

IDS 2935-28063

Las Américas: Comida y conflicto (International designation)

MWF Period 6 (12:50-1:40) en Zoom



Mayan Millenary Market in Chichicastenango, Guatemala. Photo by Perry Grone on Unsplash.

INSTRUCTOR INFORMATION

Instructor	Email	Zoom Office Hours
Antonio Sajid López	antoniosajid@ufl.edu	Mon & Wed 10:00-11:30 a.m. Fri: By appointment only Link (passcode: 816328)
Kathryn Dwyer Navajas	navajas@ufl.edu	Mon & Fri: 8:30-9:30 Wed: 2-3 pm Link (passcode: S2021)

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 14.59% (5,700) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB

Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course.

Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The [American Council on the Teaching of Foreign Languages](#) recommends that language educators and their students use the target language as exclusively as possible at all levels of instruction. However, this is not a Spanish course, so while all instruction and many texts will be in Spanish, you may use Spanish or English or a combination of both languages in class and in writing. The main goal is for you to fully engage the material and express yourself intellectually, including translingually, if that allows you the greatest breadth of expression.

COURSE GOALS AND OBJECTIVES

This course uses literature, film, art, music, and a variety of historical texts, both written and visual, to examine conflicts regarding the use of natural resources, specifically food production, in México, Central America and the Caribbean, at two key moments: the colonial period and the twentieth century. From Columbus's initial assessment of the profitability of natural and human resources that he encountered, to contemporary negotiations of trade deals involving agricultural products, conflict and war have shaped the land, the people, and the cultures in the region. We will focus on four products with a bloody history: sugar, bananas, coffee, and corn, to understand the local struggles, foreign interventions, and their aftermaths, including waves of migration.

This course is designed to deepen your curiosity, knowledge, and commitment to cultural and linguistic competence by using well-known foods produced in Mexico, Central America and the Caribbean to explore both the beginning of those industries in the aftermath of conquest and their consolidation during the twentieth century, two periods marked by the intense conflict of cultures and economic systems that still inform international relations today. You will apply what you learn about products that you consume every day to the choices you make as a consumer and resident of a country rethinking the circumstances of production and commerce.

This course is fully online, with synchronous meeting via Zoom (see calendar for dates) and asynchronous activities in Canvas, both of which emphasize the written and spoken exchange of ideas. You will be engaged through class discussion with the instructors and with your classmates, as well as through feedback from the instructors

on your written work. Both instructors will be present but will take turns leading each class session. They will share grading and keep online office hours at different times so that you have greater access, and both are equally involved in shaping the content and direction of the course.

This course encourages student initiative and insight by providing opportunities for reflection and choice. The e-portfolio requires you to reflect on your trajectory of learning and what it means in your personal, academic, and professional life here at UF and beyond. Experiential learning is a core element, which you will experience in class via live virtual exchange with people in the countries and industries we study and via dialogue with someone from those countries and/or in those industries here in Florida, and the process of reflection on those encounters, or through local community-based service learning. Scaffolded into the course are many stages of dialogue between you and the instructors as you consider and develop final projects.

Course SLOs	Quest SLOs				
	Content	Communication	Community	Critical Thinking	Connection
You will identify, describe and explain the history of conflict and food production in the Caribbean and Central America	✓				✓
You will analyze and evaluate essential questions about the human condition through reading, class discussion, reflections, and final projects		✓		✓	
You will interview community members and connect what you learned to what you have studied.		✓		✓	✓
You will make connections between current global economic practices, international relations, history, and your own role as a consumer and citizen.				✓	✓
You will improve your communication skills in two languages, in dialogue with others and in writing and reading, thus becoming a more competent global citizen.	✓	✓		✓	✓
You will learn to reach beyond easy explanations to seek more complex truths by studying the ideas that informed food production and conflict in this hemisphere.	✓	✓		✓	✓

QUEST 1 DESCRIPTION, THEME, ESSENTIAL QUESTIONS, AND STUDENT LEARNING OUTCOMES

Quest 1 Courses

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition
- Require you to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work
- Enable you to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in your undergraduate degree program

Quest 1 Theme: War and peace: What is the nature of human conflict, whether it is physical or confined to words and ideas? How do communities manage, resolve, and remember conflicts?

