

# History of Modern Latin America

Course Number: 21:510:208

Index Number: 20667

Day and Time: Monday & Wednesday 4:00-5:20pm

Room: Center for Urban and Public Service 105

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Office Hours: Conklin Hall 326, Monday & Wednesday 3:00-4:00pm

Skype: Tuesday 9:30am-11:30am

## Course Description:

This course will focus on the history of everyday people of Latin America.

From the barrios of Cali, Colombia to the plazas of Buenos Aires, from the megacities of Ciudad de México and São Paulo to the fields of *caña* in Cuba, we will examine the experiences of the people who live and inhabit these places and spaces in modern Latin America, and whom also make history.

Far too often we solely focus on major events, wars, and conflict from the point of view of the elite, those in power, or the victors who literally wrote down their version of history for posterity. This course seeks to reclaim the history of modern Latin America for those who resisted, suffered, and lost. This course explores modern Latin American history (from Age of Independence until the present) using a variety of historical documents, texts, music, visuals, and literature in which marginalized people and the disenfranchised occupy an important space of representation.

**Therefore, consider this course as the “people’s history” of modern Latin America.**

Some of the themes and topics we will examine in this course include: violence, slavery, gender, nation, class, sexuality, labor, and Afro\_\_\_\_\_.

The following questions will guide our discussion in this course: What were the factors that shaped daily life in modern Latin America? What factors led to resistance, revolt, and/or revolution? How have the experiences of everyday life in Latin America differed over time from country to country, from urban to rural areas, for women and men of different races and ethnicities during ordinary times as well as during periods of social upheaval?

## Our Goals:

- To be able to write and speak knowledgeably about modern Latin American history from the perspective of “the people.”

- Understand the relationship between previous social categories and systems of governance and present unequal relationships among different cultural, racial, and gender groups.
- Understand the difference between a primary source and a secondary source, and be able to engage and use both effectively.
- Constantly reflect upon and be engaged with material presented in class by expressing thoughts through journal entries.
- Construct a clearly written and organized essay with a strong thesis statement and sufficient evidence comparing popular culture (film) to historical material covered in class readings and lectures.

### The Rules:

- Attendance is **mandatory** and will be taken at every class meeting. Attendance is part of your grade. Arriving to class late or leaving early is not allowed. There are no “make-up” opportunities for missed classes.
- All work must be handed in and/or submitted by the established deadline. **Period.** In the case of medical emergency, please speak to me as soon as possible so we can come to some sort of accommodation.
- Come to each class with a notebook and a pen or pencil. Email, texting, and social media can wait and are a distraction to the discussion and lecture. Therefore, **no electronic devices of any kind (cell phone, laptops, tablets, smart watches, etc.) will be allowed in the classroom.** Sufficient evidence of the benefits of writing down notes has been established by the scientific community. Please see the following article: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>.
- The history, stories, images, and sounds we will be exploring in class may be sensitive topics for certain students. Therefore, I expect all students to behave in a manner that shows respect for all parties involved. The classroom is a safe space for the respectful exchange of opinions. Any behavior that might be disruptive to other students or in any way intimidates them from participating in class is prohibited. In addition, points will be taken away from the participation grade and/or the student will be reported for any intimidating behavior.

### Student Responsibilities:

- Familiarize yourself and comply with the contents of this syllabus.
- Procure the required textbook.

- **Come prepared and be on-time for class.** Attendance is taken during the first five minutes of class. If you are not in your seat by then, you will be considered absent. In addition, lateness may be considered an unexcused absence (see below).
- Be ready to be called on and/or participate in class discussion and lecture.
- Keep up-to-date with the course on email/Blackboard for announcements, additional readings and resources, and submission of written assignments (including journal assignments).

Please note: Besides required textbook, all other readings will be available on Blackboard.

- Notify the instructor of any problems as soon as possible. **This applies to all absences (excused and unexcused absences).** The Rutgers-Newark Undergraduate catalog states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” See link for more information:  
[http://catalogs.rutgers.edu/generated/nwk-ug\\_current/pg563.html](http://catalogs.rutgers.edu/generated/nwk-ug_current/pg563.html)

I will allow **one unexcused absence**, which must be self-reported using your online Rutgers account. **Additional absences will result in a one % point reduction of your final grade.** Any student who misses **eight** classes through any accumulation of excused or unexcused absences will not earn credit for the course. Such students should withdraw to avoid getting an F.

