

HIST 128 B
Fall 2012
M/W 1:10-2:20pm
Comenius Hall 305

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Office hours: T/Th: 10am-12pm
and by appointment

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 analyze key concepts, such as neocolonialism, nationalism, and imperialism, to better understand the past and present of Latin America. Our journey is based on the analysis of a vast array of primary sources 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 book for purchase

Meade, Teresa A., *A History of Modern Latin America: 1800 to the Present*, Chichester: Wiley-Blackwell, 2010.

Films

Camila, directed by María Luisa Bemberg, Argentina-Spain, 1984.

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

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

How College History Courses Differ From High School History Courses¹

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.
- You can expect to work, on average, 6-7 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before a paper is due or a mid-term is scheduled) will require more.
- You may need to work on your note-taking skills both outside and inside the classroom. You will have to take notes based on the assigned reading and take notes during the class. I will prepare power point presentations to address some of the most relevant information, theories, and arguments about our topic for the day. I will post these presentations on the Blackboard site of this course, however bear in mind that our exams will go beyond those power point presentations and that you are responsible for taking notes based on your readings outside the classroom. I suggest that you do write down the most important information, arguments, and concepts. 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.
- The aim of my class is not to repeat what you read in preparation for the class, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, do not tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across time periods.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read

¹ This text is adapted from Dr. Sandy Bardsley's syllabi. I would like to thank her for sharing it with me.

carefully the comments on each paper and exam and use these to guide you in subsequent assignments. Do not take any criticism on your work as something personal. My aim is to challenge you and help you improve your analytical skills, you can always do better.

- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to find that information on the Blackboard site of this course and to check with other students about what you missed.
- Good writing matters a great deal in this course and in other history courses. This process involves revision and editing, and papers 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 papers 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, please look at the link under the Information folder on Blackboard.)
- Good Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. Grades of A or A- are rare and are reserved for work of true excellence. Please do not be hurt or offended when a paper 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 would be happy to talk with you individually if I can help you in adjusting: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

Class Requirements and Classroom Policies

8% Participation 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 keep 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.
- Every class I will randomly ask students to summarize what we discussed the previous class and the content of the due readings. If you fail to provide a complete answer you will lose points towards your participation grade, so please be prepared.

- 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% Exams

15% Midterm Exam

15% End of term Exam

Both exams will be composed of four parts: multiple choice, short answer questions, essay type questions, and analysis of a primary source document. We will have a mock exam before the midterm.

32% Analysis of Primary Source Documents

Four Workshops 8% each

The classroom will be divided into teams of two to three students who will work together throughout the semester (number of students will vary depending on enrollment). Before the class you will do the reading assigned and answer the questions previously circulated. During the class you will work on the analysis of the source, crafting a thesis and writing a two-page paper supporting your argument. Each workshop one student will be the secretary who will keep track of the discussion, a writer who will generate a document, a presenter who will share the outcome of his/her team at the end of the class. If a team has only two students the secretary will be the presenter. All these roles will rotate so each student will share these responsibilities at least once. If you fail to attend a class in which we have scheduled a workshop you will lose those points, no extra-credit or makeup assignment opportunities will be given.

Grading

Individual work

Paper: one per team

Percentage

4% out of 8%

4% out of 8%

Workshop Dates and Reading

9/24 Domingo F. Sarmiento, *Ribbons and Rituals* and *Civilization vs Barbarism* 📄

10/13 Francisco Bulnes, *The Whole Truth About Mexico* 📄

10/29 José Carlos Mariátegui, *The Problem of the Indian* 📄

12/3 *Central America in Revolt, The Fear of Communism in Central America, and Teaching Sabotage* 📄

30% Individual Papers

15% First Paper: Analysis of Esteban Echeverría, *The Slaughteryard* 📄

15% Second Paper: Analysis of José Vasconcelos, *The Cosmic Race* 📄

Two weeks before the paper is due you will submit your thesis in order to get feedback from me. Therefore you need to read the whole document at least three weeks prior to the submission of the paper.

Grading

Thesis

Paper

Percentage

5% out of 15%

10% out of 15%

Bear in mind that the analysis of a primary source goes beyond summarizing the information. It implies making connections and reading in between lines to find out what you can learn from that document, what can it tell you about the era in which it was created and what questions can it answer. Throughout the workshops you will learn the skills to analyze primary sources, but if you need any help you need to set an appointment with me at least one week before the deadline.

Referencing to the material you use in preparing for your essay is essential, so please include footnotes in your work using the Chicago Style.

<http://moravian.libguides.com/content.php?pid=59393&sid=436067>

For further advice and clarification on how to write history papers see: Mary Lynn Rampolla, *A Pocket Guide to Writing In History*. Boston: Bedford/St. Martin's, 2007. You will find it on reserve at the main desk of the Reeves Library.