This theme examines political, social, or cultural conflicts at the local, subnational, or international level. Topics may include what causes conflicts, how conflicts evolve, how conflicts are represented, conceptualized and remembered; what ethical questions arise in and from conflicts; how people seek to mitigate conflicts, resolve them and promote dialogue, and how communities cope with the aftermath of conflicts.

The conflicts that have shaped the Americas have roots in language, religion, and race, but most especially in conflicting views about the ownership and use of natural resources. While we will touch on the Quest themes of justice and power as well as nature and culture, the essential questions regarding war and peace will be our focus, since the conflicts we will study have involved words, ideas and force.

The essential questions explored in this course are:

- Who has a voice and who does not in deciding how natural resources are to be used? What is the process by which decisions are made about how to use natural resources? What are the criteria for deciding how to use natural resources?
- What happens when cultures are in conflict regarding the use of natural resources? How do perceptions about the other group inform efforts to mediate or resolve conflicts? How are cultural values wielded or reframed to support outcomes in which one group prevails over the other?

- How do countries cope with the aftermath of conflicts?
- What are the short and long-term impacts of dispossession and of concentrating the control of resources?

QUEST 1 STUDENT LEARNING OUTCOMES (SLOs) At the conclusion of the Quest 1 course, you will be able to:

- identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content)
- analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking)
- develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication)
- connect course content and experiences to their planned intellectual development at UF and beyond (Connection)

You will do critical readings of texts, make connections between them, and study the values and motives of the cultures that produced them. You will also locate yourself in relation to the conflicts: how understanding or ignorance of those conflicts affects your life and choices. By filling in some of the silences in your education to date, students from diverse backgrounds will understand more about the conflicts that still resonate today in the United States.

HUMANITIES OBJECTIVES AND SLOs DESCRIPTION

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. You will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

INTERNATIONAL DESIGNATION

This course also fulfills the International requirement for the general education subject area by:

- Promoting the development of your global and cultural awareness through the examination of cultural, economic, geographic, historical, political, and/ or social experiences and processes that characterize the contemporary world
- Providing opportunities to reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate your own and other people's understanding of an increasingly interconnected world. You will consider possible answers to essential questions that you will face as a critical, creative, and thoughtful adult navigating the complex and interconnected realities in this corner of the Americas, where conflict has shaped and continues to shape the people of Mexico, Central America and the Caribbean, regional relations, and the lived reality of those who migrate to the USA from those countries.
- Expanding your cultural and linguistic competence in Spanish, your understanding of the motives for current Spanish-speaking migration to the US, and your awareness of and engagement with those communities in Florida.

Materials

Required: Harvest of Empire: A History of Latinos in America. Juan González (Penguin Books, Revised Ed. 2011)

All other reading selections and materials will be available on Canvas, easily found online, or on reserve in the library.

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Graded Course Components

- Homework: 15%

- Voice Threads: 15%
- Preparation & participation = 10%
- Interview = 20%
- E-Portfolio = 20%
- Final Project = 20%

Homework

This is a fully online course, so in order to maximize the interactive time in class meetings, it is important to read, understand and be fully prepared to engage the ideas in the assigned readings and visual texts before coming to class. With that in mind, before each class meeting there will be homework that allows you to demonstrate your understanding of the material we will engage in class.

Voice Threads

Voice Thread activities allow you to consider, discuss and build on ideas we touch on in class. Each VoiceThread will include material to study and opportunities to express your thoughts and engage the thoughts of your classmates. There will be an initial deadline for offering your thoughts, and then a later deadline for responding to the ideas of others.

