Latin America is an exciting, diverse, and dynamic region that has considerable variation in economic success, political stability, and development. The purpose of this course is to learn the historical, cultural, political, and economic foundations of the region. We will use a variety of methods and sources to give you a flavor of Latin America. We will also follow contemporary events in the region through readings from the Economist.

This is an advanced undergraduate course suitable for senior level students and first year grad students. It is reading intensive and you are expected to carefully read the assignments before class, and not merely skim them. If you do not like to read, this is possibly not the class for you.

For every Wednesday class, you must read the free articles on Latin America at The Economist: available at http://www.economist.com/print?available at (not necessary if the “Americas” article is about Canada), starting the second week!

**Learning Outcomes:**

*Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.*

*Student will demonstrate the ability to describe the social, political, and economic forces that influence the global system.*

*Students will demonstrate mastery of Latin American geography and be able to describe how geography shapes societal and political outcomes.*

*Cultural and ethical awareness. Students will become more aware of the diversity of cultural and ethical systems in the world. Able to understand key issues with respect for a range of different variables.*

*Effective communication skills. Students will be able to express their arguments clearly and effectively both in written reports and in their research and oral presentations.*

**Books, required:**


Plus, either readings on Brazil or on Paraguay/Bolivia or Central America. Class will decide.

**Novels, student chooses one depending on research topic.**

Jorge Amado: *Gabriela, Clove and Cinnamon.* Paperback. (Brazil) (Inequality or entrepreneurship or issues of race or gender issues)

Isabel Allende: *The House of Spirits.* Paperback (Chile) (Human rights or gender issues)

Mario Vargas Llosa: *The Feast of the Goat.* Paperback (Dominican Republic) (Democracy, role of US in Latin America, role of Church, or terrorism)

Gabriel Garcia Marquez: *Love in the Time of Cholera; One Hundred Years of Solitude*

Mariano Azuela: *The Underdogs*

Julia Alvarez: *In the Time of the Butterflies*  
**Or** other novel to be approved by the professor.

Using the selected novel, course materials, and research resources, the student will produce an original and innovative analytical research paper comparing two countries on a selected topic.

The assignment is 8-10 double spaced pages (12-15 for graduate students). You MUST have a title and title page. NO BINDING or plastic cover, just stapled. You must have citations from at least 5 different sources, and 3 sources must not be internet sources. (You can get the full-text articles on the internet, but must be from a book, reference book, or journal.) Read the novel, and write an analytical essay that follows the following model.

Write an essay about some relationship that is covered in the book. There needs to be a dependent and independent variable that should appear in the first few paragraphs of the paper. (This paper explores the relationship between modernization and gender equity, …). A comparative case study of two countries will be employed, and you should identify if the cases are similar or different. If you do not know the difference between a most-similar and most-different design, see me soon. The book will be used as spice for the paper, to illustrate the variables, and to make the paper more enjoyable to read.

Assignments and grades:

It is important that students come prepared for discussion. Therefore, there will be a total of 7 quizzes covering the readings (newspaper and text). Your lowest 2 scores will be dropped and the other 5 quizzes will count for 20 percent of your final grade. The midterm will count for 30 percent and the final exam will count for 30 percent. Your research paper will count for 20 of your final grade. You will receive a grading rubric for the paper.

**Finally, you are required to meet with me during office hours or by appointment to discuss your research project. If you do not meet with me once during the semester before March 1, you will lose 10 percent of your final grade.**

**Schedule of Readings, Exams, and Assignments**

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<td>Wright 3, Age of Caudillos and Reflections on Colonial Legacy</td>
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**Attendance Policy:** Students are expected to come to class and to come prepared to discuss the readings.

**ADAPTS:** We strive to help every student succeed. ([http://www.adapts.gatech.edu/](http://www.adapts.gatech.edu/))

**Honor Code statement:** You are responsible for understanding and avoiding plagiarism in your written work.

- Plagiarizing is defined by Webster's as “to steal and pass off (the ideas or words of another) as one’s own: use (another's production) without crediting the source.”
  
  If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. Also

- GT Honor Code at [http://www.honor.gatech.edu/plugins/content/index.php?id=9](http://www.honor.gatech.edu/plugins/content/index.php?id=9)