

HISTORY 128
INTRODUCTION TO MODERN LATIN-AMERICAN HISTORY,
1808 TO PRESENT

Spring 2006

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Office Hours: Weds. 2:30 - 4:00 pm
Thurs. 1:00 - 2:00 pm
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COURSE DESCRIPTION:

This course begins with a brief introduction to Latin America's colonial experience. It then reviews the history of modern Latin American countries, their people, governments, and economies since the independence movements as of 1808. Through critical examination of American stereotypes of the region, a new comprehension of the complex, historical relationships between the individual actors and larger social forces will be drawn. This exploration will develop along four thematic lines: (a) the challenges of governance and political stability; (b) economic development; (c) collective identities and human rights; and (d) international relations. Students are encouraged to reshape their understanding of history and are required to develop their own critical understanding of this history based on the evaluation and synthesis of supporting evidence.

COURSE OBJECTIVES:

In conjunction with the LinC M5 program, the course objectives are -

- X to identify and analyze the ways in which history has been 'constructed' from primary sources;
- X to understand the historical and theoretical significance of social categories such as class (peasant, rich, farmer, agricultural worker/rural proletarian), race, ethnicity, and gender;
- X to become familiar with some of the methodologies and critical perspectives employed by historians to understand and present the experiences of Latin Americans;
- X to develop clarity of professional expression when writing and speaking about the major events and people in Latin American socio-political history; and
- X to consider AGENCY in historical change and continuity within Latin America.

REQUIRED TEXTS:

Elizabeth Burgos-Debray, ed. *I, Rigoberta Mechu*.

John Chasteen, *Born in Blood and Fire*.

John Chasteen and James Wood, eds., *Problems in Modern Latin American History*. 2nd ed.

Martin Ros, *Night of Fire: The Black Napoleon and the Battle for Haiti* (available at Amazon.com)

These works will be supplemented by several short articles or primary sources.

HOW COLLEGE HISTORY COURSES DIFFER FROM HIGH SCHOOL HISTORY COURSES

(adopted from Dr. Sandra Bardsley)

For many of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time. As you read, do not expect to memorize every detail. You should concentrate on general patterns of human behavior, by focusing on the particular situations that fit into the four course themes
- You can expect to work, on average, 7-9 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before a lab assignment is due or a mid-term is scheduled) will require more.
- You will need to work on your note-taking skills. Many of our class sessions will consist mainly of lectures, in which I will present information, theories, and arguments about our topic for the day. I often may use a PowerPoint outline of the main topics to be covered (if you come in late, you may miss this). I suggest that you do not try to write down every word I say but rather that you note the most important information and arguments. Depending on the size of your writing, you should probably come away from class with 3-4 pages of notes each day. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies. You will often find that much of the material I cover is also discussed in some form in the textbook: the aim of my lectures is not to repeat information, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, please don't tune out because a particular topic is also covered in the textbook. By the same token, some assigned readings will not be treated in the lectures. **You are still responsible for all items listed on the syllabus.**
- Compared with high school, you will probably have fewer tests and exams. Each of these tests and exams, however, will count for a higher percentage of your grade. Because there are fewer exams, you will need to retain information longer and make broader comparisons and contrasts across time periods. The final exam will include a comprehensive question that will require you to reflect back on course material from throughout the semester. The purpose of this is that it will enable you to tie together material that you have learned and see the connections among different places and periods.
- Extra-credit opportunities are not offered in this course.
- Good writing matters a great deal in this course and in other history courses. Writing is a process (which many of you will be learning or will have learned in Writing 100 classes). This process involves revision and editing, and lab assignments which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your assignments to the Writing Center and asking the tutors there to

help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)

• Grades, on the whole, will be lower than you were accustomed to receiving in high school courses. The average grade in each of my 100-level classes in the last 4 semesters has been either a C+ or a B-. Grades of A or A- are rare and are reserved for work of true excellence. Please don't be hurt or offended when an assignment or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools. I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses. I really want to see you do well in this course and would be happy to talk with you individually: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

REQUIREMENTS AND EVALUATION:

20% Class Participation.

15% Unannounced Quizzes (6).

30% Historical Production Lab Extension Assignment (5).

15% Midterm

20% Final Examination (date and time to be announced). This will be a cumulative, extended version of the earlier midterm.

