

**HIST 128 B**  
Spring 2014  
M/W 11:45-12:55pm  
Comenius Hall 305

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Office hours: 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. Analyzing how the U.S. has shaped Latin America is extremely important not only because we can see the consequences of U.S. economic and foreign policy in present-day Latin America, but also because these policies have pushed Latin Americans to migrate. We focus on key concepts, such as race, neocolonialism, nationalism, and imperialism. Our journey is based on the analysis of primary and secondary sources which include official documents, essays, fiction, images, art, music, films, and documentaries.

### 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

Gonzalez, José, *Harvest of Empire: A History of Latinos in America*, New York, Penguin Books, 2011.

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

Vasconcelos, José, *The Cosmic Race: A Bilingual Edition*, trans. Didier Tisdell Jaén, Baltimore: Johns Hopkins University Press, 1997.

## Films

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

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

*Harvest of Empire*, directed by Peter Getzels and Eduardo Lopez, USA, 2012.

## How College History Courses Differ From High School History Courses<sup>1</sup>

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:

- 100-level classes are not easier or less demanding. On the contrary, as this might be the first time you take a history class at college level you would need to work very hard to both process a vast amount of information and develop the analytical, writing, and presentation skills expected from you in college and beyond.
- You will be expected to read much more, an average of 80 pages per week, 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 an exam 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 Academic & Disability

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

Support Office and talk with the people there about note-taking strategies. You should bring your notes to class, but do not need to submit them to me.

- 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 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.

## Class Requirements and Classroom Policies

### 10% 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. You must do the readings selected for each class prior to our meeting and take notes in order to be ready to ask questions, discuss, and reflect about the assigned material. Always bring your textbooks and/or a hard copy of the primary source document that are being discussed on that session. If you decide not to print the documents, you should bring you laptop. Remember that you still need to produce notes, either typed or handwritten, so you can locate passages within the text and identify the main ideas easily.

### 30% Exams

#### 15% Midterm Exam

#### 15% Final Exam

Both exams will be composed of four parts: multiple choice, short answer questions, essay type questions, and a map quiz or an analysis of a primary source document. We will have a mock exam before the midterm. The final exam is not cumulative, it will only cover the second half of the semester.

### 18% Analysis of Primary Source Documents

#### Three Workshops

The classroom will be divided into teams of two to three students who will work together in both workshops and presentations. Before the class each student will do the reading assigned and answer the questions previously circulated as "Individual Work in Preparation for History Workshops." This work, as its title imply, should be done on your own and you must submit it two days before our workshop (by midnight on Monday). Send your work as an attached document, not in the body of your email. Points will be deducted in case of late submission.

During the class you will work on the analysis of the source, crafting a thesis and writing a two-page paper supporting your argument. One student will be in charge of writing the paper, rotating this role so every person in the team perform this task at least once. You can bring your laptop and type your paper if you decide to do so, but

you need to send it to me as soon as the class is over. You are not expected to keep working on it, as this is an in-class assignment. In your paper you can only make reference to your textbooks and the primary source itself. No other secondary sources should be used.

If you fail to attend a class in which we have scheduled a workshop you will lose the points of the teamwork, no makeup assignments will be given. However, you must still submit your individual work in order to get those points.

<b>Grading</b>	<b>Percentage</b>
Individual work	3% out of 6%
Paper: one per team	3% out of 6%

### **Workshop Dates and Readings**

**2/26** Francisco Bulnes, *The Whole Truth About Mexico* 📖

**3/19** José Carlos Mariátegui, *The Problem of the Indian* 📖

**4/16** *Central America in Revolt, The Fear of Communism in Central America, and Teaching Sabotage* 📖

### **12% Presentations based on *Harvest of Empire***

Each team will present a section of the book in an interactive way. Instead of just summarizing what Gonzales is arguing, you should plan a way to engage the rest of the class. Each team will have 30 minutes to present the main arguments, provide examples, and create an exercise or activity. Throughout the presentation you should pose questions to the class, all students are responsible for reading Gonzalez's book and therefore should be ready to participate, this will count towards their participation grade. Specific aspects of the reading could be illustrated with images, music, art, fragments of documents, and even short videos (no longer than five minutes).

Exercises or activities could be in the form of quizzes, role play, analysis of primary sources or images, or any other activity to engage the rest of the class. These three aspects (main arguments, examples, activity) do not have to follow that order, but all presentations should address them. I will assign presentation chapters and schedule after defining workshop teams.