#### Students with disabilities:

- From the University’s Office of Disability Services webpage, “Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.”

#### Academic Integrity:

**There is no room in this classroom for plagiarism and cheating. These are very serious offenses and will not be tolerated.**

Although familiarizing yourself with the entirety of Rutgers' University Code of Student Conduct is recommended, you must read the first four pages of Rutgers' Academic Integrity Policy [http://studentconduct.rutgers.edu/wp-content/uploads/sites/46/2014/12/AI\\_Policy\\_2013.pdf](http://studentconduct.rutgers.edu/wp-content/uploads/sites/46/2014/12/AI_Policy_2013.pdf) in order to continue in this course. You will be required to sign and date that you have indeed read and understood these first four pages of the Policy, which will be uploaded to Blackboard. This is required so that we are all on the same page when it comes to plagiarism and cheating in the classroom.

In addition, as is listed on the second page of Rutgers' Academic Integrity Policy: "Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: 'On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).'" Signing this pledge will be required on your Film Essay, Midterm and Final Exams, and other assignments.

In general, you may use assigned readings in this syllabus only and my lectures to complete the assignments, quizzes, essays, and exams. This means you cannot use other means (i.e. Wikipedia) to answer questions and/or fulfill assignments because it will not be considered your own work.

The penalties for plagiarism and cheating are severe. You may receive a failing grade for the assignment and/or course and may even be "kicked out" of the University. If you are caught cheating during any exam/quiz or assignment, you will receive **zero** credit for the assignment or exam/quiz. If you plagiarize, you will receive **zero** credit and you will be reported to the Department and University administration.

In conclusion, **DO NOT CHEAT OR PLAGARIZE.**

#### Keys for Success:

In order to fully appreciate and succeed in this course, you will need to effectively manage your time. All of the resources you will need, with guidelines and deadlines, are listed in this syllabus and/or on Blackboard. This course requires you to think critically.

*Plan ahead. Don't wait until the last minute to communicate. Use office hours. Go to the Writing Center. Make use of all the resources the University has to offer.*

Any questions/concerns with syllabus, assignments, grades, etc. should be addressed to instructor during office hours/Skype hours. Emails written after 9:00pm will most likely not be answered until following day at the earliest.

#### Requirements:

**Textbook** (available at University bookstore and online): Meade, Teresa A. *A History of Modern Latin America: 1800 to the Present*. **2<sup>nd</sup> edition**. Wiley-Blackwell. 2016. ISBN 978-1-118-77248-5.

**Films** (available online or on reserve at Dana Library):

- *La última cena*, Tomás Gutiérrez Alea (1976)
- *No!*
- *State of Fear*
- *Even the Rain*
- *No más bebés*, PBS (2016)

Grades:

**Attendance/Participation:** Again, you must attend all classes. You will be allowed one unexcused, self-reported absence. If you are late, you will be considered absent and your lateness will count towards your unexcused absence total. Additional unexcused absences (after the first) will result in a one % point reduction of your final grade. The rest of your participation grade will be made up of your daily classroom participation in discussion and debate, and asking and answering questions. If you are physically not here for class, you cannot participate, and therefore, you will receive no credit for participation that day.

**Quizzes:** There will be six pop quizzes periodically given during the first few minutes of class. You will be able to drop the lowest grade on these quizzes and I will only count five of the quizzes toward your final quiz grade.

**Journal Assignments** (total of **15**): In order to facilitate discussion in the classroom and to also make sure everyone has done the reading, online journal entries will be due on Blackboard by 12 midnight the night before (due Sunday at midnight, Tuesday at midnight). These journal entries must be at least one page in length (at least 500 words) and be clearly written. The purpose of the journal entries are to demonstrate your engagement with the material, prove that you are keeping up with the reading assignments, and also to showcase your ability to think critically and express your thoughts in a clear manner. I will provide a worksheet with prompts that can be used to begin your thought process. Keep in mind that journal entries are required for every class session unless otherwise indicated. However, I will allow you to skip two journal entries. Therefore, only **15** will be counted toward your final grade. It is your responsibility to keep track of how many journal assignments you have completed/fulfilled. If submitted past the deadline, your journal entry will not count.

