

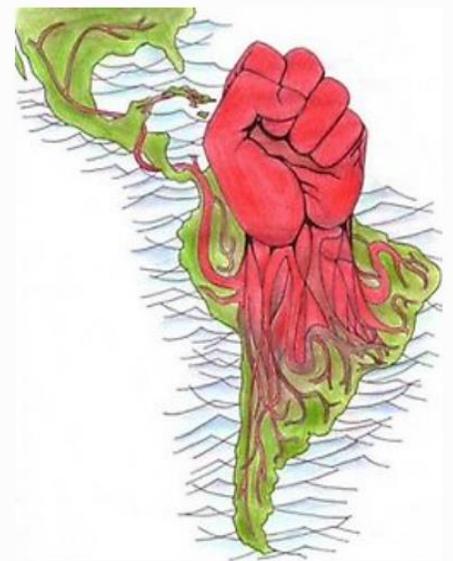


Instructor: Marcos S. Scauso, Ph.D.	
Course: Introduction to Latin America (PO 221-01)	Term: Spring 2022
Time: M/W/F between 2pm and 2:50pm	Location: CCE 118
Office Hours: F. between 3pm and 4pm (by appointments).	Office: CAS3 – 310 (Please knock if the door is closed)
Email: marcos.scauso@quinnipiac.edu	Personal Website: www.marcoosscauso.com
Office phone number: 203-582-7519	Personal Zoom ID: 285 487 7843

We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future.

Course description

Do not be mistaken, this is not a course about “Eurocentric perspectives of Latin America,” “modernization theory,” “institutionalist judgement of Latin America,” or “how does the Chicago School think Latin America should be.” Instead, **this is an Introduction to Latin America**. As such, this course will provide a Latin Americanist perspective of the politics in the region. To achieve this goal, the course will move between two main trends of analysis. On one side, we will examine the Latin American perspective on the colonial legacies and imperialist impositions that have continued throughout the history of the region since 1492. This will include units on Spanish colonialism, liberal declarations of independence, dependency theory, the Monroe doctrine, oligarchies, and dictatorships. On the other side, we will investigate the forms of resistance, solidarity, and alternatives that various political actors have created in and for the region itself. Hence, we will discuss the Haitian revolution, models of import substitution, Marxism, Indigenous movements, neo-socialism, queer politics, and Feminism.



The open veins of Latin America are also a source of resistance and re-existence. Author: N/A. Source: Culturasi

<https://indiajournalism.com/2020/11/14/india-line-art-of-veins-from-abc-abc/>

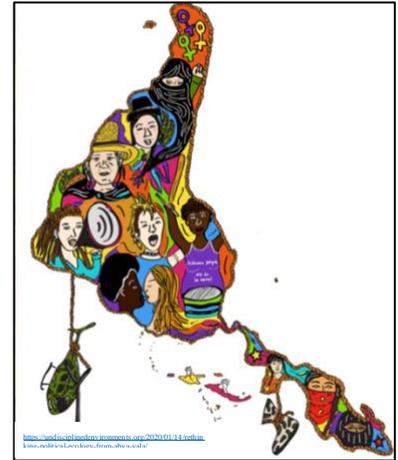
During each week, we will begin by listening to a song and reading its translation. These songs will represent the kind of Latin American politics that we are trying to discuss each week or a form of resistance against the problems that we are analyzing. Thanks to the rich Latin American tradition of protest and political songs, music gives us a different set of meanings to introduce the contexts and more complex understandings that are practiced in the region. Then, students will present for 10-15 minutes to introduce the countries and main political characteristics that we will study during the week. During Wednesdays, we will discuss the readings and the main concepts that help us to understand the political context of the region. Finally, during Fridays, we will finish the discussion of the material while also asking critical questions about the possibilities that emerge and the limitations that remain in place in Latin America.

