

HIST/LAS/AFAS 351: Race & Class in Latin America

COURSE DESCRIPTION

Marielle Franco, a Brazilian favela activist and Rio de Janeiro city council member, was murdered on March 14, 2018 at the hands of ex-police officers with ties to President Jair Bolsonaro.¹ Eight months later, to the day, Camilo Catrillanca, a Mapuche farmer and activist was murdered in Chile at the hands of the Carabinero's Comando Jungla, a special operations group of the state police force trained in Colombia.² These respective assassinations fit in a long history of violence against minority and poor communities in Latin America from the Conquest to present. Inspired by these recent events, this course will explore how state formation processes in Latin America are intimately connected with the trajectory of race and class in Latin America. This class utilizes historical examples and methods to identify and contextualize issues, themes, and historical debates surrounding race and class in Latin America. Students will analyze primary, secondary, and digital history sources to explore race and class in Latin America through case studies of repression, resistance, and reform from the mid-nineteenth century to present.

COURSE PHILOSOPHY

As a historian, I most enjoy the research process and want to encourage you to find the joy of a lightbulb moment in this class. In class, I strive to engage you as active participants in the learning process through hands-on research activities that ask you to learn and practice transferable skills that will serve you in other classes, your graduate studies, or future careers. I encourage students to question historical narratives and the underlying assumptions you, or others may have about an event and its meaning. You will have the freedom to select any research topic you wish and develop a research proposal with a short annotated bibliography of 5 secondary and primary, and at least one digital (history or humanities) source, so long as it was connected to the class topic, Race and Class in Latin America. This experiential learning assignment allowed you to build a foundation of research skills, including searching and identifying sources, close reading, analysis, synthesis, proposal development, and presentation style as you progress through the semester. Additionally, you will utilize numerous online tools including the library website, how to conduct searches, Desire2Learn (a learning management system), and VoiceThread (a tool for more active collaboration). Most importantly, I encourage you to explore a topic that you have an interest in, which led to more interesting topics than if you were more limited in scope or if topics had been assigned.

¹ Rafa Lombardino, "Suspects in Marielle Franco Murder Have Ties to Bolsonaro Family," *Vice Brazil*, January 23, 2019, https://broadly.vice.com/en_us/article/yw8zww/suspects-in-marielle-francos-murder-have-ties-to-bolsonaro-family.

² Pascale Bonnefoy, "Killing of Indigenous Man in Chile Spurs Criticism of Security Forces," *New York Times*, November 25, 2018, <https://www.nytimes.com/2018/11/25/world/americas/indigenous-killing-chile-land.html>.

LEARNING OUTCOMES³

In this course, students will:

- ★ Define the concepts of race and class, and how they relate to Latin America;
- ★ Analyze primary sources for context and place within broader content of the secondary sources;
- ★ Evaluate key historical arguments in secondary sources;
- ★ Design and exhibit a digital history presentation;
- ★ Evaluate peer presentations and incorporate your own knowledge in the feedback;
- ★ Develop a research proposal & bibliography focused on a historical topic relevant to race and/or class in Latin America, grounded with primary and secondary sources;
- ★ Reflect on the different race and class experiences learned in this course and how your understanding evolves.

REQUIRED READINGS

All required readings and films are posted on D2L. You will not need to purchase any materials for this course.

CONTACT

This is an online course, thus all office hours will be held virtually. I check my emails frequently and hope to respond as quickly as possible. You should expect to receive a reply within 24 hours through the week, but I may be slower on weekends. I will be available on Google Hangouts on Mon. and Wed. from 15:00-16:00 (3:00-4:00 p.m.). If you would prefer to meet with me in person, please email me ahead of time to confirm I will be on campus.

Students will be required to meet with me at least once during the semester.⁴ Students should email Prof. Barefoot ahead of time to set up a virtual meeting. Online office hours will be held by appointment through Google Hangouts.