Class Participation - You are expected to come to class prepared to respond to the distributed discussion questions or history lab activities. Some of the responses may be collected as written submissions. This grade also is based on the quality and quantity of the student's provocative debate, insight, and questioning, and his or her ability to respectfully allow others to do the same. This grade reflects the student's comprehension of the information associated with the readings, lectures, and films.

Quizzes - Unannounced quizzes measure the student's daily engagement with the assigned reading materials. Six quizzes will be given during the semester, and the five highest scoring of these will be incorporated into the final grade. Please use the discussion questions to prepare for these quizzes.

Historical Production Labs - These activities involve students in the process of constructing and communicating history. Prior to the lab dates listed in the syllabus, each student should have read and completed the specific lab instructions posted on the course Blackboard site. During the in-class labs, students will work in teams to complete the activity and submit written responses, which will be graded collectively. Each student will then complete the lab extension activity outside of class and submit that work on the posted date.

Exams will be heavily weighted toward essay responses. They also will include short identification questions that ask you describe briefly the historical significance of several items. You would explain the ways in which the item fosters, prevents, and/or reflects change. Exams also may include map and primary source evaluation sections. In all cases, prior to the exams you will receive a guide to possible items.

Attendance Policy: Attendance is the responsibility of the individual student. However, success in the course will be closely linked to comprehension of the lecture material, in addition to the assigned readings. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner. Illness on a quiz date will be excused only with a doctor's note. **Health Center notes are not acceptable.**

Also, as a courtesy, please set all personal communication devices to silent mode.

Submission Formats and Late Policy - All submissions should be typewritten, with one-inch margins on all sides. The bibliographies and outlines should be single-spaced. All other submissions should be double spaced. The font should be between 11 and 12 points. The student's name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with prior approval by Professor Morrison.

All papers are due at the beginning of class on their due dates. Five points will be deducted from the paper's grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section. Professor Morrison will penalize any deviation from these standards in accordance with the policies outlined there.

COURSE SCHEDULE

Week 1 - Setting the Foundations

Jan. 17 - Introduction - Why History?

Jan. 19 - Why Latin-American History?

Readings - Skidmore and Smith, "Why Latin America?" pp. 1-12 (Handout); Chasteen, "First Stop, the Present;" and webpage, "A Sense of History"

<http://courseweb.stthomas.edu/gwschlabach/sense.htm>

also see maps of Latin America at <http://www.lib.utexas.edu/maps/americas.html>

Week 2 - Colonial Legacies

Jan. 24 - Readings - Chasteen, "The Encounter;" in C/W, Kathryn Burns "Spiritual Economy;"

and course blackboard reading, “The Juan Diego Controversy.”

Lab 1 - The C’s of History - Print and Read the instructions from Blackboard.

Jan. 26 - Readings - Chasteen, “Colonial Crucible;” on Blackboard, Moreau de Saint-Mery, “‘Race’ in Saint Domingue” and in *C/W*, City Council of Caracas, “Becoming ‘Legally White’ in Colonial Venezuela.”

Week 3 - The Paths to Independence: Leadership and War

Jan. 31 - Readings - Chasteen, “Independence,” and *Night of Fire*, pp. ix-73.

Feb. 2 - Readings - *Night of Fire*, pp. 75-113 and on Blackboard, “The Declaration of the Rights of Man and of the Citizen,” and “Sonthonax’s Letter of August 29, 1793.”

Week 4 - The Politics of Founding New Republics, Part I

Feb. 7 - (**No Class**) Readings - *Night of Fire*, pp. 115-150; and on Blackboard, “‘Unrest Continues’ - Pennsylvania Gazette article (1796)” and “Toussaint dialogue with Léger Félicité Sonthonax (1797).”

Feb. 9 - Readings - *Night of Fire*, pp. 151-213 and in *C/W*, Enrique Krause, “The Vision of Father Morelos,” and Chasteen, “The Brazilian Path to Independence;”

Lab 2 - Geography and History

Week 5 - The Politics of Founding New Republics, Part II

Feb. 14 - Readings - Chasteen “Post-Colonial Blues;” in *C/W*, Charles E. Chapman, “Caudillos as Scourge;” and on Blackboard, “Saint Domingue Constitution of 1801.”