Since this class aims to be more discussion based, **students** will be expected to have all the readings done before each meeting. Then, students will have to deploy the readings to understand a particular context in Latin America while also critiquing the limitations and biases of the author’s work. Additionally, students will need to connect these cases and theories to their own daily experiences. What kinds of prejudice do we apply when we understand “Latin America”? What kinds of roles do we play in the continuation of injustices in the region? How can we overcome our own biases in relationship to the diversity that emerges from Latin America? What kinds of questions emerge when we listen to other voices speaking about themselves and agentically thinking about their own futures?

Course Modality

For this course, students will have three **main modalities**:

- 1- Our course will be primarily **on campus**, which means that we will meet **without rotations** on M., W., and F. in the CCE 118 classroom at 2pm. This is our primary modality and it will be very important for you to attend these meetings, ask questions, and participate.
- 2- You will also be able to use Zoom to access **synchronous meetings only when needed or when discussed with me**. In order to access this modality, you will need to e-mail me ahead and let me know why you will stay online for a particular date. You can also let me know if this will be your primary modality due to health reasons or other issues.
- 3- If you get sick, have an emergency, or have other kinds of issues, you will be able to access **recordings** of our classes to make up attendance and to stay up to date with our discussions. Of course, excused absences are exempted from attendance grading (see class policy below for definition of “excused absences”), but you can use the recordings to avoid missing discussions. You can also request recordings if you would like to review a discussion again. In order to access recordings, please e-mail me and I will provide the links.



For more information on attendance policies, please scroll down to the section on assignments.

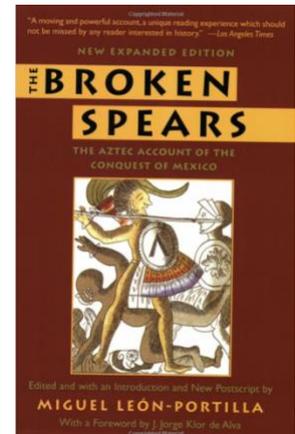
As a Professor, I will try to keep these options available at all times, but if I get any symptoms, we will switch to online for the time that is medically necessary for me to recover and to avoid contagion. If the University moves all courses to remote modalities due to public health concerns, we will use the synchronous Zoom modality and the recordings as well.

Course goals/student learning objectives

- **Disciplinary Knowledge:** Understanding of the history and scope of theories and approaches of Latin American Studies. This goal can be achieved by reading the material, listening to the lectures, and participating in discussions about the different kinds of politics in the region.
- **Social and Emotional Intelligence:** Dealing with the characteristics and quality of relationships that students have with themselves and others. This course will encourage skills of reflection on one's own experiences of interaction. The course will also create spaces of interaction where students will learn to respond to feedback, adapt to different instructions, think about themselves, think about others, and ask for help when assistance is needed.
- **Effective Communication:** Verbal, written, and academic ability to communicate one's ideas in clear, organized, concise, reasoned, and persuasive arguments, supported by analysis of moral norms, empirical evidence, and theoretical concepts. The class will encourage these skills through participation in discussions, presentations, quizzes, and written assignments.
- **Recognition of Difference and Equity:** The course is structured around the idea of discussing diverse perspectives of politics in Latin America. Within this diversity, the course deploys a pedagogical possibility of confronting the privilege and biases of dominant perspectives that affect Latin America and our perspectives about the region. Additionally, I provide equal opportunities for all students to succeed both in my course and beyond. This entails the possibility of taking into account the disproportionate obstacles and barriers that some students might face.
- **Critical and Creative Thinking:** Throughout this course, students are encouraged to think beyond the limitations and boundaries of the notions often promoted by the most dominant perceptions and approaches of Latin America. The course achieves this goal by showing the enabling and constraining characteristics of different paradigms. The possibility of introducing understudied voices also enables students to think beyond the most dominant narratives that culturally dominate the views of the region.
- **Inquiry and Analysis:** The course promotes a methodologically rigorous possibility of researching questions of politics and providing evidence-based answers. This pedagogical opportunity unfolds from each class discussion, but it is also included as the main goal of the final paper. During each Friday, students will also deploy the readings and current information to think about the limitations of particular approaches and the voices that are silenced within these texts. Additionally, students will have to deploy concepts, examine information, analyze data, and study other cases.
- **Ethical Reasoning:** Students will need to think about various approaches by analyzing the assumptions of particular theories and their biases. After all, "theory is always for someone, and for some purpose" (Cox 1981). Based on this possibility, students will be asked to deploy lenses to reflect on their own daily lives and experiences, analyzing ethical dilemmas, values, options, and decisions that permeate our paths. Participation and the reflective essay are some of the activities that specifically aim towards this goal.