ASSIGNMENT & GRADING OVERVIEW

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|---|-----|
| ★ Introduce yourself under “Our Class” VoiceThread post | 1% |
| ★ Analytical Outlines/Replies | 24% |
| ★ Comprehension quizzes | 25% |
| ★ Digital History presentation | 25% |
| ★ Research Proposal/Bibliography | 25% |

Grade distribution: 100-90%=A, 89-80%=B, 79-70%=C, 69-60%=D, below 59%=E

³ The History Department’s mandatory learning objectives for students are : 1) Write clear, well-organized prose; 2) Analyze primary sources in light of their historical context, audience, and author’s intent; 3) Recognize and evaluate competing historical interpretations.

⁴ Note: There is no grade attached to this requirement. Prof. Barefoot expects all students to comply with this requirement.

Detailed assignment instructions (including formatting, content, and structure) will be posted on D2L under the Syllabus tab.

★ Analytical Outlines and Replies (24%):

This assignment consists of an original post and two replies. Students will create an analytical PowerPoint, audio, video, or written document to make connections between the main arguments and key points of each module's assigned materials. Posts should be 300-500 words (text) or 5-7 minutes long (video/audio). These will be posted in the appropriate VoiceThread module on the D2L course site. The weekly reading outline post should include: at least one reference to each of the assigned weekly materials (lecture, readings, podcasts, and films). At a minimum, students must reply to at least two classmate outlines. Replies may be in the form of text, audio, or video.

★ Comprehension quizzes (25%)

Students will complete 10 short quizzes to assess their mastery of and engagement with course content and assigned materials. Quizzes may contain questions in the form of multiple choice, true false, fill in the blank, short answer, and short essays. These quizzes will not be timed. Students may use notes.

★ Digital History presentation (25%)

During the first week of class, students will select a digital history website project and sign-up for a final presentation date. At the end of the semester (between April 29 and May 8), students will upload a 15-minute presentation to VoiceThread (examples include PowerPoint, Video, Screen Recording, etc). These presentations will engage with a digital history website. Students should address the following: what is the website subject/content? Who created the website? Describe the website features. Address anything you think might be lacking. What primary sources does the project contain? Is the website engaging? Highlight at least one interesting primary source on the site/that the site led you to find. Students who are not presenting will ask questions and offer feedback to their classmates. **Students have the option to propose other digital history websites, but must receive prior approval from Prof.**

Barefoot. This project has accountability benchmarks throughout the semester that add up to the 25% total: Select a digital history site from the list and sign up for a presentation slot (2%), Draft of Digital History presentation (7%), Final presentation (13%), Interaction with at least 2 classmate presentations (3%).

★ Research Proposal/Bibliography (25%)

Put together a short bibliography (5 academic books/5 scholarly journal articles) on a topic of your choosing. The topic must be related to race/class in Latin America. The submission will include a one-page write-up (single space). In this brief proposal, students will define their topic, identify a research question, discuss the digital history project consulted, and how the sources help direct the project. I have edited the **Library Tools** tab to have relevant databases to help you get started. This assignment has accountability benchmarks throughout the semester that add up to the 25% total: Identify topic and research question for Research Proposal/Bibliography assignment (2%), Research Proposal/ Bibliography draft (7%), Peer review of Research Proposal/Bibliography draft (3%), Research Proposal/Bibliography final draft (13%).

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Consult Prof. Barefoot if you have questions, want to go over sources, or discuss your ideas!

COVID-19 Statement – if I were teaching this course, I would include a COVID-19 statement and I want to develop a statement.

COURSE SCHEDULE & DUE DATES

Module 1: The Colonial Order: Constructing Race and Class (March 11-17)

READ (64 pp.):

- ★ Eduardo Galeano, “Introduction: 120 Million Children in the Eye of the Hurricane,” in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (New York: Monthly Review Press, 1997), 1-8, <https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=3025641>.
- ★ María Elena Martínez, “The Black Blood of New Spain: *Limpieza de Sangre*, Racial Violence, and Gendered Power in Early Colonial Mexico,” in *William and Mary Quarterly* 61, no. 3 (2004), 479-520, <https://www-jstor-org.ezproxy2.library.arizona.edu/stable/3491806>.
- ★ Ben Vinson III, “Wayward Mixture: The Problem of Race in the Colonies,” in *Before Mestizaje: The Frontiers of Race and Caste in Colonial Mexico* (London: Cambridge University Press, 2018), 1-17.
- ★ Casta Paintings:
http://realhistoryww.com/world_history/ancient/Meso_America_Casta_Paintings.htm

