

History 334: Latin America II (1800-2008)

MacLean Hall 164 Tuesday/Thursday 9-10:15

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Office Hours: 3-4 MW and 10:30 to 11:45 TR and by appointment

Course Description

This class surveys the history of Latin America since independence (around 1820). We will look at several important events, institutions, and people in Latin American history, including the socialist revolutions of the Cold War era, dictatorships, globalization, and Evita Peron.

Class Promises

This course makes a set of promises to you (assuming you fulfill the expectations below). By the end of the semester, you should be able:

1. To be familiar with the major trends in Latin American history since Independence, ca. 1800. By the end of the class, you will be able to teach your family and friends all about Latin America.
2. To develop skills as a historian by analyzing the relevant factors in Latin America's development since independence.
3. To develop skills formulating and sustaining academic arguments through formal and informal writing assignments like papers and exams.

Course Expectations

This course will fulfill these promises if you promise the following in return:

- **To attend class.** This course is a mixture of lecture and discussion, to do well in this class you have to be present. I do not take attendance, but your attendance and attention is expected.
- **To participate a lot.** Participating will help you write excellent papers, craft persuasive responses on exams, and come away from the course not only more knowledgeable about Latin American history, but also more skilled in the methods and practices necessary for the study of history and other academic disciplines. Class participation consists of oral and written contributions, as well

as group work. You should use the resources online (like the social forum on Moodle) as much as possible (everyday!).

- **To read the assigned materials carefully.** As we will discuss the readings in every class session, completing the day's reading before entering class will help you succeed. Be sure to take notes on what you read! Jot down the points you thought were important, the questions you have, and prepare yourself for discussion before class. A large part of your grade comes from participation, so be sure to be ready to participate.
- **To complete all assignments.** To pass the class you must complete all the assignments.

Assignments

Papers: You have a choice of two options for the writing component of the course.

Option 1: three papers (ca. 1000 words) from the following:

1. Race, Gender, and colonialism in *Xica*.
2. Tradition and modernity in *Birds Without a Nest*.
3. Violence and politics in *The Official Story*.
4. Becoming a guerilla fighter in *Fire from the Mountain*.
5. Compare two primary documents. (This is a mandatory assignment for history and social studies majors.)

Option 2: a 3,000-word research paper on a topic in Latin American history developed in close consultation with the course instructor.

I encourage you to use the Write Cite and to turn in drafts of your papers to me (at least five days prior).

The only due date for the class is May 13th (four days before grades are due). All papers must be turned in by May 13th at 4:00pm. Late papers will be accepted and incompletes will be granted only under the most extreme circumstances.

Discussion: The major assignment is to participate in class discussions, both online and in class. Discussion provides an opportunity for the class – students and professor - to understand the readings and lectures better, to ask questions, to challenge assumptions and assertions, and to get a grasp on the course materials. Nobody – not even the professor – knows everything about the subject, but everybody knows something, has an interpretation, and can contribute to class learning.

The point of discussion is to have you ask questions about the course materials, to scrutinize the point of view of the author, and to elucidate the connections between the parts of the course. Asking questions is an essential feature of the discussion:

often you have the same question as many of your classmates, so do not hesitate to ask a question!

You will receive a participation grade out of 3 for every class.

- 3 points: read and thought about assigned readings, contributed thoughtfully to class discussion, and ties readings and discussion to course themes.
- 2 points: read most of the assigned readings, contributed competently to discussions.
- 1 point: was present in class but did not participate in discussion.
- 0 points: absent.
- 3 points: not present or hostile, disruptive, and/or threatening in discussion or during lecture. This includes using cell phones (texting), sleeping, reading materials not directly related to lecture (including that day's reading), or violating class rules.

During classes dedicated to discussing books and films, the participation will triple.

Discussion constitutes a major portion of your course grade; it is nearly impossible to achieve a decent grade (A or B) without participating effusively and intelligently in discussion – your presence does not suffice.