Required texts/material

- **Miguel León-Portilla. 1962 (buy the newer edition: 2006). The Broken Spears: The Aztec Account of the Conquest of Mexico. Boston: Beacon Press.**
 - Available in the book store.
 - ... or here: [link](#).
- **The videos, chapters, songs, and articles** that will be assigned can be accessed through the links provided below, in our course Blackboard, or through our library website. Please contact me if you have difficulties accessing any of these items.



Communication with the Professor

- **Student hours / Office hours:** This is **your time** to ask questions, talk politics with me, or discuss the meaning of life! Please feel welcomed in my office. My office is a **safe space**, where all students can come to talk about class-related issues, professional development, or more personal experiences.
 - **Student hours: Fridays between 3pm and 4pm in CAS3-310.** Please set up an appointment with me. Also, please knock on the door. I will be inside my office, but will keep my door closed.
 - **During office hours, I will have my Zoom available if you notify me ahead.** You can contact me via e-mail and set up appointments.
 - Students can **set up appointments** at other times as well. Please e-mail me and we will find a time that works for you.
 - I will also answer my **office phone** (203-582-7519) during M/W/F between 3pm and 4pm. Please feel free to leave me a voicemail anytime.
 - Consistently with the goals and pedagogical aims of this course, **my office** is a space where we can continue discussions about biases, politics, injustices, and oppressions that might affect our own experiences. Of course, we can think about alternatives as well. However, since I am not a trained counselor, I have important limitations. Despite these limitations, I can always share resources that the university offers and accompany you to the offices of professionals that can help when I cannot. Also



remember that all professors and staff members of Quinnipiac University are mandated reporters under Title IX. More detailed information can also be found in the “Policy” section below.

- **Emails:** During the week, I will answer e-mails within 24 hours. I usually dedicate time to e-mails early in the mornings, but please remember that e-mails are not text messages and I might be teaching or away from my computer. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will try to respond as soon as possible. During the weekend, I might take longer to answer or I might wait until Monday.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://www.surveymonkey.com/r/Z2HJJLT>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime and repeatedly. The survey can be used by the same person many times.
- **Zoom, Skype, and telephone:** I will be available via telephone (203-582-7519) or Zoom (285 487 7843) during particular times. We can set up appointments or you can leave me voice messages anytime.
- In general, I will try to make myself **available to you**. Please use these opportunities to avoid missing assignments and to get as much as you can from your education.



Work and assignments:

- **Attendance** is worth 7% of the grade.

- **Classes might take three different modalities:**
 - **On campus:** We will be meeting on campus and without rotations. This means that you will be able to go to our class on campus every Monday, Wednesday and Friday at 2pm. This **is the main modality** of the course and the one you should prioritize unless you become sick, have emergencies, or have communicated with me. I will take attendance in class.

 - **Online and synchronous:** If you are not feeling well, have become sick, or have other issues that have been discussed with me, you can access our class online via the Zoom link provided below. In order to access this modality and receive attendance points, you will **need to e-mail me**. If all classes go remote due to state or university-wide policies, we will meet via Zoom during our assigned schedule. Please let me know that you are online when I take attendance.
 - For **Zoom meetings:** we will meet during our usual times (Mondays, Wednesdays, and Fridays between 1pm and 1:50pm). Our class meeting ID is 96586804600 (Password: IR2022) or the direct link is: <https://quinnipiac.zoom.us/j/96586804600?pwd=d1VqUFRMaWFVd1RNd1I4eGxxT1B5dz09> .