TO-DO:

- ★ Introduce yourself under “Our Class” VoiceThread post
- ★ Update D2L profile to include a photo of yourself (or something that represents you)
- ★ Select a digital history site from the list and sign up for a presentation slot (2%)—by Sunday, March 17, 2019 at 23:00 (11:00 p.m.)
- ★ Syllabus Quiz—by Thursday, March 14, 2019 at 23:00 (11:00 p.m.)
- ★ Module 1 Quiz —by Sunday, March 17, 2019 at 23:00 (11:00 p.m.)
- ★ No Analytical Outline/Replies due for week 1

Module 2: Liberalism vs. Conservatism: How to Construct the "Nation" (March 18-24)

READ (61 pp.):

- ★ Peter Wade, “Liberalism and Its Contradictions: Democracy and Hierarchy in *Mestizaje* and Genomics in Latin America,” *Latin American Research Review* 52, no 4. (2017), 623–638, <https://larrlasa.org/articles/10.25222/larr.41/>.
- ★ George Reid Andrews, “Chapter 2: ‘An Exterminating Bolt of Lightning’: The Wars of Freedom, 1810-1890,” in *Afro-Latin America, 1800-2000* (New York: Oxford University Press, 2004), 53-84, <https://ebookcentral.proquest.com/lib/uaz/reader.action?docID=316386&ppg=68>.
- ★ Simón de Bolívar, “Message to the Congress at Angostura, 1819,” *Fordham University’s Modern History Sourcebook*, <https://sourcebooks.fordham.edu/mod/1819bolivar.asp>. (3 pp.)

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- ★ Agustín Iturbide, “Plan de Iguala,” *The Mexico Reader* ed. by Gilbert M. Joseph, Timothy J. Henderson, Robin Kirk, and Orin Starn (Durham, N.C.: Duke University Press, 2009), 192-195,
<https://ebookcentral.proquest.com/lib/uaz/reader.action?ppg=9&docID=1167843&tm=1539563390770>.
- ★ Juan Bautista Alberdi translated by “Immigration as a Means of Progress,” in *The Argentina Reader* edited by Gabriela Nouzeilles and Graciela Montaldo (Durham, N.C.: Duke University Press, 2002), 95-101,
http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=600435&site=ehost-live&ebv=EB&ppid=pp_101.
- ★ Severo Martínez Peláez, “The Ladino,” in *The Guatemala Reader: History, Culture, and Politics*, edited by Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham, N.C.: Duke University Press, 2011), 129-132,
<https://ebookcentral.proquest.com/lib/uaz/reader.action?ppg=163&docID=1173053&tm=1539565217974>

TO-DO:

- ★ Identify topic and research question for Research Proposal/Bibliography assignment (2.5%)—due by Wednesday, March 20, 2019, at 22:00 (10:00 p.m.)
- ★ Analytical Outline—by Friday, March 22, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, March 24 at 23:00 (11:00 p.m.)
- ★ Module 2 Quiz —by Sunday, March 24, 2019 at 23:00 (11:00 p.m.)

Module 3: Positivism: Order and Progress (March 25-31)

READ (69 pp.):

- ★ George Reid Andrews, “Chapter 3: ‘Our New Citizens, The Blacks’: The Politics of Freedom, 1810-1890,” in *Afro-Latin America, 1800-2000* (New York: Oxford University Press, 2004), 85-116, <https://ebookcentral.proquest.com/lib/uaz/reader.action?docID=316386&ppg=68>.
- ★ Arturo Ardao, “Assimilation and Transformation of Positivism in Latin America,” *Journal of the History of Ideas* 24, no. 4 (Oct-Dec., 1963), 515-522, <https://www-jstor-org.ezproxy2.library.arizona.edu/stable/2707981>.
- ★ Nancy Leys Stepan, “Eugenics in Latin America: Its Origins and Institutional Ecology,” in *The Hour of Eugenics: Race, Gender, and Nation in Latin America* (Ithaca, N.Y.: Cornell University Press, 1996), 35-62,
http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1508189&site=ehost-live&ebv=EB&ppid=pp_Cover.
- ★ Carlos Manuel de Céspedes, “Freedom and Slavery,” translated by Aviva Chomsky, in *The Cuba Reader: History, Culture, and Politics*, ed. Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff (Durham, N.C.: Duke University Press, 2003), 115-117,
http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=600344&site=ehost-live&ebv=EB&ppid=pp_115.

