HISTORY OF LATIN AMERICAN (1830 TO PRESENT)

Fall 2012/MWF 11:00am-11:50am, Room F477

NOTE: THIS IS A TEMPORARY SYLLABUS

Dr. Stephen R. Taaffe
Office hours: Office hours: MWF 9-10, T-Th 11-12, or by appointment

David Rex Galindo
Office hours: TBA

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

(1) The student will evaluate the role of the historian in society.
(2) The student will assess the significance of historical events/phenomena and analyze their historical contexts.
(3) The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
(4) The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
(5) The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style.

This course will focus on PLOs 2, 4, and 5.

Student Learning Outcomes: In this course, we will examine the formation and evolution of Latin American nations and societies in the nineteenth and twentieth centuries. This course introduces students to the range of social, political, and economic trends in Latin America with an emphasis on the social in that we will examine the ways broader political and economic changes shaped everyday life, and the ways people made sense of those changes. We will analyze national formation after independence and the convulsive socioeconomic and political upheavals in the 1800s and 1900s. While looking at the large processes and trends (political, social, demographic, economic, and cultural) occurring in Latin America in that time, we will closely observe community and local developments. Topics include independence movements, the challenges of state formation, U.S.-Latin American relations, twentieth-century social and political revolutions, the challenges of economic modernization, and cycles of democracy and dictatorship. We will certainly focus on conflicts over political representation and how different groups have struggled for political, social, and economic inclusion. Violence and power relations are thus recurring themes throughout this course.

More specifically, students will understand the major issues and events which have shaped contemporary Latin America; students will analyze twentieth-century revolutions in Latin America within a broader context of socioeconomic and political turmoil; students will learn about U.S.-Latin American relations and Latin American responses to foreign intervention. Finally, students will appreciate historical sources “in dialogue” with one another, will become familiar with primary and secondary historical research, and will think critically and analytically about Latin American history.

The course heavily relies on how scholars have interpreted the historical phenomena (secondary sources) as well as in the protagonists’ own accounts (primary sources), including popular culture, literature, and architecture.
Books to Buy: (all are in paperback; please purchase all at the beginning of the semester)

Other readings
I will also ask you to read extra primary sources and articles before some class sessions (and perhaps during a session). For the most part, all extra primary sources and articles will be posted in blackboard throughout the semester.

Map Test
There will be a test on maps that will be handed out. Once you pass the test, it will not count toward your final grade; but it is important that you know where major cities and physical features are in Latin America. You will have until the 3rd week to pass the test if you do not succeed on the second week. If you do not pass the test, there will be a penalty of a fraction of a letter grade for the semester (e.g. A minus reduced to B plus).

Grading
1. Quizzes on day-by-day readings. (16%)

You will see from the syllabus (next section) that in my class meetings we shall discuss readings (a book, a part of a book, or some other piece of writing). At the beginning of these classes, before the discussion, I may ask you to write brief answers to a few central questions about that day’s reading. Each day’s answers will count for two percentage points of your semester grade. I will give quizzes on ten of the readings assigned for the term. I will collect answers right after you have written them. Writing them at any later time is not allowed. At the end of the term I will drop your two lowest grades on the ten quizzes; your grades on eight will be included in your semester grade. That means, also, that you may miss up to two quizzes without penalty.

16% (8 * 2%) of your final grade, then, will then depend on your written answers in quizzes about the readings.

2. Essays. (30%)

Two short essays will count for another 30% of your final grade. For these, see Writing Requirement, below.

3. Tests. (44%)

First Exam: On Week 3 (8% of the final grade)

Mid-term: On Week 9 (18% of the final grade)

Final: On Week 16 (18% of the final grade). The final is on the whole term’s work.

4. Class participation. (10%)
First, I don’t intend to talk for more than half of any session. I believe that learning is a multidirectional process centered on sharing information. Therefore, discussion will be the backbone of the learning process. Indeed, at the university level, courses are about discussion, and the more you discuss, the better. That means you should read and be prepared before class. By reading the material and discussing it, we will all participate in the learning process. Failing to do the reading is not only cheating on yourself but cheating on your classmates. Likewise, you are expected to come to class. Missing classes will impede the normal conduction of the class and consequently, the normal learning process. Therefore, in order to be fair to those who attend all classes and to you, I will drop you administratively after the SIXTH absence. This will apply until the final date for dropping the course. Be sure that missing classes will certainly hurt your grade.

USE OF ELECTRONIC DEVICES:
One more point regarding the use of electronic devices: they are forbidden during our class meetings, so as the flight attendance says in the airplane: please turn your electronic devices off! Please turn off and put away your cell phones before class. COMPUTERS ARE NOT ALLOWED. Students who ignore these policies will be asked to leave class.

Writing requirements

Two short essays are required. The first is on Sandra Lauderdale Graham, Caetana Says No. In this essay, do two things: 1. summarize what seem to you the main points and arguments of the book, and 2. say what you think are the strengths and weaknesses of the text. You should devote half of the essay to each part. The essay should be between 800 and 900 words. The essay will be due in class on Oct. 8.

In the second assignment, I want you to choose a topic that bears on a particular subject that is of special interest to you, within the framework of the course. My only constraint is that you have to choose the topic in consultation with me. The subject can be an individual’s life, a community, a specific problem, a social group, an event, anything, in fact, as long as you can find good scholarship on it. I’ll ask you for a 1,250 to 1,500-word discussion of the problem that you pick. The ultimate goal is to post your work on Wikipedia as an original piece of scholarship. This essay will be due on Nov. 30.

Important: If you like, you may rewrite your essay after it has been read and graded. Give me the rewritten version 7 days after I return the first version in class. I shall look for general improvement, and not just correction of basic mistakes (such as poor spelling and punctuation) that I have marked. Your final mark on the essay will then be the average of the first and second grades.