**Film Essay:** You must choose **one** of the films required for this course and write a five page essay that integrates the themes raised in class lectures and in class readings with the film. Typical film reviews—that deal solely with the film and do not link it with the readings and lectures—are not acceptable and will receive no credit. I am not looking for a film review à la Roger Ebert. I am looking for a well-organized, clearly written essay with a strong thesis statement and sufficient evidence comparing and contrasting depictions of popular culture (film) to historical material covered in class readings and lectures. The film essay will be due two weeks from suggested film date on syllabus. A writing/grading rubric will be uploaded to Blackboard for reference.

**Midterm Exam/Final Exam:** These exams will include: map identification section, short answers, and an essay. A study guide will be given in advance for both exams.

**Grade Break-down:**

Attendance/Participation = 5%

Quizzes (total of 5) = 15%

Journal Assignments (total of 15) = 25%

Film Essay = 15%

Midterm Exam = 20%

Final Exam = 20%

*All materials assigned in this syllabus may be included in exams, and lectures may be used for context and citations in assignments.*

*The contents of this syllabus are subject to change at the instructor's discretion.*

\* = Journal Entry Required

## Class Schedule

### Session 1 (Wed. Sept. 7<sup>th</sup>): Introduction

- Meade, Chapter 1 (pgs. 1-23) – read for next class

#### *Unit 1: Aftermath of Independence & Creating New Nations*

##### Topics we will cover:

- Reverberations of wars of independence.
- Impact on previous social, economic, and political systems of governance.
  - Who is fighting for what and why?
  - Who gets to claim citizenship and who does not?
  - Who gets left out of the creation/citizenship process?
- Who is making history? Who is not? Look at silences, trauma, and violence in process of making/writing history.

##### Key Terms:

Gender, race, nation, citizen(ship), patriarchy, masculinity, slavery

### \*Session 2 (Mon. Sept. 12<sup>th</sup>): Latin America before the Wars of Independence/Slavery in the Americas

- Meade, Chapter 2: Sections – “Disorder and Rebellion” through “On the Road to Independence” (pg. 39-44)
- Tupac Amaru’s letter (primary resource), “Tupac Amaru Protests the Mita to the Audencia of Lima” (1777)

- Meade, Chapter 3: Sections - “African Slavery in the Americas” through “Resistance and Rebellion” (pgs. 53-65)
- Suggested Film: *La última cena* (The Last Supper), Tomás Gutiérrez Alea, 1976. [https://www.youtube.com/watch?v=g\\_CPbHlgnF4](https://www.youtube.com/watch?v=g_CPbHlgnF4). (Essay due in 2 weeks = by beginning of Session 6)
- \* Reminder: Journal Entry for Session 2 due by Sun. Sept. 11<sup>th</sup> at Midnight to Blackboard.

\*Session 3 & 4 (Wed. Sept 14<sup>th</sup> & Mon. Sept. 19<sup>th</sup>): Making History: Haitian Revolution and its Aftermath

- Meade, Chapter 3: Sections – “The Sugar Colony of Saint-Domingue” through “The Revolution Betrayed” (pg. 65-69)
- Michel-Rolph Trouillot, “Silencing the Past: Layers of Meaning in the Haitian Revolution” – entire article.
- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*, Prologue and selected chapters.
- \* Reminder: Journal Entry for Session 3 due by Tues. Sept. 13<sup>th</sup> at Midnight and NO Journal Entry due for Session 4.

\*Session 5 (Wed. Sept. 21<sup>st</sup>): Creating New Nations: Multiracial Pluralities

- Meade, Chapter 4: Beginning of chapter through section “Post-independence Politics” (pgs. 84-91); Sections - “After Caudillismo” through “Race, Race Mixture, and Liberalism” (pgs. 96-100)
- José Martí essay (primary source), “Our America.”
- Marixa Lasso, “Race War and Nation in Caribbean Grand Colombia, Cartagena, 1810-1832.” – start on page 341.
- \* Reminder: Journal Entry for Session 5 due by Tues. Sept. 20<sup>th</sup> at Midnight.