 - **Recorded and asynchronous:** If you have to miss a synchronous class due to emergencies, illness, or other issues, you will be able to access recorded classes. You can also request recorded classes to review particular lectures. This is not the main modality of the course and I expect you to use asynchronous recordings only when needed and when you notify me. To access these recordings, you can e-mail me. Please let me know the date of the class that you will need and I will share the link with you.

- **If you miss attendance** and would like to make up some of these points with the recordings, contact me. In two unexcused cases, you will be able to access the recordings and make up attendance by sending me a two-page long summary of the lecture or discussion. If the absence is excused, you will not need to make up attendance, but you can still watch the recordings to access the lecture and stay up to date.



- **Participation** is 15% of your grade.
 - In this class, participation is a key factor for your success. I expect you to ask appropriate questions that will help you to understand the approaches and, more importantly, apply them to your own research or daily life.
 - In order to **gain participation points**, you will have two different kinds of opportunities:
 1. If you actively participate multiple times throughout the week with appropriate questions, comments, critiques, suggestions, and so on, I might give you a **sticky note**, which is the equivalent of 1.5 points of participation. You can then write your name on the sticky note and turn it back to me at the end of the class. I will use it as a reminder to add the point to your grade. Please notice that you can earn sticky notes only with **active, appropriate, and outstanding participation each week**. Also, you can only get 1.5 points of participation per week.
 2. Each week, you should take **notes** in class and you should add a **small summary** of the readings. If you do not receive sticky notes in a particular week, you can turn these notes in to me. As long as these notes do not entail any kind of plagiarism and insofar as they evidence your own participation for the entire week, you can receive 1.5 points.
 - **To turn in notes**, you can simply write or copy and paste your notes into the assignment for weekly participation. Go to the assignments in Blackboard, find the “participation” assignment for whatever week you need, and click on “**Write Submission**”. You can then paste your notes and submit them. If you write in Microsoft Word, PDF files, or take hand-written notes that you can photograph, you can just **add a file attachment** instead. You can click on “Browse my computer” and then upload whatever file you use to show me your notes. If you take hand-written notes and would like to take pictures of them, please make sure you paste them into a **single document** and then upload that file.
 - These notes should be submitted **before each Sunday at 11:59pm**.
 - Each set of notes submitted should **demonstrate engagement** in the class and with the readings for each week; they should reflect sufficient quality in their content. They should show that you have followed the discussion, connected the examples and illustrations to the concepts, and engaged with the material, processing information and **not simply copying and pasting from slides or from readings** (If you use my slides to take notes, make sure to paste them in a different color than your own notes and signal that they are not your own notes). I will not be grading grammar or spelling, but your notes will be **assessed for content quality** because they have to demonstrate engagement and participation.



- If your notes attain this level of quality, you will receive **1.5 point for each weekly submission** and you will need to turn in only 10 sets of notes (reaching 15 points max.). If your notes do not receive 1.5 points, you can turn in more of them to reach the 15 points. If you receive 10 sticky notes, you will also get the maximum participation score of 15 points. You cannot exceed 1.5 points per week or 15 points of participation in total.
- If these forms of **participation are not adequate for you**, please contact me via e-mail and I will try to accommodate your circumstances while also meeting the learning goals of the class.
- **The 6 Quizzes** throughout the semester will be worth 5 points each, resulting in 30% of your total grade. These quizzes will take place roughly every two weeks, but please see the schedule below for the specific dates.
 - You can take the quiz by answering all the questions in a **paper** and turning it in to me. Or, you can use your computer. In this case, please go to our **Blackboard** and click on “Assignments.” Find the appropriate quiz and then begin it. Once you start the quiz, you will **need to finish it and you will only have one chance**.
 - The quizzes will be taken **synchronously** and in person at the end of class on particular **Fridays** for 15-20 minutes. If you must miss one of the Fridays, please send me an e-mail at least one week prior to the quiz and we will work together to find an alternative.
- **The Presentation** is worth 20% of your grade.
 - These in-person presentations will aim to introduce a topic and a country each week. You should show the class the geographic location of the country, a small historical introduction, a small introduction of the topic or political phenomenon for the week, and your interpretation of the song that was selected for the week.
 - You should select a time for your presentation in the following schedule. Also, presentations on week 2 might be graded more easily: [Link](#).
 - During each Monday, we will dedicate **between 10 and 15 minutes** to presentations so that we can have other discussions during the rest of the class. Whether you are presenting alone or with someone else, the total amount of time for presentation should be between 10 and 15 minutes. Make sure to coordinate with others if you are presenting in a group. Going over time will decrease your grade.
 - If you decide to add your own artistic expression (e.g., singing, role-playing, dancing, etc.) in the presentation, you might be able to gain extra credit points.
 - These presentations are due on **each Monday at the beginning of class**.



