

HIST 128 B Fall 2010 M/W 2:35pm-3:45pm Comenius Hall, 305	Dr. Sandra Aguilar aguilar@s@moravian.edu Office: Comenius Hall 302 Office hours: M/W 10am-11 am T/Th 2:30pm-3:30pm and by appointment
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NINETEENTH AND TWENTIETH CENTURY LATIN AMERICA



Course Description

This course explores the creation of modern Latin America from a social, political, and cultural perspective. We study the wars of independence, the difficulties faced by the new nations, social and cultural revolutions, and the influence of the United States in the region. We explore how neocolonialism, nationalism, social movements, race and ethnicity, class, gender, and cultural identity have changed in the last two centuries. Special attention will be given to Mexico, Peru, Cuba, and Argentina. Our journey is based on the analysis of a vast array of primary which include official documents, travel accounts, images, literature, art, cinema, and music.

Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various primary sources.
- Question your previous knowledge about Latin America and expand your understanding of this complex and rich region.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

Required books for purchase

Chasteen, John Charles, *Born in Blood and Fire: A Concise History of Latin America*, 2nd ed. ed., New York, N.Y.; London: W.W. Norton & Co., 2006.

Wood, James A. and John Charles Chasteen, *Problems in Modern Latin American History: Sources and Interpretations*, 3rd Ed., Lanham: Rowman & Littlefield, 2009.

Films

Maluala, directed by Sergio Giral, Cuba, 1979.

The Motorcycle Diaries, directed by Walter Salles, Argentina, Chile, Perú, Francia, 2004.

Wetback: The Undocumented Documentary, directed by Arturo Pérez Torres, Canada, 2005.

Class Requirements and Classroom Policies

20% Participation, quizzes and classroom work

- Attendance is not enough, you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated. In order to facilitate participation you have to make all the readings and be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions.
- There will be a series of surprise quizzes which will be based on the due reading. Quizzes will be given at the beginning of class and will consist of one or two questions. You will have five to ten minutes to answer those quizzes so be on time as not extra minutes will be given.
- Classroom work refers to written analysis of primary sources carried out during the class. You must do the required reading before class and take notes about it in order to be prepared to ask questions, discuss, and reflect about the assigned material.

30% Problem-based Learning Activity

Each team, formed by five members, will give a presentation in a news-program style, about a historical event of your choice. You can select any period of time, between 1800 to our day, and any Latin American country. Students will choose a specific city or group of cities and report about how a particular historical event was experienced there. For instance, if you decide to work the 1968 student movement in Mexico City

you have to provide a broad historical background of that decade and then concentrate on your topic. Presentations should follow the format of a news program including interviews with students, politicians, and ordinary people to show how a particular event affected the lives of people in different ways. Thus, a team member will play the role of a journalist or broadcaster while others play the role of soldiers, students, or poor urban inhabitants. One member can play more than one role at different times. You should include images and sound to illustrate your presentation, therefore you have to explore music, cinema, art, or photographs either of that era or alluding to that particular period.

Students have to use their imagination to put themselves in other persons' shoes. You can come in costume or record your presentation or parts of it to play them in the classroom. Feel free to be creative, but keep in mind that you have to prepare your presentation based on a serious and in-depth investigation of a wide range of sources such as primary and secondary sources, literature, cinema, documentaries, newspapers, music, images, and art. In other words, you should read and refer to various sources in order to have the necessary elements to represent and re-enact a particular situation. (Please see sources and resources under Information in the Blackboard site of this course).

Each team should meet periodically out of the classroom to share their findings, plan their presentation, write scripts and rehearse. **The presentation should last around twenty minutes.** There has to be a balance in the amount of time each member of the team talks and participates. Fragments of films and/or music should not last more than ten minutes, time that will not count for the twenty minutes of your presentation.

Prior to the presentation each team will submit:

- **A bibliography:** including the documents and written material that you are considering for preparing your presentation (please see writing advice under Information in the Blackboard site of this course).
- **A storyboard or detailed outline:** a document stating how are you going to plan your presentation, the amount of minutes that each person will speak, the roles they will play, and the audiovisual material that you will use.
- **Meeting with professor:** before submitting your storyboard each team will meet with me during my office hours in order to talk about what you have researched so far and how you plan to structure your presentation. Feel free to meet with me more than once if you are having trouble or if you need advice on where to find information.

The presentation makes 30% of the final grade. Of this 30%, half of your grade will be evaluated based on your research and preparation: bibliography, storyboard, and meeting with me. The other half of your grade will be based on the actual presentation. Five points will be deducted from each assignment if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the due date.