### **30% Individual Paper based on *The Cosmic Race* by José Vasconcelos**

**5% Summary and questions:** provide a summary of the main argument, at least three questions that you can answer with this document, and two key concepts that will help you in your analysis.

**5% Thesis:** an interpretation based on an informed analysis of the primary source and that you can support with the actual document. A thesis offers new insights into the document, and elaborates on its content to make a point. It helps us understand better the author and historical period in which this document was created. Your thesis should not be a summary nor the main idea of Vasconcelos. Your thesis should be introduced by stating "I argue" or "This paper shows"

**10% First Draft** consisting of three pages, including a clear introduction and your revised thesis, plus bibliography. Bibliography does not count towards the overall number of pages.

**10% Final paper** consisting of five pages, including introduction, conclusion and bibliography. Bibliography does not count towards the overall number of pages.

Bear in mind that the analysis of a primary source goes beyond summarizing the information. It implies making connections between what we have discussed in class and what you have read in our textbooks and the content of the primary source. You need to analyze the primary source by posing the following questions: what can this document tell us about the moment in which it was created or about his/her author? In which ways is this reading helping me understand better the past? How can I use the concepts I have learnt in class to make sense of this source? All primary sources have biases, however, the analysis of those personal perspectives is also valuable in writing history.

Throughout the class you will learn the skills to analyze primary sources, but if you need any help you need to set an appointment with our class tutor and/or with me at least four days before deadlines.

**Referencing** to the material you use in preparing for your paper 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.**

**Grades and class performance will not be discussed via email, however, I would be happy to address this. Please send me an email to set an appointment.**

### **Extra-Credits**

- Throughout the semester you will be offered the opportunity to earn extra credits towards your final grade by attending the History Club meetings taking place on Tuesdays at 11:45am in the History Commons. Usually the History Club gets together every other week and organize short talks in which students and professors share their current research projects. You need to submit a one-page reflection addressing the main idea or thesis of the presenter, how is he/she approaching the topic, and your personal opinion about it. In addition you should pose at least one question to our speaker.

- Whenever possible I will point at other events at Moravian College or in the Lehigh Valley that have something to do with Latin America so you could attend and write a reflection in order to get an extra credit.
- There is no limit in the number of extra-credit reflections that you can submit, but you have to do so no later than a week after the event takes place.

### **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.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- You should not use any secondary sources apart from your textbooks in writing your assignments (an exception would be oral presentations). Do not use Wikipedia, as it is not a reliable source of information. Most assignments are based on the analysis of primary source documents that you will find in the Blackboard site of this course.
- Citations must be provided 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 the Writing Center, which is a free resource for improving your writing. At the Writing Center, trained Moravian students can help you figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. And it is not just for help with Writing 100 or English papers—any type of writing can be taken there, including science reports and cover letters. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall and the extension is 1592. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Writing Center opens, generally the third week of the term, which will also include the hours.
- When possible a class tutor will be available for you to meet with him/her to discuss your ideas. I encourage you to schedule a meeting with our class tutor prior to meeting me.
- Submit your work via email unless your Individual Work in Preparation for History Workshops.
- 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 an exam date will be excused only with a doctor's note.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for getting in touch with me to make any queries about important information provided in class if you were unable to attend.
- 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 four days 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 the Academic & Disability Support Office, which is committed to assisting students in the achievement of academic success. Individual appointments and group workshops are available for students who would like to improve their academic performance. Information and programs on time management, study strategies and other academic and learning skills are available. Students can work with the staff to find a tutor or other resources to enhance academic success. In addition, the Academic Disability Support Office coordinates services and support for students with documented learning disabilities and/or ADHD. Students requesting accommodations should contact the Administrative Assistant at 610.861.1510. Students interested in making an appointment with a staff member for academic help or a peer tutor, should contact our office at ext. 1510.
- Accommodations cannot be provided until authorization is received from the Academic & Disability Support Office.

### **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 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
  - All the readings marked with a “📖”
  - Questions about the films
  - Power point presentations
  - 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, so please have a look at it on a daily basis. 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 addressed.
- If you need to discuss something with me please set an appointment. I will be in college every day but Fridays.

### **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

#### 1/13 Course overview

- Syllabus and grading
- Introductions
- What do you know about Latin America?

#### 1/15 Land and Its People

**Write a reaction to the course syllabus** including two similarities and two differences between this class and other classes you have taken in high school or at Moravian College. Add 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.
- Marti, *Our America* 📖

1/20 Martin Luther King Day - No classes held  
**Start reading *The Cosmic Race* by José Vasconcelos**

### II COLONIAL PERIOD

#### 1/22 Latin America in 1790

**Define teams for both presentations and workshops.** If you are unsure about with whom to work, I can assign you somebody. You will stay in the same team throughout the semester unless your team members withdraw from the class, if so I will assign you another group to work with.