Feb. 16 - Readings - In *C/W*, Eric R. Wolf and Edward C. Hansen, “Caudillos as Profit Maximizers,” and Ariel de la Fuente, “Caudillos as Culture Heroes,” and on Blackboard, “The Haitian Act of Independence.”

Week 6 - Seeking Stability

Feb. 21 - Readings - Slavery Readings in *C/W*, Stuart B. Schwartz, “Rethinking Palmares;” John Thornton, “Africans in the American World;” and Esteban Montejo, “A Cuban Slave’s Testimony.”

Feb. 23 - **Midterm Exam**

Week 7 - Order and Progress

Feb. 28 - Readings - Chasteen, “Progress,” and in *C/W*, Francisco Bilbao, “Generational Warrior,” and Brian Hammett, “The Juárez Law and the Lerdo Law.”

Mar. 2 - Readings - In *C/W*, Helen Delpar, “Liberalism as Anticlericalism,” John Lynch, “The Post-Colonial Church,” and on Blackboard, “INCREDIBLY (On Persecution in New Granada).”

Spring Break March 5 -13

Week 8 - The Liberal Challenge

Mar. 14 - Mexico and Brazil in the second half of the nineteenth century

Lab 3

Readings - In **C/W**, E. Bradford Burns, "Neocolonial Ideologies," and Fredrick Palmer, "Our Ugly Little Backyard."

Mar. 16 - Latin American Economic History Overview

Readings - Chasteen, "Neocolonialism," and in **C/W**, Celso Furtado, "Neocolonial economics," and Henry Stephens, "The Traveling Expert."

Week 9 - Economics and Imperialism

Mar. 21 - The Emergence of U.S. Imperialism in Latin America

Readings - In **C/W**, "Statements of U.S. Foreign Policy Doctrine," and **Reserve Reading**, Thomas Skidmore and Peter Smith, "Latin America, the United States, and the World,"

Mar. 23 - Readings - Chasteen, "Nationalism," and in **C/W**, Pablo Neruda, "The Poetry of Anti-Imperialism," and on Blackboard, Jose Marti "Letter to the editor."

Week 10 - Early Twentieth-Century Transformations

Mar. 28 - The Mexican Revolution -

Reserve Reading, Benjamin Keens and Keith Haynes, "The Mexican Revolution and Afterwards"

Mar. 30 - Lab 4

Reserve Reading, Clayton and Conniff chapter 19, "The Classic Populists" and Guillermprieto, "Little Eva".

Week 11 - Late Twentieth-Century Leftist Movements and Revolutions

Apr. 4 - Readings - Chasteen, "Revolution," and in **C/W**, David F. Schmitz, "The Lesser of Two Evils," and Juan José Arévalo, "The Shark and the Sardines."

(No Class - Moravian All-College Service Day in Commemoration of Dr. Martin Luther King)

Apr. 6 - Readings - In **C/W**, Che Guevara, "Essence of Guerrilla Warfare," Peter Winn, "Chile's Revolution from Below," Salvador Allende, "The Chilean Road to Socialism," and Margaret Randall, "Christianity and Revolution."

Week 12 - Reactions to Revolution

Apr. 11 - Readings - Chasteen, "Reaction," and in **C/W**, Church Committee, "Alleged

Assassination Plots Involving Foreign Leaders.”

Apr. 13 - Readings - *I, Rigoberta Menchu*, pp. xi-78, especially Introduction through chapter 2,

Week 13 - Other Revolutionary Efforts

Apr. 18 - Lab 5

Readings - *I, Rigoberta Menchu*, pp. 79-152.

Apr. 20 - Readings - *I, Rigoberta Menchu*, pp. 152-203 and 242-247.

Week 14 - The Present and the Future

Apr. 25 - Readings - Chasteen, “Neoliberalism,” and in *C/W*, The Clinton Administration, “NAFTA and the U.S. Economy,” and The Zapatista National Liberation Army, “First Declaration from the Lacandón Jungle,”

Apr. 27 - Readings - In *C/W*, Eduardo Galeano, “In the Eye of the Hurricane are 120 Million Children,” Carlos Monsiváis, “What Photos Would You Take of the Endless City,” and Gloria Anzaldúa, “Toward a New Consciousness.”

I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.