Please approach me if you experience difficulties with any team member or if you consider that you are putting more effort into the presentation comparing with other team members. The grade will be shared by all the members of the team, thus the work should be divided accordingly. Once the presentation is done and graded, I will not be able to modify it based on complains about lack of work of other team members.

20% Mid-term Exam

The exam will be composed by two parts: three objective questions and six questions from where you have to select three and elaborate your argument in the form of short essays. Quizzes and classroom work will have a similar structure than the mid-term exam.

30% Essay

You will work towards writing an essay (six to eight pages long without including bibliography) in which you will reflect about one primary source document of your choice selected from Chasteen and Wood, *Problems in Modern Latin American History*. You will need to read at least three secondary sources in the form of books or journal articles. Secondary sources have to be quoted and included in the bibliography. (Please see writing advice under Information in the Blackboard site of this course).

In preparation for the final essay you will submit three assignments:

- 5% A one-page critical reflection about: a) Why your selected document was written, which was the intention behind generating this work. b) What does it tell about the time period and place (country, city etc.) it was written. In order to contextualize the document use the textbook. c) The thesis that you will prove with this primary source document.
- 5% A two-page outline of your essay and bibliography including an explanation of why you decided to use each book or journal article included in your bibliography. Please look at the document providing guidance on how to write a bibliography under Information in the Blackboard site of this course.
- 10% A six to eight page long draft, which is the first version of your final essay. You have to include an introduction, conclusion, and bibliography. Referencing to the material you use in preparing for your essay is essential, so please include footnotes in your work. For advice go to Information in the Blackboard site of this course.
- 10% Final essay, which is a revised draft of your essay based on my comments. You should include a dossier with all the previous versions and stages of your paper (critical reflection, outline, and comments generated during class).

We will work on how to analyse primary sources in the class in order to familiarize yourself with the work that you are expected to do. You will also receive feedback from me and your peers during the class.

The accumulated points will be converted to letter grades using the following scale:
100-93% = A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

Five points will be deducted from each paper's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.

If you are unsure or would like some advice please look for me during my office hours at least two weeks before the due date of each assignment.

Back up all your work (in your computer and an external drive) in order to avoid losing your files.

About sources:

- You should use primary and secondary sources in preparing for your PBL presentation and your essay. However, do not use internet sources in any of the essays for this course. The following are exceptions to this rule and may be used, since they are clearly of a scholarly nature:
 - Articles from full-text databases like JSTOR and Project Muse
<http://www.jstor.org/> and <http://muse.jhu.edu/>
 - Online primary sources (texts written by historical actors that have been re-published on the web).
 - Internet pages that I have approved well in advance, at least one week before turning in the assignment.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it.
- Take advantage of the library collection and of interlibrary loans, which have to be ordered at least a couple of weeks before the date you plan to read them.
- For more information see recommended websites under Information in the Blackboard site of this course.

For the Problem-based learning activity/presentation:

- Newspapers or magazines found on the internet can be used as primary sources rather than a substitute of scholarly articles or books.
- Videos and images from the internet are acceptable, but the above restrictions applied for other kind of material, please ask me if unsure.

A note about style:

Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student's name, course 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 followed by one blank line before beginning the assignment. You should take advantage of Moravian College Writing Center located at the second floor of Zinzendorf. Telephone Number: 610-861-1592. (See link under Information in the Blackboard site of this course.) **Submit your work in hard copy at class time.**

About attendance and classroom etiquette:

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner. Illness on a quiz date will be excused only with a doctor's note.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- **Please turn off your cell phones during class. No texting will be tolerated.**
- Contact me in advance (at least two weeks before the due date) if you have queries about assignments.
- Deadlines are not negotiable.

Students with disabilities

- Students with disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, neurological disorders, health, physical, mobility, hearing, visual, mental health/psychiatric) should contact the assistant director of learning services for disability support for further assistance and information. Telephone: 610 861-1510.

Readings and films

- All readings should be completed before coming to class. It is essential that you bring your readings and your notes to every class as we will routinely refer to both.
- Films will be available in the Blackboard site of this course. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand.
- The required books are available for purchase at the bookstore.

Blackboard site and email communication

- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - Questions about the films
 - Recommended websites
 - Referencing and writing advice
 - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account. I also expect you to contact me through your college email

rather than your personal email. Please become familiar with Moravian email as this will be the prior way to get in touch with your professors.