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- ★ Princess Isabel and Rodrigo Augusto da Silva, “Abolition Decree,” translated by Robert M. Levine and John J. Crocitti, in *The Brazil Reader: History, Culture, and Politics*, ed. James N. Green, Victoria Langland, and Lilia Moritz Schwarcz, (Durham, N.C.: Duke University Press, 2019), 253-254,
http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1949365&site=ehost-live&ebv=EB&ppid=pp_253.

TO-DO:

- ★ Draft of Digital History presentation (7%)—due by Wednesday, March 27, 2019 at 22:00 (10:00 p.m.)
- ★ Analytical Outline—by Friday, March 29, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, March 31 at 23:00 (11:00 p.m.)
- ★ Module 3 Quiz —by Sunday, March 31, 2019 at 23:00 (11:00 p.m.)

**Module 4: "Good Citizens": Immigration, Industrialization, and Populism in the World Wars
(April 1-7)**

READ (86 pp.):

- ★ Angela Vergara, “Chilean Workers and the Great Depression,” in *The Great Depression in the Americas* ed. Paulo Drinot and Alan Knight (Durham, N.C.: Duke University Press, 2014), 51-80.
- ★ Jorge Fernández Anaya, interviewed by Carlos Figueroa Ibarra, “A Mexican Bolshevik in Central America,” in *The Guatemala Reader: History, Culture, and Politics*, edited by Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham, N.C.: Duke University Press, 2011), 174-184,
http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1508189&site=ehost-live&ebv=EB&ppid=pp_Cover.
- ★ Florencia E. Mallon, “And Then, Suddenly, the Land Disappeared, 1906–1940,” in *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906–2001* (Durham, N.C.: Duke University Press, 2005), 34-61.
- ★ Seiichi Higashide, Chapter 8: “The Ordeal of ‘Utopia’” in *Adios to Tears: The Memoirs of a Japanese Peruvian Internee in U.S. Concentration Camps* (Seattle, W.A.: University of Washington Press, 2000), 155-175,
<https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=3444438>.
- ★ Densho Digital Repository, “Letter from the U.S. Embassy,” July 20, 1942,
<http://ddr.densho.org/ddr-densho-67-35/>. (1 pp.)

TO-DO:

- ★ Research Proposal/ Bibliography draft (7%)—Proposal draft due to Assignment Dropbox folder by Wednesday, April 3, 2019 at 22:00 (10:00 p.m.)
- ★ Analytical Outline—by Friday, April 5, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, April 7 at 23:00 (11:00 p.m.)
- ★ Module 4 Quiz —by Sunday, April 7, 2019 at 23:00 (11:00 p.m.)

Module 5: The Cold War: Civil Rights and Revolutionary Ideas (April 8-14)

READ/WATCH (76 pp.):

- ★ Film: *Machuca*.
- ★ Juan Rulfo, "They Gave Us the Land," (465-469) and Andrew Sackett, "The Two Faces of Acapulco during the Golden Age," (500-510), in *The Mexico Reader* ed. by Gilbert M. Joseph, Timothy J. Henderson, Robin Kirk, and Orin Starn (Durham, N.C.: Duke University Press, 2009), <https://ebookcentral.proquest.com/lib/uaz/reader.action?ppg=9&docID=1167843&tm=1539563390770>.
- ★ Miguel Marmól, as recorded by Robert Alexander, "If That Is Communism, Then They Are Communists," (214-216) and Fuerzas Armadas Rebeldes, Ejército Guerrillero de los Pobres, Organización Revolucionaria del Pueblo en Armas, and Unidad Revolucionaria Nacional Guatemalteca, "Guerrilla Armies of the Poor," (335-339), in *The Guatemala Reader*, edited by Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham, N.C.: Duke University Press, 2011), <https://ebookcentral.proquest.com/lib/uaz/reader.action?ppg=163&docID=1173053&tm=1539565217974>.
- ★ Che Guevara, "Guerrilla Warfare: A Method," September 1963, <https://www.marxists.org/archive/guevara/1963/09/guerrilla-warfare.htm>.
- ★ Piero Gleijeses, "Flee! The White Giants Are Coming!," in *Conflicting Missions: Havana, Washington, and Africa, 1959-1979* (Chapel Hill, N.C.: University of North Carolina Press, 2002), 57-76, <https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=475182>.
- ★ Javier Puente, "The Military Grammar of Agrarian Reform in Peru: Campesinos and Rural Capitalism," *Radical History Review*, January 2019 (133): 78–101, doi: <https://doi-org.ezproxy2.library.arizona.edu/10.1215/01636545-7160077>.