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.

About style and sources:

- 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 with single space in between lines. 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 not use any secondary sources apart from your textbook in writing your papers. They have to be based on the analysis of the primary source document that you will find in the blackboard site of this course.
- Citations must be included in all papers including footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- You should take advantage of Moravian College Writing Center, please call 610-861-1392 or contact them via email. (See link under Information in the Blackboard site of this course.)
- Submit your work in hard copy at class time. I will not accept email submissions.
- Back up all your work (in your computer and an external drive) in order to avoid losing your files.

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 workshop/exam 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 at least one week before the due date if you have queries about an specific assignment.
- Deadlines are not negotiable.

Students with disabilities

- Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center

Readings and films

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- Films will be available in the Blackboard site of this course, but you should be on campus to access them so plan accordingly. 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 book is 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
 - All the readings marked with a “🔒”
 - Questions about the films
 - 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 main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor X or Dr. Y, etc.); Hi there or just Hi is not acceptable. Your

message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be read.

- 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. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- 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

8/27 Course overview

- Syllabus and grading
- Working with primary sources.

8/29 Land and Its People


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.

- Meade, Chapter 1, pp. 1-21.
- Maps of Latin America

9/3 Labor Day No classes

II COLONIAL PERIOD

9/5 Latin America in 1790

- Meade, Chapter 2, pp. 23-47.
- Martí, “Our America”, 

III INDEPENDENCE

9/10 Slavery

Define teams for workshops

- Meade, Chapter 3, pp. 49-66.

9/12 Competing Notions of Freedom

- Meade, Chapter 3, pp. 66-79.

IV NATION-STATE FORMATION

9/17 Fragmented Nationalism

- Meade, Chapter 4, pp. 81-104.

9/19 Workshop 1

- Sarmiento, *Ribbons and Rituals* and *Civilization vs Barbarism* 

9/24 Latin America’s Place in the Commodity Chain

Read *The Slaughterhouse* and submit your thesis.

- Meade, Chapter 5, pp. 105-117.

V NEOCOLONIALISM

9/26 US Expansionism

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

Mock Exam

- Meade, Chapter 5, pp. 117-133.

10/1 Progress

- Meade, Chapter 6, pp. 135-155.

10/3 Mid-term Exam

10/8 No classes, Fall Recess

VI REVOLUTION

10/10 Revolution from Countryside

First Paper Due

- Meade, Chapter 7, pp. 157-174.

10/15 Workshop 2

- Francisco Bulnes, *The Whole Truth About Mexico* 

10/17 The Left and the Socialist Alternative

- Meade, Chapter 8, pp. 175-191.

10/22 Populism and the Struggle for Change

- Meade, Chapter 9, pp. 194-211.

VII THE COLD WAR ERA

10/24 Post-World War II Struggles for Sovereignty

- Meade, Chapter 10, pp. 213-233.

10/29 Workshop 3

- José Carlos Mariátegui, *The Problem of the Indian* 📖

10/31 Cuba: Guerrillas Take Power

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

- Meade, Chapter 11, pp. 235-249.

VIII MILITARY REGIMES

11/5 Progress and Reaction

Read *The Cosmic Race* and submit your thesis

- Meade, Chapter 12, pp. 252-262.

11/7 Urban Guerrilla Warfare

- Meade, Chapter 12, pp. 262-275.

11/12 Revolution and Its Alternatives

- Meade, Chapter 13, pp. 277-290.

11/14 Central America in Turmoil

- Meade, Chapter 13, pp. 291-303.

11/19 End of term Exam

11/21 No classes, Thanksgiving break

11/26 IX America for the Americans

Second Paper Due

Father Roy in the School of the Americas (documentary to watch in class) Write a one page reflection to submit next class

GLOBALIZATION

11/28 The Americas in the Twentieth-first Century

Submit your one page reflection based on *Father Roy in the School of the Americas*

- Meade, Chapter 13 pp. 305-315.

12/3 Workshop 4

- *Central America in Revolt, The Fear of Communism in Central America, and Teaching Sabotage* 📖

12/5 Latin America and the US

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

- Meade, Chapter 13 pp. 315-334.

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	August 29
Workshop 1	September 19
First paper thesis	September 24
Discussion based on the film <i>Camila</i>	September 26
Mock Exam	September 26
Mid-term Exam	October 3
First Paper	October 10
Workshop 2	October 15
Workshop 3	October 29
Discussion based on the film <i>The Motorcycle Diaries</i>	October 31
Second Paper thesis	November 5
End of term Exam	November 19
Second Paper	November 26
Reflection based on Father Roy's documentary	November 28
Workshop 4	December 3
Discussion based on the film <i>Wetback</i>	December 5

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