- If you need to discuss something with me, please come to my office hours or set an appointment.

Academic honesty

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should simply be cited.
- For a more detailed explanation on plagiarism please see the “Academic Honesty at Moravian College” link under Academic Life at the Student Handbook website.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course.
- Students suspected of plagiarism or cheating will automatically receive an “F” in the course and will be reported to the appropriate school authorities.

Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.

SCHEDULE

I INTRODUCTION

8/30 Course overview

- Syllabus and grading
- Sources in the study of Latin America

9/1 Why studying Latin America?

Write a reaction to the course syllabus including at least two comments that can be in the form of doubts, suggestions, or any typos/mistakes that you found.

- Chasteen, “Introduction,” pp. 15-23.
- Maps of Latin America

9/6 No classes, Labor Day

II ROOTS AND EXCHANGES

9/8 Encounter

- Chasteen, “Encounter,” pp. 25-57.

III COLONIAL PERIOD

9/13 The Colonial Experience

Define teams and country/cities for PBL Presentations

- Chasteen, "Colonial Crucible," pp. 59-89.

IV INDEPENDENCE

9/15 Becoming Americanos

- Chasteen, "Independence," pp. 91-116.

9/20 Independence

Define historical period or event for PBL Presentations

- Wood and Chasteen, "Problems in Modern Latin American History," pp. XI-27.

V NATION-STATE FORMATION

9/22 Forging Nations

- Chasteen, "Postcolonial Blues," pp. 119-147.

9/27 Slavery and Culture

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 29-55.

9/29 Caudillos

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 57-81.

VI ORDER AND PROGRESS

10/4 Progress

Meet at Memorial Computer Lab (Room 202) for an introduction to library resources. The rest of the class will take place there.

PBL Presentation bibliography due

You need to plan a meeting with your professor between October 5-20 in order to discuss your presentation.

- Chasteen, "Progress," pp. 149-178.

10/6 Liberalism and the Catholic Church

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 83-106.

10/11 No classes, Fall break

VII NEOCOLONIALISM

10/13 Race and Nation Building

Critical reflection due

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 107-128

10/18 Enclave Economies

Discussion based on the film *Maluala*. Bring answers to questions posted on Blackboard

- Chasteen, "Neocolonialism," pp. 181-214.

10/20 Mid-term Exam

10/25 No classes Work team towards your presentation
10/27 No classes Work towards you essay outline and bibliography

11/1 Neocolonialism

A storyboard or detailed outline of your presentation due

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 129-159.

VIII NATIONALISM

11/3 Forging our Motherland

Essay outline and bibliography due

- Chasteen, "Nationalism," pp. 217-246.

11/8 Nationalism

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 161-181.

IX REVOLUTION

11/10 Land and Freedom

- Chasteen, "Revolution," pp. 249-277.

11/15 Women and Social Change

PBL Presentation team 1

Discussion based on the film *The Motorcycle Diaries*. Bring answers to questions posted on Blackboard

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 183-205.

11/17 Populism and the Working Class

PBL Presentation team 2

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 207-229.

X THE COLD WAR ERA

11/22 America for the Americans

PBL Presentation team 3

Draft of your essay due

- Chasteen, "Reaction," pp. 279-309.

11/24 No classes, Thanksgiving break

11/29 Social Revolution

PBL Presentation team 4

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 231-257.

12/1 Latin America, The United States and the Cold War

PBL Presentation team 5

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 259-280.

XI GLOBALIZATION

12/6 Neoliberalism

PBL Presentation team 6

Discussion based on the film *Wetback*. Bring answers to questions posted on Blackboard.

- Chasteen, "Neoliberalism," pp. 311-329-

12/8 Globalization

Final Essay and previous work due

- Wood and Chasteen, "Problems in Modern Latin American History," pp. 281-297.

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	September 1
Define teams and country/cities for PBL Presentations	September 13
Define historical period or event for PBL Presentations	September 20
PBL Presentation bibliography due	October 4
Meeting with your professor to discuss your PBL presentation.	October 5-20
Critical reflection due	October 13
Discussion based on the film <i>Maluala</i>	October 18
Mid-term Exam	October 20
A storyboard or detailed outline of your presentation	November 1
Essay outline and bibliography due	November 3
PBL Presentations	November 15-December 6
Discussion based on the film <i>The Motorcycle Diaries</i> .	November 15
Draft of your essay	November 22
Discussion based on the film <i>Wetback</i>	December 6
Final Essay and previous work	December 8

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