- Meade, Chapter 2, pp. 23-47.
- Gonzalez, Introduction and Chapter 1, pp. I-27.

### III INDEPENDENCE

#### 1/27 Slavery and Freedom

Meade, Chapter 3, pp. 49-79.

#### 1/29 The Spanish Borderlands and the Making of an Empire

- Gonzalez, Chapter 2, pp. 27-58

### IV NATION-STATE FORMATION

2/3 Screening of the documentary *Black in Latin America*. Write a one page reflection to submit next class

**Submit summary and questions of *The Cosmic Race***

**2/5 Fragmented Nationalism**  
**Submit one page reflection on *Black in Latin America***

- Meade, Chapter 4, pp. 81-104.
- Sarmiento, *Civilization vs Barbarism* 📖

**2/10 Latin America's Place in the Commodity Chain**  
**Discussion based on the film *Camila*. Bring answers to questions posted on BB**

- Meade, Chapter 5, pp. 105-133.
- Gonzalez, Chapter 3, pp. 58-81

**V NEOCOLONIALISM**

**2/12 US Expansionism**  
**Mock Exam**

- Gonzalez, Chapter 4, pp. 81-96.

**2/17 Progress**

Meade, Chapter 6, pp. 135-155

**2/19 Mid-term Exam**

**VI REVOLUTION**

**2/24 Revolution from Countryside**

- Meade, Chapter 7, pp. 157-174.
- Gonzalez, Chapter 5, pp. 96-108.

**2/26 Workshop 1**

**Submit thesis based on *The Cosmic Race***

- Francisco Bulnes, *The Whole Truth About Mexico* 📖

**3/3-7 Spring Break**

**3/10 The Left and the Socialist Alternative**

- Meade, Chapter 8, pp. 175-191.
- Gonzalez, Chapter 6, pp. 108-117.

**3/12 Populism and the Struggle for Change**

- Meade, Chapter 9, pp. 194-211.
- Gonzalez, Chapter 7, pp. 117-129.

**VII THE COLD WAR ERA**

**3/17 Post-World War II Struggles for Sovereignty**

- Meade, Chapter 10, pp. 213-233.
- Gonzalez, Chapter 8, pp. 129-149.

**3/19 Workshop 2**

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

**3/24 Cuba: Guerrillas Take Power**

**Discussion on *The Motorcycle Diaries*. Bring answers to questions posted on BB**

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

**VIII MILITARY REGIMES**

**3/26 Progress and Reaction**

**Paper draft due**

- Gonzalez, Chapter 9, pp. 149-167

**3/31 Latinos and the Remaking of American Politics  
Presentations**

- Meade, Chapter 12, pp. 252-275.
- Gonzalez, Chapter 10, pp. 167-199.

**4/2 Revolution and Its Alternatives**

- Meade, Chapter 13, pp. 277-303.

**4/7 Immigrants Old and New**

- Gonzalez, Chapter 11 and 12 , pp. 199-249.

**IX America for the Americans**

**4/9** Screening of the documentary *Father Roy in the School of the Americas*. Write a one page reflection to submit next class

**4/14 The Final Conquest of Latin America**

**Submit reflection based on *Father Roy in the School of Assassins***

- Gonzalez, Chapter 13 and 14, pp. 249-312.

**X GLOBALIZATION**

**4/16 Workshop 4**

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

**4/21 Easter Recess - no classes held**

**4/23 The Americas in the Twentieth-first Century**

**Discussion based on the film *Harvest of Empire*. Bring answers to questions posted on BB**

**Final Paper due**

- Meade, Chapter 14 pp. 305-334.

## DEADLINES

Assignment	Dates
Write a reaction to the syllabus	January 15
Summary and questions <i>The Cosmic Race</i>	February 3
Reflection based on <i>Black in Latin America</i>	February 5
Discussion based on the film <i>Camila</i>	February 10
Mock Exam	February 12
Mid-term Exam	February 19
Workshop 1 and submission of your thesis based on <i>The Cosmic Race</i>	February 26
Workshop 2	March 19
Discussion based on the film <i>The Motorcycle Diaries</i>	March 24
First draft	March 26
Reflection based on <i>Father Roy in the School of Assassins</i>	April 14
Workshop 3	April 16
Final paper and discussion based on the film <i>Harvest of Empire</i>	April 23
Final Exam	April 29 at 1:30pm

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