\*Session 6 (Mon. Sept. 26<sup>th</sup>): Creating New Nations: Women & Gender in New Nations

- Meade, Chapter 4: Sections – “Gender and Liberalism” through “Intersection of Gender, Race, and Class” (pgs. 100-105)
- Sarah Chambers, “What Independence Meant for Women.”
- Rebecca Earle, “Rape and the Anxious Republic: Revolutionary Colombia, 1810-1830.”
- \* Reminder: Journal Entry for Session 6 due by Sun. Sept. 25<sup>th</sup> at Midnight.

*Unit 2: Latin America Entering the 20<sup>th</sup> Century: Labor, Citizenship, and Politics*

Topics we will cover:

- Immigration policies and politics.
- Remnants of previous social, economic, and political systems of governance vs. changes occurring in early 20<sup>th</sup> century.

- What happens to “the people” during this era? Compare/contrast to previous time periods.
  - Who is fighting for what and why?
  - Who gets to claim citizenship and who does not?
  - Who gets left out of the creation/citizenship process?
- Who is making history? Who is not? Look at silences, trauma, and violence in process of making/writing history.

Key Terms:

Gender, race, nation, citizen(ship), colonization, labor, masculinity, motherhood, family

\*Session 7 & 8 (Wed. Sept. 28<sup>th</sup> & Mon. Oct. 3<sup>rd</sup>): Race, Gender, and Nation: US Intervention in Caribbean in early 20<sup>th</sup> century

- Meade, Chapter 5 – “Independence at Last? Cuba and Puerto Rico” through to end of chapter (pgs. 131-139).
- Eileen Findley, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920*, selected chapters.
- Teresita Martinez Vergne, *Nation & Citizen in the Dominican Republic, 1880-1916*, selected chapters.
- Ada Ferrer, “Cuba, 1898: Rethinking Race, Nation, and Empire.” *Radical History Review* 73 (January 1999): 22-46.
- \* Reminder: Journal Entry for Session 7 due by Tues. Sept. 27<sup>th</sup> at Midnight and NO Journal Entry for Session 8.

\*Session 9 (Wed. Oct. 5<sup>th</sup>): Politics and Immigration in early 20<sup>th</sup> century Latin America

- Meade, Chapter 6: Sections – Beginning of Chapter through “The Changing Cultural Landscape” (pgs. 140-152)
- Kathy Lopez, “In Search of Legitimacy: Chinese Immigrants and Latin American Nation Building,” in *Immigration and National Identities in Latin America 1850-1950*.
- John Chasteen, “Black Kings, Blackface Carnival, and 19<sup>th</sup> Century Origins of the Tango.”
- \* Reminder: Journal Entry for Session 9 due by Tues. Oct. 4<sup>th</sup> at Midnight.

\*Session 10 (Mon. Oct. 10<sup>th</sup>): Women & Gender in 20<sup>th</sup> Century Nation-Building: Country snapshot – Brazil

- Peter Beattie, “The House, the Street, and the Barracks: Reform and Honorable Masculine Space in Brazil, 1864-1945.”
- Susan K. Besse, *Restructuring Patriarchy: The Modernization of Gender Inequality in Brazil, 1914-1940*, Chapter 6.
- Barbara Weinstein, “Inventing the *Mulher Paulista*: Politics, Rebellion, and the Gendering of Brazilian National Identities.”

- \* Reminder: Journal Entry for Session 10 due by Sun. Oct. 9<sup>th</sup> at Midnight.

\*Session 11 (Wed. Oct. 12<sup>th</sup>): Labor & Economic Modernization of Nation

- Ann Farnsworth-Alvear, *Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia's Industrial Experiment, 1905-1960*, Chapter 1.
- Gould, Jeffrey L. and Aldo Lauria-Santiago. *To Rise in Darkness: Revolution, Repression, and Memory in El Salvador, 1920-1932*. Chapters 1-2.
- \* Reminder: Journal Entry for Session 11 due by Tues. Oct. 11<sup>th</sup> at Midnight.