Interview (Experiential Learning Component)

Each student will do a 20-30-minute interview with someone involved in food production, preparation, trade, or commerce of products from the Caribbean, Central America or Mexico (farmworker, farm owner, intermediary, supermarket worker or manager, restaurant owner or worker, cook, caterer, etc.) Ideally this person would be from one of the countries we study or involved in the foods we study. The interviewee can be someone local in Gainesville or from your hometown. We will provide a list of possible resources in Gainesville. You will provide a selfie with the interviewee in the context of the interview to establish authenticity. You will be graded on:

1. The process work:
 - Prepared interview questions informed by the essential questions regarding conflict, the material we have studied, and the interviewee's work
 - extensive notes taken during or after the interview, which can be recorded for audio but not video
 - comments on other students work on a discussion board in Canvas
2. The recorded analysis of the interview:
 - in a 3-4 minute video in Canvas you analyze and contextualize something you learned in the interview, connect that to the essential questions and to the

key elements, biases or influences that shape contemporary thinking with regards to food and conflict. This is not a video of the interview but rather of you analyzing the ideas and issues that came up in the interview. See rubric for more details.

E-Portfolio

The e-portfolio will include an “about me” page, the three reflections , the 5-minute video described above, and a page about the final project, including images if applicable.

Final Project

Early in the semester you will choose one of the options below and on the dates indicated in the calendar submit a proposal and a progress report before submitting the final project. Model proposals will be available in Canvas. You will indicate which final project you will do and why, what resources you have and what more you might need, and it will include a timeline for completing their project. You will then get feedback and guidance from the instructors. You will submit a draft of the project on the date indicated and you must integrate the instructors’ feedback into the final version of your project. You are strongly encouraged to use Spanish in your project in order to broaden your linguistic competence but you will not be penalized for choosing English or a combination of Spanish and English. All projects will be presented the last week of classes.

1. Creative writing

- a. Illustrated Poetry Book. An illustrated collection of at least twelve poems. The collection should have an academic introduction.
- b. Theater Play (script and presentation). A short play (20 minutes) that explores one of the topics studied in class. The play must have at least two characters. The written work must be accompanied by an academic introduction.
- c. Illustrated Storybook for Children. A storybook that addresses one of the conflicts studied in class. All sections of the book should be illustrated.

2. Visual arts

- a. Small collection of paintings or drawings (minimum of six) in any medium. The collection must explore some of the topics of the course. Each unit must be accompanied by a story or written explanation.
- b. Collection of conceptual photography- Conceptual photography is the art of producing diverse meanings based on the contraposition of objects and subjects in a specific space. The collection, of at least twelve conceptual photographs,

must explore some of the topics of the course. Each photograph must be accompanied by a story or explanation.

3. Academic Essay & Poster

An academic research paper on a topic related to the class, a minimum of 6 pages (8 max.), in Times New Roman 12, double spaced.

4. Service & Advocacy

If you are already doing active weekly service work in the immigrant farmworker community or advocacy work on social justice issues that impact farmworkers, talk with the instructors about developing a final project that ties that work to the course topics and to your own evolution in thinking.

*Rubrics will be available in Canvas.

Attendance, Preparation for the Class, Active Participation and Make-ups

You are expected to come to class prepared to actively engage the ideas in the assigned materials, having already completed the corresponding homework assignments. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, and collegiality toward classmates and instructors.

Student preparation and participation will be evaluated every two weeks using the rubric included in the syllabus and in Canvas.

Attendance is required and will be recorded daily. Absences are excused based on university policy. **You will be allowed two unexcused absences for which no documentation or excuse is required. Two late arrivals and or early departures will count as one unexcused absence.** After the second unexcused absence, two percentage points per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence in order to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by case basis. Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>



Photo by Arturo Rivera on Unsplash

Calendario

***This calendar is subject to change for pedagogical or logistical reasons.
You will be notified in advance of any such changes.**