Try to make essays small pieces of perfection. Do not write them the night before they are due. Give yourself time to put them aside for a day after writing them, and then look them over. If you do that, problems and mistakes will very likely stand out clearly, and you may well see obvious ways of making improvements.

Grading balance (%)

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<tr>
<th>Grading balance (%)</th>
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<tbody>
<tr>
<td>In-class quizzes on readings</td>
<td>16</td>
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<tr>
<td>Review essay on Caetana Says No</td>
<td>15</td>
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<tr>
<td>Research Essay of your chosen topic</td>
<td>15</td>
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<tr>
<td>First Exam</td>
<td>8</td>
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<td>Mid-term</td>
<td>18</td>
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<td>Final</td>
<td>18</td>
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<td>Class participation</td>
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Class Schedule

**PART I: COLONIAL BACKGROUND**
Aug. 27: INTRODUCTION TO THE COURSE AND LATIN AMERICAN GOVERNMENT

Aug. 29: COLONIAL LATIN AMERICAN SOCIETY

Aug. 31: LATIN AMERICAN ECONOMICS

Sept. 3: No Class. Labor Day

Sept. 5: COLONIAL LATIN AMERICA: THE CATHOLIC CHURCH

PART II: INDEPENDENCE

Sept. 7: DISCUSSION

Sept. 10: LATIN AMERICAN INSTABILITY

Sept. 12: INDEPENDENCE

Sept. 14: Exam

PART III: INDEPENDENCE AFTERMATH, 1830s-1880s

Sept. 17 SOME LATIN AMERICAN GEOGRAPHY

Sept. 19: STATE FORMATION AND NATIONHOOD

Sept. 21: ECONOMIC STRUGGLES
Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 9: pp. 265-270.
First opportunity to pass Map Quiz

Sept. 24: VIOLENT BEGINNINGS.
Individual Meetings to discuss short essays.

Sept. 26: INDIGENOUS UPRISINGS
Individual Meetings to discuss short essays.

Sept. 28: DAILY LIVES IN DIFFICULT TIMES
Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 10.
Individual Meetings to discuss short essays.
Last opportunity to Pass MAP Quiz

Oct. 1: AGRARIAN SOCIETIES
Read for discussion: M&W, Readings on Latin America, Chapter 4.

Oct. 3: RURAL BRAZIL
Read for discussion: M&W, Readings on Latin America, Chapter 4, Brazil.

Oct. 5: LATIN AMERICAN URBAN CLASSES
Read for discussion: M&W, Readings on Latin America, Chapter 6.

Oct. 8: SLAVERY AND PATRIARCHY IN IMPERIAL BRAZIL
Read for discussion: Sandra Lauderdale Graham, Caetana Says No.
Oct. 8 is the last date for handing in your review essay on this book.

Oct. 10: SLAVERY IN LATIN AMERICA
Read for discussion: M&W, Readings on Latin America, Chapter 5.

PART IV: GROWTH AND PROSPERITY FOR ALL? 1880s-1920s

Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 11: pp. 302-312.

Oct. 15: LATIN AMERICAN ECONOMIC DEPENDENCE I

Oct. 17: LATIN AMERICAN ECONOMIC DEPENDENCE II
Read for discussion: Thomas O’Brien, The Century of U.S. Capitalism in Latin America, II.

Oct. 19: AN ERA OF POLITICAL ORDER AND PROGRESS
Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 11: pp. 312-326.

Oct. 22: MID-TERM EXAM

Oct. 24: THE MEXICAN REVOLUTION ON FILM
Oct. 26: THE MEXICAN REVOLUTION
Read for discussion: M&W, Readings on Latin America, Chapter 10.

PART V: BETWEEN REVOLUTIONS, 1920s-1950s

Oct. 29: Research topics and sources due today. Come to class prepared to describe your project to me and to your classmates in a brief oral report—about 3 minutes.

Oct. 31: POPULIST DEMOCRACIES&DICTATORS
Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 12.

Nov. 2: WOMEN’S SUFFRAGE IN LATIN AMERICA
Read for discussion: M&W, Latin America and Its People, Textbook, Chapter 12. And extra readings.

Nov. 5: RECALCITRANT SOCIAL INEQUALITIES

Nov. 7: INEQUALITIES AND LATIN AMERICANS
Watch Movie: *The Motorcycle Diaries (2005)* at the Library (on reserve) before class.

Nov. 9: GOOD NEIGHBOR POLICIES

**PART VI: REVOLUTIONS & DIRTY WARS, 1959-1990s**

Nov. 12: THE CUBAN REVOLUTION

Nov. 14: LATIN AMERICAN SOCIAL REVOLUTIONS

Nov. 16: THE PEOPLE WITHOUT VOICE SPEAK UP

Nov. 19: DIRTY WARS, I
Read for discussion: Mark Danner. *The Massacre at El Mozote*, 1-34

Nov. 21-23: THANKSGIVING HOLIDAYS

Nov. 26: DIRTY WARS, II
Read for discussion: Mark Danner. *The Massacre at El Mozote*, 35-84

Nov. 28: DIRTY WARS, III
Read for discussion: Mark Danner. *The Massacre at El Mozote*, 85-161

Nov. 30: FREEDOM OF EXPRESSION IN DICTATORIAL GOVERNMENTS: THE DESAPARECIDOS IN ARGENTINA
Watch Video: *Las Madres the mothers of the Plaza de Mayo: a film*

**Nov. 30 is the last date to hand in your essay on your chosen topic**

Dec. 3: DEMOCRACY AT LAST?

Dec. 5: FINAL THOUGHTS

Dec. 7: REVIEW

Dec. 10 FINAL EXAM, 10:30 am - 12:30 pm.
**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy, A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).