TO-DO:

- ★ Peer review of Research Proposal/Bibliography draft (2.5%)—Peer review partners will be assigned; your peer review feedback should be returned to your classmate via email (and CC Prof. Barefoot) by Wednesday, April 10, 2019 at 22:00 (10:00 p.m.)
- ★ Analytical Outline—by Friday, April 12, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, April 14 at 23:00 (11:00 p.m.)
- ★ Module 5 Quiz —by Sunday, April 14, 2019 at 23:00 (11:00 p.m.)
- ★ Movie Quiz— by Sunday, April 14, 2019 at 23:00 (11:00 p.m.)

<https://www.youtube.com/watch?v=DX1uyJUa1o8>

Module 6: Border Wars: State-Sanctioned Violence and Resistance (April 15-21)

READ/WATCH (66 pp.):

- ★ Film. *La Bestia (The Beast)*.

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- ★ “VI: Intent to Destroy,” in *The Guatemala Reader* edited by Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham, N.C.: Duke University Press, 2011), 361-365, <https://ebookcentral.proquest.com/lib/uaz/reader.action?ppg=163&docID=1173053&tm=1539565217974>
- ★ Sonia Nazario and 3M Company, “Map: Enrique’s Journey from Tegucigalpa to Nuevo Laredo,” “Prologue,” (6 pp.) “Part II: The Journey,” (37 pp.) and “Dark River Crossing, from Part III: Across the River,” (5 pp.) in *Enrique’s Journey: The True Story of a Boy Determined to Reunite with His Mother* (New York: Random House, 2003), <http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=733933&site=ehost-live&ebv=EK&ppid=Page-1>. (48 pgs total)
- ★ Greg Grandin and Elizabeth Oglesby, “Who Killed Jakelin Caal Maquín at the US Border?” *The Nation*, December 17, 2018, <https://www.thenation.com/article/guatemala-refugee-crisis-jakelin-caal-maquin/>. (5 pp.)
- ★ Greg Grandin and Elizabeth Oglesby, “Washington Trained Guatemala’s Mass Murderers--and the Border Patrol Played a Role,” *The Nation*, January 3, 2019, <https://www.thenation.com/article/border-patrol-refugees-guatemala-cia-war-crimes/>. (9 pp.)

TO-DO:

- ★ Analytical Outline—by Friday, April 19, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, April 21 at 23:00 (11:00 p.m.)
- ★ Module 6 Quiz —by Sunday, April 21, 2019 at 23:00 (11:00 p.m.)
- ★ Movie Quiz— by Sunday, April 21, 2019 at 23:00 (11:00 p.m.)

Module 7: Historical Antecedents, Modern Challenges (April 22-28)

READ (35 pp.):