- The **final paper is worth 28% of your grade.**
 - You will need to write a final paper (maximum of 5 pages + bibliography). This assignment is designed to describe and analyze a particular form of politics in Latin American. Hence, you will ask a question about a case, investigate the literature related to these discussions, and provide some evidence for your answer. The question for the paper can be related to governmental policies, artistic movements, protest movements, songs, communal alternatives, other ways of knowing, being, or enacting, etc. Please talk to me if you have questions about the topic you would like to research.
 - You will need to submit the paper to blackboard. Go to “Assignments,” click on “Final Paper” and submit a PDF, DOC or DOCX file (Page files or other kinds of documents will not be accepted).
 - . The final paper is due on **Final’s Week** during the scheduled time of our final. I will be present via Zoom at the time of the submission in case you have questions.
- **Extra credit opportunity:** Students can submit into the Blackboard “assignment” folder a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two-pages long and they ought to analyze a case or ongoing phenomenon in Latin America. I might offer other opportunities for extra credit related to lectures, public talks, or volunteer work. Each student can only acquire a maximum of 3 extra credit points from commentaries and/or other opportunities.



Grading:

Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		7
Participation	1.5	15
Presentation		20
Quizzes (6)	5	30
Final paper		28
Extra Credit	1	3 max.
Total		100

Grades in blackboard: please notice that the maximum grade is 100 points even if the Blackboard total exceeds this amount. If the Blackboard total exceeds 100, it is because the extra credits are in addition to the 100%. Some students have used this opportunity to have grades that exceed 100% even if the final grade is an A because I can use this for letters of recommendation. On the other side, if you do not fulfill any extra credit assignments, those points will appear as a 0/1, but this assignment does not affect your total grade negatively. Once you reach the maximum of participation points, the same will happen with this category of grades, but it will not affect your grade negatively.

Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00



Class policy

Late Work

Every assignment for this class is **time-sensitive**. Late work will be accepted without modified grades only if there is a **legitimate excuse**. Acceptable reasons for delayed deadlines or missed quizzes are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.), 6) exposure to COVID-19. Other personal struggles that are not included in these definitions might be considered as well.

Documentation must be provided for an excused absence in most cases. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be imposed.

In the event of an **unexcused** missed deadline, students will be able to make up assignments and they will receive a maximum of **70% of the original grade**. Despite this policy, the final paper can only be submitted on the assigned date or rescheduled in advance when the absence is excused.

Speaking of incentives to be early, if you read the syllabus and find this statement before the first week of classes, send me an e-mail with the phrase “Latin Americanism” as the subject, and you will get 0.6 extra credit points.

Your responsibility, flexibility, and initiative

As you might know, the threat of COVID-19 is still very much present in our daily life. If we have to move to a fully remote modality or if you have to use Zoom due to health reasons, I will do everything within my power to guarantee the quality of your education. Despite my efforts, online modalities also require some things from you:

1. The Covid-19 pandemic is an unprecedented situation, with unprecedented decisions, and still with emerging knowledge that changes policies and regulations. Hence, we will all need to **learn to be flexible** in our planning if we want to fulfill our educational goals. I will continue making everything as democratic, clear, and explicit as possible, but you will need to read my e-mails and follow online conversations if you want to succeed in my class.
2. Learning online tends to demand **more self-reliance**. I will make myself available and we will have live lectures, but you will need to read all of my e-mails, messages, syllabi modifications, and suggestions in order to success.
3. You will also need to learn **how to use online tools** such as Blackboard, TechSmith, and others. If you have any questions about them or if you have limited access to technology,



please e-mail me and/or technical support at Quinnipiac. You can also use our anonymous survey if you prefer to avoid sharing your name. If I know about the situation of different students, I can adapt correspondingly, **avoiding inequality** and unnecessary obstacles in our education.