DAY		Zoom Meetings	Tema y lecturas	Hacer antes de clase
JANUARY				
M	11	Zoom Meeting (Whole Class) Introducción al curso	Introduction to the course	Subir a Canvas un video de 1 minuto: Yo me presento
W	13	Zoom Meeting (Whole Class) Módulo 1: The New World: Comercio y crítica	Colón	Actividad sobre la lectura
F	15	Zoom Meeting (Whole Class) Módulo 1: The New World: Comercio y crítica	Montesinos Las Casas	Actividad sobre la lectura Voice Thread: Presentación/Práctica
M	18	Holiday: Martin Luther King Jr.		
W	20	VoiceThread: Uparela, Fernanda Bretones Lane		
F	22	Módulo 2: Azúcar Grupo A en Zoom	Harvest of Empire: Cap 1 Sugar: A Global History	Actividad sobre la lectura
M	25	Grupo B en Zoom		
W	27	Módulo 3: Poder y patriarcado Grupo A en Zoom	Harvest of Empire: Cap 2 Biografía de un Cimarrón Sátiras políticas	Actividad sobre la lectura
F	29	Grupo B en Zoom		
M	1	VoiceThread: Las fotos de Jack Delano		
FEBRUARY				
W	3	Módulo 4: Azúcar: El siglo XX Grupo A en Zoom	Harvest of Empire: Cap 3 Tiempo muerto	Actividad sobre la lectura Enviar propuesta para el proyecto final
F	5	Grupo B en Zoom		
M	8	Módulo 5: Azúcar y raza Grupo A en Zoom	Luis Pie The Price of Sugar	Actividad sobre la lectura
W	10	Grupo B en Zoom		
F	12	Reflexión 1		
M	15	Módulo 6: Banano: La industria bananera Grupo A en Zoom	El documental: Banana Rules	Actividad sobre la lectura
W	17	Grupo B en Zoom		
F	19	Módulo 7: Banano: Complot y resistencia Grupo A en Zoom	Vargas Llosa: Tiempo recio El mural de Diego Rivera	Actividad sobre la lectura
M	22	Grupo B en Zoom		
W	24	Módulo 8: Banano: Silencio y realidad Grupo A en Zoom	García Márquez: Cien años de soledad	Actividad sobre la lectura
F	26	Grupo B en Zoom		
MARCH				
M	1	VoiceThread: El fragmento del documental: 500 años		
W	3	Whole Class en Zoom: CIW		
F	5	Reflexión 2		
M	8			

W	10	Módulo 8: hacer la entrevista y filmar el comentario		
F	12			
M	15	Módulo 9: Café: La Apropiación de tierras y la resistencia Grupo A en Zoom	Producción cafetalera y poder político en Centroamérica	Actividad sobre la lectura Enviar la entrevista y el comentario
W	17	Grupo B en Zoom		
F	19	VoiceThread: Los videos en Youtube sobre comercio justo (café y alimentos)		
M	22	Módulo 10: Café: El comercio justo Grupo A en Zoom		Actividad sobre la lectura
W	24	Grupo B en Zoom		
F	26	VoiceThread El video en Youtube sobre los Zapatistas		
M	29	Módulo 11	Tiempo para terminar el proyecto Final, la Presentación y el ePortfolio	
W	31			
APRIL				
F	2	Reflexión 3		
M	5	Módulo 12: NAFTA Grupo A en Zoom		Actividad sobre la lectura 7 abril: Enviar el Proyecto final
W	7	Grupo B en Zoom		
F	9	VoiceThread El video sobre NAFTA/ Daniela Núñez de Alvarez Stransky		
M	12	Módulo 13: NAFTA Grupo A en Zoom		Actividad sobre la lectura
W	14	Grupo B en Zoom		
F	16	Zoom Meeting: Oral presentations (Whole Class)		
M	19	Zoom Meeting: Oral presentations (Whole Class)		
W	21	Zoom Meeting: Oral presentations (Whole Class) Enviar el ePortfolio		

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

You requesting classroom accommodation must first register with the Dean of You Office. The Dean of You Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Course Evaluations

You are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are

typically open during the last two or three weeks of the semester, but You will be given specific times when they are open. Summary results of these assessments are available to You at <https://evaluations.ufl.edu/results>.

Academic Integrity

Suggested wording: “UF You are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by You at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to You

Health and Wellness

- *U Matter, We Care:* umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center:* <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS):* Student Health Care Center; 392-1161
- *University Police Department:* <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support:* Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center:* Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support:* <http://cms.uflib.ufl.edu/ask>
- *Teaching Center:* Broward Hall; 392-2010 or 392-6420
- *Writing Studio:* 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Gregory Moreland, the Undergraduate Coordinator, or Dr. Gillian Lord, the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of You Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).