Latin America in the Global Sixties

Course number: LAS366 and HIS 363k
Meets: SHR Room 1.320
Instructor: Pilar Zazueta  E-mail: pzazueta@utexas.edu

The long 1960s (1959-1973) was a tumultuous time even by Latin American standards. Revolutionaries, indigenous leaders, students, feminists, liberation theologians, hippies and other groups proposed new ways of seeing the world, addressing social problems and participating in politics. In this course we will address some of the following questions: What was the impact of the Cuban revolution in Latin American politics? How did student movements develop in the region and what was their political and cultural influence? What role did the left play in the transformation of education, medicine, and social policy? How did gender roles and women’s participation on public life change during this time?

Topics covered

1)Introduction to left wing movements 2) Cuban Revolution 3) Effects of the Cuban Revolution-international relations 4) Youth, counterculture and gender 5) Student movements 6) Reformist public policy in Latin America 7) Liberation Theology

Course Requirements

1. Attendance

Attendance is mandatory.

It is important to come to class in order to succeed in this course. If you have to miss a class it is your responsibility to update your notes. Please ask your fellow students to lend you their notes and let you know about any news announced in class. Also, any major changes to the syllabus or calendar will be posted on Canvas. Attendance policies are below:

a) You can miss 1 to 5 classes without any penalization. You do not have to let me know in advance.
b) Attendance will be recorded starting on the third day of class.
c) Try not to be late.

Attendance to Friday discussions is mandatory. Please review participation section for more information.

Attendance is 20% of the grade

2. Grading

a) Reading discussion

You will be assigned to discussion group the second week of classes. Participation grades are individual.
Each group will lead the discussion on the assigned text every other Friday. All members of the group should read and analyze the assigned readings thoroughly.

Members of the group must answer these questions in class:

1) What is the most important point in the readings?
2) Who are the main protagonists of the readings? - What are people doing and why?
3) What theories or concepts do the author(s) use? How do they use these concepts? (If there is no conceptual framework that is an observation too.)
4) Formulate at least 3 questions about the reading. (Do you have any questions/need clarifications about the reading? Does one reading shed new light on the other readings?)

You can use an outline and/or google document to begin to talk about the reading.

Bear in mind that *everyone* in the class must read ALL the assigned texts for the day.

Friday discussions: 15% of grade

C) Take home exams. You will receive sample questions in advance during study session.

a) You will post your answers on Canvas.

b) I WILL NOT RECEIVE LATE SUBMISSIONS. If for some reason Canvas is not working send me an e-mail with the file using your UT email account. If you do not use your UT account I will not receive your e-mail.

c) Early exams will not be given. The examinations may be made-up if missed for medical reasons but you must have a note from a doctor. Unless there is an emergency, please contact me before the exam. If you contact me during or after the exam, you will not be allowed a make-up exam or alternative assignment.

Exams: Midterm-20% + Final 20% = 40%

D) Short research paper

You will write a short research paper (1800 words). You can write about the following topics:

- Music, Youth, and Counterculture
- Liberation Theology
- Conservative movements in the 1960s
- Foreign policy and international relations

Suggested readings/sources for each topic available on Canvas in the Pages section. You should use at least two academic sources for your paper. (books, book chapters, academic articles, long form newspaper or magazine articles). To check if you are reading the syllabus post a link to a song you like by 09/04.

If you wish to write about another topic you have to notify me via e-mail by October 16th. Include the title of your research and two sources (books, book chapters or academic articles - include the title of the source and the name of the author).
SUMMARY AND TOTAL NUMBER OF ASSIGNMENTS:

- Attendance 20%
- 2 exams - 40%
- Participation 15%
- Short paper 25%

Rounding will be as follows:

79.5 = 80 (B-)
BUT 79.4 = 79 (C+)

In other words, when rounding is performed, nn.5 is always rounded UP.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>Exceptional, outstanding and excellent performance. Usually achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>90-95</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Very good, good and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>Under 60</td>
<td>F</td>
<td>Unsatisfactory performance.</td>
</tr>
</tbody>
</table>

3. **Readings**

Readings are available online via Canvas. You have to print them out on your own.

We will watch some films and film clips in class. TBA.

4. **Other course information**

**Emergencies**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: [http://www.utexas.edu/safety/preparedness/](http://www.utexas.edu/safety/preparedness/)

**Commitment to Inclusiveness and Diversity**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

**Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Academic Honesty**

Any instance of academic dishonesty (including plagiarism) will not be tolerated. University of Texas at Austin’s policies on academic integrity will be strictly followed in any of such instances. If you have not seen it, please take a moment to read these policies:


If you have doubts about citation procedures or if you are not sure if something constitutes plagiarism or not, please consult with me or the teaching assistant. You may also take a look at this guide:


**Academic Policies and Procedures**

For information about adding and dropping classes, changing pass fail registration and other academic matters please refer to UT’s general academic policies and procedures:

[http://catalog.utexas.edu/general-information/academic-policies-and-procedures/](http://catalog.utexas.edu/general-information/academic-policies-and-procedures/)

**Student Support Services**

These are very important resources to have in mind:

The Writing Center [http://uwc.utexas.edu/](http://uwc.utexas.edu/)
Email and Communication

I will make most announcements during class. Important news will also be broadcasted by email through Canvas.

You are expected to check your e-mail regularly. Please make sure to set your notification preferences in Canvas to ASP or daily. If you cancel you notifications you will not be able to see important class announcements.

If possible, ask me questions about the course before and after class and during my office hours. When you need to communicate with me via e-mail please include your name and the course number in the message subject/title. I will try to respond to your e-mail as soon as possible but please do not expect an immediate response. I am available Monday through Friday. Please avoid sending me message during the weekend and I promise to do the same. I will be unable to respond to e-mails a few hours before class and the final exam.

Cell Phones, laptops and other electronic devices:

Please try not to use your phones, PDAs, IPods or other electronic devices during class. Set them in silent mode to not distract the instructor and your fellow students. If you must send and/or check your messages please do so discretely. I would prefer that you take notes on a paper notebook instead of using your laptop (although I understand that it might be absolutely necessary to use a computer in some cases). Experts on technology and education have discovered that using electronic devices during lectures can be detrimental to learning:

“The purpose of the present study was to examine the impact of multi-tasking with digital technologies while attempting to learn from real-time classroom lectures in a university setting. Four digitally-based multi-tasking activities (texting using a cell-phone, emailing, MSN messaging and Facebook™) were compared to 3 control groups (paper-and-pencil note-taking, word-processing note-taking and a natural use of technology condition) over three consecutive lectures. Comparisons indicated that participants in the Facebook™ and MSN conditions performed more poorly than those in the paper-and-pencil use
control... These analyses indicated that participants who did not use any technologies in the lectures outperformed students who used some form of technology... Contrary to popular beliefs, attempting to attend to lectures and engage digital technologies for off-task activities can have a detrimental impact on learning.”

5. Course calendar

Required texts available on Canvas


---