4. Also, having a class online entails that **the modality** of our meetings, assignments, finals, office hours, and everything we share in our class will be different. Hence, please read carefully all clarifications and instructions, which will help you to navigate the rest of the semester.

ADA Policy

QU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

Title IX Policy

QU is dedicated to fostering a healthy and safe environment that is free from all forms of sex discrimination and sexual misconduct. The University complies with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. If you believe that you have been subjected to discrimination on the basis of sex or gender, you are encouraged to file a complaint with the University's Title IX Coordinator, Dennis Kwarteng. The Title IX Coordinator can be contacted by phone at (203) 582-7327, or by email at Dennis.Kwarteng@quinnipiac.edu .

Faculty members and other University staff are designated as “Responsible Employees.” This means that I am required to report any allegations of sexual misconduct that are directly reported to me, or of which I am made aware, to the University's Title IX coordinator or deputy coordinator.

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other University staff members unless requested. Such on campus confidential resources include Counseling Services, Student Health Services and/or Campus Ministry. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality.



CARE Policy

Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental, spiritual, financial health; and/or when experiencing social challenges with roommates, friends, and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the CARE page on MyQ. If you are concerned about a peer, student, or yourself, please submit a referral CARE and Conduct Incident Reporting Form.

Learning Commons

On the Mount Carmel Campus, the Learning Commons is located in the North wing of the Arnold Bernhard Library and on the North Haven Campus on the third floor of the Law School (SLE-340). Students are encouraged to visit The Learning Commons for support with class content, to improve study skills, to consult on academic success strategies, and for general developmental advising needs. To contact the LC, please email LearningCommons@quinnipiac.edu

Academic Dishonesty (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

Integrity: The Foundation of Quinnipiac University

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity



Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.



Plagiarism, Misrepresentation and Fabrication (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.
- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:



- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

4. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.



- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



Course Schedule: Please notice that this schedule might be subject to changes. All modifications will be notified via e-mail.

Week	Class	Topics	Readings and Assignments
1	January 24 th	Introductions and Syllabus	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Syllabus (in Blackboard) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Gustavo Santaolalla: De Usuahia a la Quiaca <ul style="list-style-type: none"> • Link
	January 26 th	Pre-independence colonialism for Anya Yala I	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ León-Portilla, Miguel (2006): Broken Spears <ul style="list-style-type: none"> ▪ From Ch. 1 to Ch. 8 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Leon Gieco - Cinco siglos igual <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: "Course Material"
	January 28 th	Pre-independence colonialism for Anya Yala I	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our "Assignments" for the week by Sunday at 11:59pm.



	<p>January 31st</p>	<p>Pre-independence colonialism for Anya Yala II</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 1 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Atahualpa Yupanqui - Camino del Indio <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
<p>2</p>	<p>February 2nd</p>	<p>Pre-independence colonialism for Anya Yala II</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ León-Portilla, Miguel (2006): Broken Spears <ul style="list-style-type: none"> ▪ From Ch. 9 to Ch. 16
	<p>February 4th</p>	<p>Pre-independence colonialism for Anya Yala II</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



3	February 7 th	Revolutions, liberal dreams, and independence in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 2 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Original essay by José Martí: Cuban Independence <ul style="list-style-type: none"> ▪ Link ○ Song: <ul style="list-style-type: none"> ▪ The Argentine Anthem <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material” • Link to the original lyrics
	February 9 th	Revolutions, liberal dreams, and independence in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Carolyn Fick (2007) – The Haitian Revolution <ul style="list-style-type: none"> ▪ Link ○ Documentary: The Haitian Revolution <ul style="list-style-type: none"> ▪ Link • Recommended material: <ul style="list-style-type: none"> ○ Virginia Guedea (2000): The process of Mexican Revolution <ul style="list-style-type: none"> ▪ Link
	February 11 th	Revolutions, liberal dreams, and independence in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #1 is due at the end of class ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



