

“Bananas is my Business”: Latin American Affairs

U85 IA 578
Cupples I Hall 113
WED 6:30 – 9:00

Professor: Derek Pardue, PhD (dpardue@artsci.wustl.edu)

Office Location: McMillan 338 (phone: 935-9282)

Office Hours: Wed 1-3 and by appointment

Course Description

We can learn a great deal from this famous phrase uttered by the “Brazilian bombshell” Carmen Miranda during the 1930s. The concept of “bananas” gives insight into the history, economics, politics, pop culture, social inequality, and outside intervention related to Latin America. In this course we will read a range of texts, which will challenge students to consider the complexity and global significance of this fascinating geographical area of Latin America – “our backyard.” We will move through fields of political science, anthropology, popular culture, immigration and history.

Grading

60% Tests

40% Quizzes

A+	doesn't exist	C+	78-79
A	93 – 100	C	73-77
A-	90-92	C-	70-72 (*70 is cutoff point for Pass/Fail*)
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62

I round up scores, e.g. 92.5 is a 93 and thus an A

Quizzes

There will be four (4) scheduled quizzes throughout the semester. Each is worth ten points of students' final grade for a total of 40 points. The format is the following: multiple choice and identification sections. These are short exercises of roughly 15 minutes. They are not cumulative; they cover all reading and anything from class discussions (lectures slides, films, internet sources, etc.).

Tests

Students must take two tests. They are listed below in the Course Schedule. The tests are worth 30 points each. The format is similar to that of the quizzes with multiple choice and identification questions. These tests also include a section of short answer (2-3 sentences) and a section of “interpretation.” This often requires the student to interpret something, a text or video, not previously seen.

** There will be two sources for grading: weekly quizzes and major tests. If a student misses a quiz, s/he must make it up within a week of the quiz date. It is up to the student to communicate with the instructor to schedule a makeup. Students are not permitted to make up more than 2 quizzes (barring extenuating circumstances). Make up tests will be administered only in situations agreed upon by the professor prior to the test date. In any case, documentation is required.

** Students have one week after quiz/test is returned to discuss grade with TA and/or Instructor. For example, if Quiz #1 is returned on 9/21, the grade is FINAL on 9/28. Any further discussion about the quiz will be relegated to test review or particular interest in topic.

Attendance Policy: Attendance will not be taken *per se*. However, tests and quizzes include a significant portion of substance from discussion held in class week and it will be virtually impossible to do well on these without attending class. You can do the math. If you don't, of course, I will.

A word on advising: I encourage to visit my office hours or set up appointments with me. Since the material is complex and may require further explanations, all students have the right to appointments and emails to discuss class issues personally.

Special accommodations for students with disabilities:

Students seeking disability-related accommodations and guidance from the University must use this official resource and are encouraged to contact the Disability Resource Cornerstone on enrollment or once diagnosed. In contrast to high school students, college and graduate students are expected to self-identify themselves and to make specific requests for accommodations by notifying the Disability Resource Cornerstone. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester. The DRC will guide you through each step of this process, whether you are a prospective or current student, undergraduate or graduate. Instructors will maintain strict confidentiality regarding disability issues and related accommodations and will refer students directly to <http://disability.wustl.edu/>

Required Texts

Goodman, Jordan 2011. *The Devil and Mr. Casement: One Man's Battle for Human Rights in South America's Heart of Darkness*, New York: Picador.

Grandin, Greg. 2010. *Fordlandia: The Rise and Fall of Henry Ford's Forgotten City*. New York: Picador.

Siu, Lok. 2005. *Memories of a Future Home*. Stanford University Press.

** Other texts will be posted on the course website as pdfs.

Course Schedule

Week 1 (8/31): Introduction / Course Nuts and bolts / Working Definitions / Ideas of Latin America

Read (inclass): Garcia-Marquez (pdf)

Week 2 (9/7): Colonialism and the Production of History

Read: Trouillot, Mintz, Hans-Staden (pdfs)

Week 3 (9/14): “Banana Republics” and “Rubber States”

Read: Grandin

Quiz 1 in class

Week 4 (9/21): More on Traditional Pol-Econ in Latin America

Read: Finish Grandin;