Class sessions dedicated to discussion of films and books will count triple a normal discussion.

Exams: There will be a midterm and a final exam covering the major issues of the class. The exams will be open-note (you may bring your own hand-written notes to the exam. You may not use photocopies, electronic notes, or printouts). Both exams will be comprehensive.

Quizzes: There will be random quizzes throughout the semester, in class (pop quizzes) and online.

NB: All written work should follow Chicago Style for the Humanities (aka Turabian) and be written for an academic audience. Ask me for guidance on these points if necessary. See the style guide I link to on my website for more information. See my webpage for a quick guide.

Extra Credit

You may earn up to 16 extra credit points.

First, you can attend Latin America-related talks and events on campus and in the community and by watching films and documentaries. To achieve extra credit, you will write a 300-word report analyzing how the event/film relates to Latin American history and our class. You will also present your report to the class (be sure to look for your classmates at the event to make the presentation in a group). Consult with me before the event to make sure it meets our class's parameters. These reports are worth up to 4 points each and you can do two a semester.

The second way to earn 8 extra credit points is to present your case study at the Student Academic Conference on April 20.

Academic Honesty

Academic honesty is expected from you at all times. According to the student handbook:

“The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others. The value of a college degree depends on the integrity of the work completed by the student.

“When an instructor has convincing evidence of cheating or plagiarism, a failing grade may be assigned for the course in which the student cheated. Instructors also may choose to report the offense, the evidence, and their action to the Dean of their college or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants additional action, the incident may be reported to the Judicial Affairs Officer. The Judicial Affairs Officer will follow procedures set out in the Student Conduct Code. After the review of the case and a fair, unbiased hearing, the Judicial Affairs Officer may take disciplinary action if the student is found responsible ...

“A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor’s finding, may appeal the grade, but only by using the Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.”

From the MSUM Student Handbook,

<http://www.mnstate.edu/sthandbook/policiesprocedures/academichonesty.cfm>

Needs and Requirements

If you have special needs for classroom access, completion of assignments, or testing, please notify the course instructor. I will do everything possible to help all students complete the course successfully.

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services at 477-2131 (Voice) or 1-800-627-3529 (MRS/TTY), CMU 114 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Tips for Success

The following points are crucial to get a good start in this course and finish well:

- Complete each week’s reading assignment before class. Take notes. Contribute energetically and intelligently to discussions. Think of two points you’d like to make in class. Make those points.
- Remember, good historians constantly question their sources. You should do the same.

- Use a dictionary and keep a notebook with the meanings of words you look up. Use the glossary site to contribute to the course vocabulary.
- Check moodle regularly; keep up with announcements and assignments.
- Go to office hours to raise questions and consult about course requirements. I am usually in my office on MW afternoons and sometimes in the morning. I can also hold specific appointments in my office or the CMU at other times.
- Get to know your fellow students. Partner up with someone to keep each other current on course-related announcements, handouts, etc.

Readings

Benjamin Keen and Keith Haynes, *A History of Latin America*, part II, 8th ed. (New York: Houghton Mifflin, 2009). (KH) (On reserve at the LLL)

Lewis Hanke and Jane Rausch, *People and Issues in Latin American History: From Independence to the Present*, 3rd ed. (Princeton: Markus Wiener, 2006). (PI)

John Charles Chasteen and James Wood, eds. *Problems in Modern Latin American History: Sources and Interpretation*, Third ed. (Lanham, MD: Rowman Littlefield, 2009). (CW)

Clorinda Matto de Turner, *Birds without a Nest*, University of Texas Press, 1996.

Omar Cabezas, *Fire from the Mountain*, trans. Kathleen Weaver (New York: Plume, 1986) (this is not in print. You will have to purchase it from Amazon or alibis.com – there are 25 copies for under \$3.00 on Alibris and Amazon)

Articles and other readings are available on electronic reserves through the library. Direct links can be found on Moodle.
E-Reserve password: history

Bring your readings and notes with you to every class.