*Midterm Study Guide Handed Out*

Session 12 (Mon. Oct. 17<sup>th</sup>): Buffer Class/Review for Midterm

This class session will be used as a “buffer class” if we are not caught up on readings and class schedule. Otherwise, this class session will be used as a Midterm Exam review. This class session may be a combination of both catching up with the readings/lectures and a Midterm Exam review.

The review session for Midterm exam may include:

- Thinking critically about readings, themes, and topics addressed in class.
- Linking ideas, countries, and eras together.
- Look back at our guiding questions and goals of class.
- Going over writing/grading rubric for essays.
- Reviewing University and class policy on plagiarism/cheating.

Session 13 (Wed. Oct. 19<sup>th</sup>): Midterm Exam

- In-class, closed book midterm.
- No electronic devices (including cell phones) allowed in class.
- Exam may include: map identification section, short answer section, and an essay.

*Unit 3: Latin America in the 20th Century: Revolution, Repression, and Resurgence of “the People”*

Topics we will cover:

- Who is fighting for what and why?
- What happens to “the people” during this century? Compare/contrast to previous eras.
- Who is making history? Who is not? Look at silences, trauma, and violence in process of making/writing history.

Key Terms:

Socialism, capitalism, democracy, violence, blackness/Afro-\_\_\_\_, torture, gender, nation, citizen(ship), labor, music

\*Session 14 & 15 (Mon. Oct. 24<sup>th</sup> & Wed. Oct. 26<sup>th</sup>): Revolution, Violence, and Perceptions of Blackness – Haiti, Dominican Republic, and Cuba

- Matthew J. Smith, "Vive 1804! The Haitian Revolution and the Revolutionary Generation of 1946," *Caribbean Quarterly*, 2004.
- Richard Lee Turits, "A Nation Imposed: The 1937 Haitian Massacre in the Dominican Republic," in *Hispanic American Historical Review* 82.3 (2002) 589-635.
- Robin D. Moore, *Nationalizing Blackness: Afro-Cubanismo and Artistic Revolution in Havana, 1920-1940*, Chapters 1 & 5.
- \* Reminder: Journal Entry for Session 14 due by Sun. Oct. 23<sup>rd</sup> at Midnight and NO Journal Entry for Session 15.

\*Session 16 (Mon. Oct. 31<sup>st</sup>): Populism in Latin America in 20<sup>th</sup> Century: Country Snapshots – Argentina

- Meade, Chapter 9: Sections – Beginning of Chapter through "Politics Engendered" (pgs. 198 – 208).
- Daniel James, *Doña María's Story*, selected chapters.
- Juan Perón (primary source), "Declaration of Workers' Rights." (1947)
- \* Reminder: Journal Entry for Session 16 due by Sun. Oct. 30<sup>th</sup> at Midnight.

\*Session 17 & 18 (Wed. Nov. 2<sup>nd</sup> & Mon. Nov. 7<sup>th</sup>): Citizenship, Masculinity, and the Working Class in Modern Latin America

- Thomas Klubock, *Contested Communities: Class, Gender, and Politics in Chile's El Teniente Mine*, Chapter 6.
- Brenda Elsey, "The Independent Republic of Football: The Politics of Neighborhood Clubs in Santiago, Chile, 1948-1960."
- Boxing in Mexico – selections from Stephen Allen's work.
- \* Reminder: Journal Entry for Session 17 due by Tues. Nov. 1<sup>st</sup> at Midnight and NO Journal Entry for Session 18.

\*Session 19 (Wed. Nov. 9<sup>th</sup>): Socialist Alternative: Country Snapshot - Chile

- Meade, "The Chilean Road to Socialism" through "The Chilean Road to Socialism Dead Ends" (pgs. 267-270)
- Peter Winn, *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism*, selected chapters (incl. Chapter 10).
- Suggested Film: *No!*
- \* Reminder: Journal Entry for Session 19 due by Tues. Nov. 8<sup>th</sup> at Midnight.

