COURSE INFORMATION

Interdepartmental Seminar in the Latin-American Area
HISTORY 982 001( 3.0Credits )
Fall 2018-2019 [1192]

Description
Interdisciplinary inquiry in Latin American society and culture. Enroll Info: None

Prerequisite(s)
Graduate/professional standing

Instruction Mode
Classroom Instruction

Department: HISTORY
College: Letters and Science

Canvas Course URL
https://canvas.wisc.edu/

2018-2019 Fall [1192]
Term Start Date: Wednesday, 5-Sep-2018  Term End Date: Wednesday, 2-Jan-2019

Location and Schedule: Mosse Humanities Building 2251 M 3:30 PM-5:30 PM
CRN: 448001037

How the Credit Hours are Met
The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times in a seminar format Mondays from 3:30-5:30pm, reading materials (novels, plays, theoretical articles), preparing oral presentations and a final paper.

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor

KATHRYN SANCHEZ
KSANCHEZ2@WISC.EDU

Instructor Availability
Monday from 9:00-10:45am and by appointment.

GRADING AND COURSE MATERIALS

Course Learning Outcomes (CLOs)

No Course Learning Outcomes for this course.

Grading
Grade distribution

Attendance and participation: 15%
Weekly talking points: 35%
Article presentation: 5%
Annotated bibliography and abstract (250 words): 5%
Research paper (6,000 words): 40%

Course objectives

This seminar focuses on the representation of disabilities and crip identities in literature, film, art and performance to discuss these forms of othering that frequently sacrifice the humanity of protagonists. Within the region of Latin America, the seminar will focus on the relationships and discrepancies between disabilities and crip theories and other social and cultural paradigms designed to illuminate and critique power, marginality, privilege, and normativity, such as critical race theory, transgender studies, anthropology, Marxism, feminist theory and neoliberalism. Topics will engage disability studies and crip theories at the intersections with color critique; performativity; citizenship and nationhood; the abject; sex-change and self-mutilation; and indigeneity, among others. We will also aim to understand how concepts of disabilities and crip knowledge and their representations have been disseminated throughout Latin America, a process accompanied by translation, adaptation and resistance as “traveling theories” (Edward Said). Working with a large body of foundational theoretical works and a variety of texts (novels, novellas, plays, short-stories, films, documentaries, performances...), this seminar offers an in-depth look at the representation of disabilities in Latin America within a global context.

Required Textbook, Software, & Other Course Materials

Short texts and theoretical articles are under the weekly assignments.

Required novels and longer texts can be purchased in your preferred language or read on reserve in their original language:

Machado de Assis, Memórias Póstumas de Brás Cubas (Posthumous Memoirs of Brás Cubas)
Machado de Assis, O Alienista, 1880 (The Psychiatrist or The Alienist)
Cristóvão Tezza, O Filho Eterno, 2007 (The Eternal Son)
Lina Meruane, Sangre en el Ojo, 2012 (Seeing Red)
José Saramago, Ensaio sobre a cegueira, 1995 (Blindness)
Conceição Evaristo, Ponciá Vicêncio, 2003 (Ponciá Vicencio)

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

Exams, Quizzes, Papers & Other Major Graded Work

One of the main goals of this class is to produce a solid original research paper of approximately 6,000 words on a topic of interest to you and hopefully your future research projects. The bibliography (annotated) is due November 11th 11:59 pm; final papers December 9th 11:59 pm or before, through Canvas only.

There is no imposed length for the bibliography, but it should show you have done the groundwork for your research paper and your annotations should indicate why each text is important for your topic (a sentence or two should be sufficient). Internet references are also acceptable as long as they are not more than 1/3rd of your bibliography.

Homework & Other Assignments

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ACADEMIC POLICIES
ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to https://conduct.students.wisc.edu/academic-integrity/

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/