	<p>February 14th</p>	<p>Dependency and continuing colonialisms for Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 3 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Original Document: El Requerimiento (1513) <ul style="list-style-type: none"> ▪ In our BB folder called: “Course Material” ○ Song: <ul style="list-style-type: none"> ▪ Silvio Rodriguez – Playa Giron <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
<p>4</p>	<p>February 16th</p>	<p>Dependency and continuing colonialisms for Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Wallerstein and Quijano (1992). Americanity as a Concept. <ul style="list-style-type: none"> ▪ Link ○ Quijano (2000). Coloniality of Power and... <ul style="list-style-type: none"> ▪ Link
	<p>February 18th</p>	<p>Dependency and continuing colonialisms for Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit #1 by Sunday, February 20th, at 11:59pm (please submit in our course website under “assignments”)



5	February 21 st	Colonialism goes on: The Monroe doctrine for Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 4 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Speech by President Monroe <ul style="list-style-type: none"> ▪ In our BB folder called: “Course Material” ○ Song: <ul style="list-style-type: none"> ▪ Silvio Rodriguez - Canción urgente para Nicaragua <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	February 23 rd	Colonialism goes on: The Monroe doctrine for Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Lucy Taylor (2012): Latin America and the Coloniality of Power <ul style="list-style-type: none"> ▪ Link ○ Sylvia Wynter (1995): The Pope must have been drunk <ul style="list-style-type: none"> ▪ Link
	February 25 th	Colonialism goes on: The Monroe doctrine for Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #2 is due at the end of class. ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



	<p>February 28th</p>	<p>Internal colonialism: liberalism and oligarchy in Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 5 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Inti Illimani: Simón Bolivar <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
<p>6</p>	<p>March 2nd</p>	<p>Internal colonialism: liberalism and oligarchy in Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Scauso (2021) <ul style="list-style-type: none"> ▪ (CH 1 – until section called “Desire, Marxism, and the proletariat...”) ▪ In our BB folder called: “Course Material” ○ Silvia Rivera Cusicanqui (2010): Citizenship and rights <ul style="list-style-type: none"> ▪ Link
	<p>March 4th</p>	<p>Internal colonialism: liberalism and oligarchy in Latin America</p>	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



7	March 7 th	Populism and import substitution in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 6 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ The Peronist March <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material” ○ Evita’s last speech and translation (1951): Link
	March 9 th	Populism and import substitution in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Albert O Hirschman, “The Political Economy of Import-Substitution...” <ul style="list-style-type: none"> ▪ In our BB folder called: “Course Material”
	March 11 th	Populism and import substitution in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #3 is due at the end of class. ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit #2 by Sunday, March 13th, at 11:59pm.
8	No classes	Spring Break	<ul style="list-style-type: none"> • No requirements



9	March 21 st	Marxism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 7 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Silvio Rodriguez - El necio <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: "Course Material"
	March 23 rd	Marxism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Scauso (2021) <ul style="list-style-type: none"> ▪ (CH 1 – from section called "Desire, Marxism, and the proletariat...") ▪ In our BB folder called: "Course Material" ○ Hugh Thomas (1963). The Origins of the Cuban revolution <ul style="list-style-type: none"> ▪ In our BB folder called: "Course Material"
	March 25 th	Marxism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our "Assignments" for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Young (2012): The Communist Experience in the Twentieth Century. <ul style="list-style-type: none"> ▪ CH. 3: Varieties of Communist Subjects: Beyond the Ordinary (link)



10	March 28 th	No Classes	<ul style="list-style-type: none"> • Prof. Scauso attends International Studies Association Annual Conference (See link here) <ul style="list-style-type: none"> ○ Let me know if you would like extra credit points and plan on attending.
	March 30 th	Marxism: Latin America and the World	<ul style="list-style-type: none"> • Class with Prof. Larissa Pitts (same classroom and same time as always) • Zoom meeting <ul style="list-style-type: none"> ○ Link: https://quinnipiac.zoom.us/j/91913089973 ○ ID: 919 1308 9973 • No readings required.
	April 1 st	No Classes	<ul style="list-style-type: none"> • Prof. Scauso attends International Studies Association Annual Conference (See link here) • Let me know if you would like extra credit points and plan on attending.