Paper Style

Your papers should be written for an academic audience (no slang, swear words, or contractions). You do not need to include a cover sheet (wastes paper!) or any sort of fancy folder. Your header should be:

Your Dragon ID number
HIST 334
Date Handed In

Note: your name should not be on your paper.

Papers should be typed, double spaced, in black ink, stapled, with page numbers, and written in either Times New Roman 12 or Cambria 12 (please not Calibri). Papers that do not adhere to these guidelines will not be accepted.

Grade Breakdown

Three 1,000-word Papers	17 points each
	or
3,000 word research essay	51 points
Participation (Online and in class)	58 points
Midterm exam	21 points
Final exam	42 points
Quizzes	28 points total
Extra Credit	up to 16 points

Your final grade will be an average of the points earned throughout the class.

Grade Distribution

A=100-93, A-=92-90, B+=89-87, B=86-83, B-=82-80, C+=79-77, C=76-73, C-=72-70, D=69-60, F= <59

Class Rules

- Be respectful of the class and your classmates by paying attention to lecture and discussion.
- No eating, drinking, cell phones, computers, or sleeping in class.
- Sit in a different seat next to a different person each class.

Schedule of Classes

January 13: Introduction

PART I

January 15: Colonial Background, 1500 to 1800
 • Colonial Legacy (CW)

January 20: Film: *Xica*

January 22: Film: *Xica* and discussion

January 27: Independence, 1800-1825
 • Simon Bolivar (PI)
 • Map Quiz
Suggested due date for Xica paper

- January 29: Post Colonial Chaos, 1821-1870
- Chapter 9 (KH)
 - Independence and Its Consequences (CW)
- February 3: Era of Export Economics, 1870-1929
- Chapters 10 and 11 (KH)
 - Liberalism and the Catholic Church (CW)
- February 5: Economics and Politics, 1929-2000
- Populism and the Working Class (CW)
- February 10: Society and Culture, 1929-2000
- Chapter 20 (KH)
 - Guillermoprieto, "Letter from Bogota" (ER)
- February 12: Return to Democracy, 2000- 2008
- Chapter 21 (KH)
 - Hugo Chavez (PI)
- February 17: Discussion of Matto de Turner, *Birds without a Nest*
- **Suggested due date for Paper**
- February 19: Midterm Exam

PART II

- February 24: Santa Anna and Rosas
- Rosas (PI)
- February 26: Abolition and Slavery
- Chapter 13 (KH)
 - Brazilian Slavery (PI)
- March 3: Export Economies
- 19th Century economic affairs (PI)
- March 5: United States and Latin America to 1929
- Neocolonialism (CW)
- March 10: Women of Latin America
- Women and Social Change (CW)
- March 12: Mexico's path to Revolution, 1876-1940
- Chapter 12 (KH)
 - Diaz (PI)

- March 24: Post Revolutionary Mexico, 1910-2000
- Globalization (CW)
- March 26: Peronismo
- Chapter 14 (KH)
 - Evita (PI)
- March 31: Dirty Wars
- Selection from Feitlowitz (ER)
- April 2: Film: *The Official Story I*
- April 7: Film: *The Official Story II*
- April 9: Cuban Revolution
- Chapter 15 (KH)
 - Castro (PI)
 - Social Revolution (CW)
- Suggested Due Date for Paper**
- April 14: Central American Revolutions
- Chapter 18 (KH)
- April 16: Discussion: *Fire from the Mountains*
- Suggested Due date for Paper**
- April 21: Student Academic Conference
- April 23: Panama 1903 and 1989
- Chapter 22 (KH)
 - Latin America, the United States, and the Cold War (CW)
- April 28: Chile and Pinochet
- Chapter 17 (KH)
 - Choose one document from National Security Archive
www.gwu.edu/~nsarchive (select docs on Moodle)
- April 30: Peruvian Revolution and the Shining Path
- Chapter 16 (KH)
 - Selections from *The Peru Reader*
- May 5: Course Conclusion: Where we are now