\*Session 20 & 21 (Mon. Nov. 14<sup>th</sup> & Wed. Nov. 16<sup>th</sup>): Violence, Suppression, and Torture

- Temma Kaplan's "Reversing the Shame and Gendering the Memory," in *Signs: Journal of Women in Culture and Society*, vol.28, no.11, 2002.
- Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*, selected chapters.
- Choose a primary or secondary source – (victim testimony, declassified CIA document, newspaper article, fiction literature piece on subject) – and share in class.
- \* Reminder: Journal Entry for Session 20 due by Sun. Nov. 13<sup>th</sup> at Midnight and NO Journal Entry for Session 21.

\*Session 22 & 23 (Mon. Nov.21<sup>st</sup> & Mon. Nov.28<sup>th</sup>): Fighting for Democracy  
*No class on Wed. Nov. 23<sup>rd</sup>*

- Meade, "Urban Guerrilla Warfare: Argentina" through "Mothers of the Plaza de Mayo" (pgs. 272-278).
- Temma Kaplan, *Taking Back the Streets: Women, Youth, and Direct Democracy*, selected chapters.
- Selections from testimonies of Madres de la Plaza de Mayo.
- Augusto Pinochet (primary source), "Letter to all Chileans."
- Suggested Film: *Even the Rain*
- \* Reminder: Journal Entry for Session 22 due by Sun. Nov. 20<sup>th</sup> at Midnight. NO Journal Entry due for Session 23.

\*Session 24 (Wed. Nov. 30<sup>th</sup>): *El Son de las Americas*: Music in Latin America

- Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture*, Chapter 1.
- César Miguel Rondón, *The Book of Salsa: A Chronicle of Urban Music from the Caribbean to New York City*, Chapters 1-4.
- \* Reminder: Journal Entry for Session 24 due by Tues. Nov. 29<sup>th</sup> at Midnight.

Session 25 (Mon. Dec. 5<sup>th</sup>): Violence in Latin America: Country Snapshot – Colombia

- Selections from Jazmín Puicón's dissertation on violence, community organizing, and democracy in Colombia.

\*Session 26 (Wed. Dec. 7<sup>th</sup>): After violence, *viene la paz?* Human Rights in Latin America

- Grandin, Greg. "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala." *The American Historical Review* 110, No. 1 (February 2005): Pp. 46-67.
- Meade, "Movements for Revolutionary Change: Peru" through "Repression and Fujimori" (pgs. 280-285).
- Exploring Human Rights Commission Documents – Colombia, Peru, Argentina, Central America (primary/secondary documents).
- Suggested Film: *State of Fear*
- \* Reminder: Journal Entry for Session 26 due by Tues. Dec. 6<sup>th</sup> at Midnight.

\*Session 27 (Mon. Dec. 12<sup>th</sup>): Immigration and the “Latinamericanization” of the US

- Examination of current newspaper articles on history, politics, and Latin American immigration to US.
- Aviva Chomsky, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class*, Chapters 3-4.
- Elena R. Gutierrez and Liza Fuentes, “Population Control by Sterilization: The Cases of Puerto Rican and Mexican-Origin Women in the United States,” in *Latino(a) Research Review*, Vol.7, No.3, 2009-2010.
- Suggested Film: *No más bebés*, PBS (2016)– Essay due by Final Exam, Thurs. Dec. 22<sup>nd</sup>
- \* Reminder: Journal Entry for Session 27 due by Sun. Dec. 11<sup>th</sup> at Midnight.

*Final Exam Study Guide Handed Out*

Session 28 (Wed. Dec. 14<sup>th</sup>): Buffer Class/Review for Final Exam

This class session will be used as a “buffer class” if we are not caught up on readings and class schedule. Otherwise, this class session will be used as a Final Exam review. This class session may be a combination of both catching up with the readings and a Final Exam review.

The review session for Final exam may include:

- Thinking critically about readings, themes, and topics addressed in class.
- Linking ideas, countries, and eras together.
- Look back at our guiding questions and goals of class.
- Going over writing/grading rubric for essays.
- Reviewing University and class policy on plagiarism/cheating.

Final Exam: Thursday, Dec. 22 – 3-6pm, Location TBA

- In-class, closed book final exam.
- No electronic devices (including cell phones) are permitted.
- Exam may include: map identification section, short answer section, and an essay.