Week 5 (9/28): Links between Pol-Econ and Civilization

Read: Goodman

Week 6 (10/5): More on Notions of Human Rights and Intervention

Read: Finish Goodman; pdfs

Quiz 2 in class

Week 7 (10/12): Nationalism in Latin America

Read: Anderson (pdf): Review

Test 1 in class

Week 8 (10/19): Us Involvement in Latin American Affairs

Read: pdfs

Week 9 (10/26): Latin American Cities

Read: pdfs

Quiz 3 in class

Week 10 (11/2): Migrations and Identity

Read: Siu

Week 11 (11/9): More on Migrations and Diasporas

Read: Karam, Lesser (pdfs)

Week 12 (11/16): Representations of Latin America

Read: pdfs; Carmen Miranda film **Quiz 4 in class**

Week 13 (11/23): THANKSGIVING

Week 14 (11/30): Fiction as Writing Culture

Read: Diaz (pdf)

Week 15 (12/7): Wrap-Up / Final Test in class

COURSE TIPS

How to do well in “Bananas is my Business”: The following tips may seem obvious, but they are worth reiterating so that we all understand that learning and academic performance depends on an integrated effort. There are many moving parts and it is your job (and mine as facilitator) to keep track of all the different media and points of engagement with topics so that student evaluation can be the most comprehensive and fair as possible.

- Do the reading – Class lectures and discussions will make little sense if you have not read the text.
- Make notes while reading – How often do we read something and 15 minutes later are unable to recall anything about the text? It is extremely useful to jot down ideas, questions, or at least page numbers of stuff you think is important, confusing, weird, or seemingly wrong in your mind. These points are the raw material for class discussion and the starting point of intelligent discussion, critical skills development and ultimately learning.
- Come to class – Attendance is not taken per se; however, it will be impossible to do well in this class if you are not present. Not only will we spend time interpreting and making sense of the readings, but we will also talk about case studies NOT covered in the readings. We will watch films and perhaps have a guest lecture or two, all of which will appear in some form on the writing assignments.
- Any problem or concern?? – Contact the professor. Make a time to talk. Time management, study habits, writing skills, etc. – all of these things are processes. They benefit from sustained conversation, a dialogue between you and the professor (as well as you with other students). Furthermore, if something about the course is bothering you (or if there is something particularly helpful), please let the professor know. Again, learning depends on open and respectful communication.

Course Policies

Cell Phones, PDAs, and other communication devices: Please turn off all of these devices upon entering the classroom. Phones ringing, students involved in instant messaging, etc. disrupt the classroom environment and show disrespect to the professor and other students. If there is an emergency and you need to be accessible, please let the professor know and when contacted, please leave the classroom to take care of your business.

Scenarios: Listed below are some common scenarios that have occurred in the past and may occur at some point during the semester. Subsequently, one can find the outcome.

- Missed quiz or test: These are scheduled; there are no surprise quizzes. Therefore, students must communicate with the instructor at least two days prior to the quiz date and provide a reasonable excuse for missing the quiz. If there are extenuating circumstances (e.g. sudden illness with appropriate documentation), the student must communicate with instructor within a week after the quiz / test to schedule a make up quiz. Failure to follow these guidelines will result in a zero grade for that quiz / test.
- Grade Dispute: If you feel that your quiz or test was not graded fairly, consult the instructor. Remember, the “grade” case is closed, once a week has passed from the date a quiz/test is returned to students.
- “I thought this course was about NAFTA”: Course syllabi have a function. Read them before deciding to add/drop a course. This concern and other misunderstandings are the fault of both students and the instructor. We hope to avoid this scenario as much as possible.

Student is face-booking, browsing Neiman Marcus, chatting with mommy, and generally in twitterverse free fall. Student will lose a letter grade on next quiz or test.

LAPTOPS ARE ONLY FOR TAKING NOTES DURING CLASS TIME.

Bullet-Point Outline of “Camp” Rules

Students are not customers. Teachers are not employees. Students and teachers have obligations to each other.

Here is what I expect from students:

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

Here is what students can expect from me:

- I will treat you with the respect due to all human beings.
- I will [try to] know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class.
- I will begin and end class on time.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed teacher.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will make myself available to you for advising.
- I will maintain confidentiality concerning your performance.
- I will provide you with professional support and write recommendations for you if appropriate.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.