- ★ Ben Vinson III, “Historian’s Coda: Casta States of Mind,” in *Before Mestizaje: The Frontiers of Race and Caste in Colonial Mexico* (London: Cambridge University Press, 2018), 203-208.
- ★ Lucia Newman, “Mapuche Conflict: ‘People Feel Danger Every Day,’” *Al Jazeera*, November 17, 2017, <https://www.aljazeera.com/news/2017/11/mapuche-conflict-people-feel-danger-day-171117070132983.html>. (3 pp.)
- ★ “‘Jungle Command’: Piñera Creates Special Forces to Tackle ‘Terrorism’ in Southern Chile,” *The Santiago Times*, June 29, 2018, <https://santiagotimes.cl/2018/06/29/jungle-command-pinera-creates-special-force-to-tackle-terrorism-in-southern-chile/>. (6 pp.)
- ★ “Did the Chilean State Murder Camilo Catrillanca?,” *Alborada*, November 29, 2018, <https://alborada.net/camilo-catrillanca-murder-chile-mapuche/>. (6 pp.)
- ★ Dom Phillips, “Marielle Franco: Brazil’s Favelas Mourn the Death of a Champion,” *The Guardian*, March 18, 2018, <https://www.theguardian.com/world/2018/mar/18/marielle-franco-brazil-favelas-mourn-death-champion>. (5 pp.)
- ★ Marinete da Silva, “My Daughter Was a Rising Politician in Brazil. Six Months After Her Murder, Why Are Her Killers Still Free?,” *Time*, September 14, 2018, <http://time.com/5395074/mother-brazilian-activist-murdered/>. (4 pp.)

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- ★ Yesenia Barragan, “Ferguson is the Afterlife of Slavery in the Americas,” *Telesur English*, September 20, 2014, <https://www.telesurenghlish.net/opinion/Ferguson-is-the-Afterlife-of-Slavery-in-the-Americas-20140920-0031.html>. (6 pp.)

TO-DO:

- ★ Analytical Outline—by Friday, April 26, 2019 at 23:00 (11:00 p.m.)
- ★ Analytical Outline Replies—By Sunday, April 28 at 23:00 (11:00 p.m.)
- ★ Module 7 Quiz —by Sunday, April 28, 2019 at 23:00 (11:00 p.m.)

Optional Film:

- ★ *También la lluvia (Even the Rain)*, <https://www.imdb.com/title/tt1422032/>. This film is not available through the UA Library, thus I chose not to require it. It is available on Netflix if you have access to an account and would like to watch it.

Finals Week (April 29-May 9)

TO-DO:

- ★ Final presentation (13%)—due by 17:00 (5:00 p.m.) on the date selected in the sign-up sheet
- ★ Interaction with at least 2 classmate presentations (3%)—due on the date the student registered for on the sign-up sheet due by 22:00 (10:00 p.m.)
- ★ Research Proposal/Bibliography final draft (13%)—due by May 9, 2019 at 17:00 (5:00 pm)

COURSE POLICIES

ACCOMMODATIONS

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

ACADEMIC INTEGRITY

If you cheat or plagiarize, you will fail. No exceptions.⁵

ABSENCE & CLASS PARTICIPATION

As this is an online course, there is no attendance policy. That said, you expected to participate by regularly logging on to D2L and by staying current on all course content, assignments, and due dates. Students will automatically receive an email if they do not sign in to D2L and access the course for 7 or more days. Your virtual attendance and participation is crucial to class

⁵ All students will abide by the University of Arizona’s Code of Academic Integrity (<http://deanofstudents.arizona.edu/academicintegrity>) and the Department of History’s plagiarism policy (<http://history.arizona.edu/node/757>). Any student who violates these policies **will automatically receive a failing grade in the course**. All students in this course should be familiar with this policy. If, even after having checked the websites, you still have doubts about what constitutes plagiarism, please ask.

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success and your final course grade. It is your responsibility to contact me if you anticipate being unable to complete online class activities.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

[Important Dates & Deadlines from the Registrar's Office](#) – includes last day to add/drop and withdraw.

ASSIGNMENT DEADLINES/LATE WORK

All assignments are due by the time given in the syllabus. I utilize Arizona time, so keep that in mind if you live elsewhere or are traveling.

This course follows the accelerated semester and moves at a fast pace. **I will accept late work, but you will be penalized one letter per day beginning after the assignment deadline.**

Students who contact Prof. Barefoot prior to missing an assignment deadline may receive an exemption for the late penalty. No late work will be accepted for any final assignments.

****There is NO extra credit for this course.****

DISCLAIMER

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Upon reading the syllabus to completion, email Prof. Barefoot a picture of your favorite dinosaur or animal to demonstrate your agreement with the policies and expectations described herein.