11	April 4 th	Indigenous Movements in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 8 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Mercedes Sosa – Dale tu mano al Indio <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	April 6 th	Indigenous Movements in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Scauso (2018) <ul style="list-style-type: none"> ▪ Section: Ch. 3 ▪ Link
	April 8 th	Indigenous Movements in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #4 is due at the end of class ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



12	April 11 th	Dictatorships, violence, and neoliberalism for/in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 9 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Pablo Milanes: Yo pisare las calles nuevamente <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	April 13 th	Dictatorships, violence, and neoliberalism for/in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Kenneth Maxwell (2003) – “The other 9/11” <ul style="list-style-type: none"> ▪ Link ○ Jeffery Paige (1993) – “Coffee and Power in El Salvador” <ul style="list-style-type: none"> ▪ Link ○ Stewart Fisher (1982) – “Human Rights in El Salvador” <ul style="list-style-type: none"> ▪ Link
	April 15 th	No classes due to Good Friday holiday	<ul style="list-style-type: none"> ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



13	April 18 th	Chicago boys and Neoliberalism for/in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 10 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Calle 13 – Latinoamerica <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	April 20 th	Chicago boys and Neoliberalism for/in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Alfredo Saad-Filho (2015) – Neoliberalism <ul style="list-style-type: none"> ▪ Link ○ John Williamson (2004) – The Strange History of the Washington Consensus <ul style="list-style-type: none"> ▪ Link
	April 22 nd	Chicago boys and Neoliberalism for/in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #5 is due at the end of class. ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Patricia Richards (2014) - Decolonizing Globalization Studies



14	April 25 th	Social movements and neo-socialism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 11 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Silvio Rodriguez – Historia de las Sillas <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	April 27 th	Social movements and neo-socialism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Scauso (2012) – South America’s Identity <ul style="list-style-type: none"> ▪ Sections: “Socialist Regionalism” (p.86-94) and “The Socialist Practice” (p. 140-154) ▪ In our BB folder called: “Course Material”
	April 29 th	Social movements and neo-socialism in Latin America	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



15	May 2 nd	Intersectionality in Latin America: Queer politics and feminism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Presentations # 12 <ul style="list-style-type: none"> ▪ Please check the schedule and sign in for presentations: Link ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Song: <ul style="list-style-type: none"> ▪ Lila Downs – Dignificada <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material” ▪ Silvio Rodriguez - Por quien merece amor <ul style="list-style-type: none"> • Link • Translation: In our BB folder called: “Course Material”
	May 4 th	Intersectionality in Latin America: Queer politics and feminism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Omar Encanación (2013-14) – “International...” <ul style="list-style-type: none"> ▪ Link ○ María A. Viteri (2017) – “Intensiones...” <ul style="list-style-type: none"> ▪ Link ○ Cecilia Macón (2021) – “Affect...” <ul style="list-style-type: none"> ▪ Section: Chapter 3 ▪ Link: TBA
	May 6 th	Intersectionality in Latin America: Queer politics and feminism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 965 8680 4600 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Quiz #6 is due at the end of class. ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit commentary #3. Please submit it in Blackboard under “assignments.” This assignment is due on May 8th at 11:59pm.

16	TBA	Final Paper	<p>1. Required:</p> <ul style="list-style-type: none">○ Turn in the Final Paper during the date of our final and before its ending time. Please go to “Assignments” and find the “Final Paper” submission. Then, attach your PDF.○ If you have any questions or issues with the submission, I will be available in the following meeting in Zoom:<ul style="list-style-type: none">▪ Link: https://quinnipiac.zoom.us/j/99127395319?pwd=dGpNQkoveWNGa0wvU21kdDZORDF4dz09▪ Zoom ID: 991 2739 5319▪ Password: IR2022
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