>COMPLETE Quiz 7, Due Feb. 26, 11:59 pm (d2l) ***Proposal DUE Feb. 28, 11:59 pm (d2l)***** Weekly e-journal 6, Due Mar. 2, 11:59 pm (d2l)</p>
Mar. 6-10	<p>Nationalism – Film</p> <p>READ Chasteen, Ch. 8 Fein, Seth. "Myths of Cultural Imperialism and Nationalism in Golden Age Mexican Cinema," in Gilbert Joseph, Anne Rubenstein, and Eric Zolov, eds. <i>Fragments of a Golden Age:</i></p>	<p>COMPLETE Quiz 8, Due Mar. 5, 11:59 pm (d2l) Weekly e-journal 7, Due Mar. 9, 11:59 pm (d2l)</p>

	<p><i>The Politics of Culture in Mexico Since 1940</i>. Durham: Duke University Press, 2001. Pp. 159-198.</p>	
Mar. 13-17	<p>Revolution – Nueva Canción</p> <p>READ Chasteen, Ch. 9 Chomsky, Aviva. “Rewriting Gender in the New Revolutionary Song.” <i>Radical History Review</i> 136 (2020): 142-155.</p>	<p>COMPLETE Quiz 9, Due Mar. 12, 11:59 pm (d2l) Weekly e-journal 8, Due Mar. 16, 11:59 pm (d2l)</p>
Mar. 20-24	<p>Reaction – Comics</p> <p>***Monday, March 20 workshop from the Student Success Centre</p> <p>READ Chasteen, Ch. 10 Cosse, Isabella. <i>Mafalda: A Social and Political History of Latin America’s Global Comic</i>. Laura Pérez Carrara, trans. Durham: Duke University Press, 2019. Chapter 2.</p>	<p>COMPLETE Quiz 10, Due Mar. 19, 11:59 pm (d2l) Weekly e-journal 9, Due Nov 17, 11:59 pm (d2l)</p>
Mar. 27-31	<p>Neoliberalism and Beyond - Telenovelas</p> <p>READ Chasteen, Ch. 11 Ortega, Nelson Hippolyte. “Big Snakes on the Streets and Never Ending Stories.” In <i>Imagination Beyond Nation: Latin American Popular Culture</i>, eds., Eva P. Bueno and Terry Caesar, 64-80. Pittsburgh: University of Pittsburgh Press, 1998.</p>	<p>COMPLETE Quiz 11, Due Mar. 26, 11:59 pm (d2l) Weekly e-journal 10, Due Mar. 30, 11:59 pm (d2l)</p>

Apr. 3 and 5 (No classes Apr. 7)	Contemporary Politics: Rap READ Fernandes, Sujatha. <i>Close to the Edge</i> . Sydney: New South, 2010. Chapter One.	COMPLETE (No Quiz) Weekly e-journal 11, Due Apr. 2, 11:59 pm (d2l) *****Research Papers Due Apr. 5, 11:59 pm*****
(No classes Apr. 10) Lay Day of Class Apr. 12	Review Session	
	Take-home Final Exam Distributed Apr. 14 at noon.	Due Apr. 19, 11:59 pm

There is no registrar-scheduled final exam.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

Updated November 2022