OFFICE HOURS: My office is located in FC 280. You can reach me at 825-3073. You can also reach me by E-Mail at: pat.carroll@tamucc.edu. My office hours during the Spring 2012 semester are: TR 9-10:30 AM, and T 4:30-6:30 PM. If these hours present a hardship for you please speak with me, and I will fit you into 1-2 unscheduled office hours per week that I offer. You can set up an individual appt. outside my office hours by speaking to me before or after class, or by telephone. Alternatively, we could do this through e-mail exchanges. My telephone number and e-mail address are listed above. Marti Beck is Administrative Assistant for the History area; her number is 825-5783. Often she can help you with questions about my availability.

There are, however, certain times when I cannot meet with you. These include TR from 10:30-11 AM, and T from 6:30-7 PM. During these times I am preparing for a class.

COURSE DESCRIPTION: Latin or Ibero-America includes the southern tip of North America (Mexico), most of Meso (Central) - America, and South America, as well as a number of Caribbean islands, an overall area that encompasses some common and many unique national experiences. The first common characteristic Latin America shared European colonization experiences between the 16th and the 17th centuries. The entire region was at one time or another ruled by Spain or Portugal. In addition, all of Latin America was affected by locally varying levels of European, Native American, and African economic, social, and political influences.

After 300 years of European control, every mainland Latin American colony won political independence during a narrow window in time, 1810-1826. Each of these new national societies was patriarchal in nature, normally delegating women to relatively private arenas of negotiation for power on the basis of their gender. Additional social markers of "otherness", most notably race, ethnicity, and economic class also played important roles in determining the distribution of power within the region.

The differences between Latin American countries are at least as great as their commonalities. Physically, Latin America is a relatively new geological zone compared to upper North America. As such, its geography and environment are very irregular. Topographical and related weather patterns differ a great deal over short distances in Mexico, Central-America, and western South America. These physical conditions, plus the resulting uneven mix of first native, and later colonial population densities, have led to cultural plurality rather than homogeneity. Such diversity in lifestyle, in turn, has had a profound effect on the tug between "national" and "local" identities and interests in the development of many Latin American countries.

Latin America's varied colonial histories have added to the distinctiveness of each modern state. A few core areas such as Mexico, Peru, and later Brazil, Venezuela, Argentina, and Cuba dominated European interests in the Americas. These colonies became closely linked to the Atlantic economy. They exchanged raw materials for finished European products and African slaves. Other locales such as Chile, Ecuador, Paraguay, Central America, and some Caribbean islands received comparatively less colonial European attention and exchanged products within local and regional domestic markets rather than Atlantic ones. These varying economic conditions impacted on the social and political development of Latin American making the regional national experiences as a whole equally diverse.

The historical mix of common and unique characteristics between the post-1826 Latin American countries goes a long way toward explaining their varying conditions today. One clear point of difference lies in Latin American nations’ levels of "development." "Development","
However, is a somewhat ambiguous term. For the purpose of this course we will define "development" within the context of "Modernization Theory." This theory evolved in Western European and U.S. thought over the last four centuries, but its present-day meaning emerged after World War II. Modernization Theory measures progress by material growth. Skidmore, Smith, & Green define it as a developmental setting wherein, "economic growth would generate the social change that would in turn make possible more "developed" politics." (Skidmore, Smith, and Green, p. 8) I judge this definition too vague, and define Modernization Theory as we shall apply it in this class: Material growth yields positive social growth, in the form of social equality, and positive political development, in the form of individual democracy. I think this latter definition more clearly matches Skidmore, Smith, & Green's own application of the concept throughout their text.

Not surprisingly, Latin American countries differ in terms of "modernization" thus defined. Skidmore, Smith, and Green provide a tentative explanation for this variance. They hypothesize that "Dependency Theory" modifies the expected effects of Modernization Theory in areas like Latin America. They define Dependency Theory within an international economic context, as "... a situation in which the economy of certain countries is conditioned by the development and expansion of another economy (national) to which the former is subjected." (Skidmore, Smith, and Green, p. 9).

During the colonial period economic dependency resulted from a dictated imperial policy called "Mercantilism." I also contend that Skidmore, Smith, and Green’s definition of this term (p. 19) is, as was the case with Modernization Theory, too vague. For the purpose of this class I require the following definition of Mercantilism: In Latin America Mercantilism required colonies to produce raw materials for the mother country. The mother country would supply the colonies with finished products in return. This arrangement was geared toward the economic enrichment of the mother country at the expense of its colonies, and was motivated by both economic and political considerations.

During the national period, and especially after 1880, Latin American dependency resulted from conditions described in the "ECLA Thesis." The ECLA Thesis, developed by the Argentine economist Raúl Présibich, states: Over time the prices of finished products rise faster than the prices of primary products (raw materials). Since Latin America has traditionally produced primary products and exchanged them with international trading partners for finished products, this has led to Latin America’s indebtedness, and, by extension economic dependency, to its trading partners. (Skidmore, Smith, and Green, pp. 359-360)

Mercantilism and the ECLA Thesis purport to explain how Modernization and Dependency theories have interacted from the colonial period to the present within a Latin American developmental context. This relationship between material growth and economic dependence, Skidmore, Smith, and Green maintain, explains why Modernization Theory does not seem to work in Latin America, why material development does not lead to increased levels of social equality and individual democracy. The interplay of these concepts (Modernization and Dependency) in the form of Mercantilism during the colonial period, and through the operation of the ECLA Thesis during the national period, provides the underlying conceptual foundation for this course. For our purposes we shall call this Modernization/Dependency interaction the "Skidmore, Smith, and Green Thesis (hereinafter abbreviated SS&G Thesis)." It posits: Dependent economic development distorts the expected social and political results of Modernization. Instead of yielding social equality dependent economic growth yields social inequality. Instead of producing individual democracy dependent economic growth yields political authoritarianism.

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2 I have placed especially important text in bold print throughout the syllabus.
3 ECLA is the acronym for the Economic Commission on Latin America.
The Skidmore, Smith, and Green Thesis primarily focuses on Latin American development since 1880. This course is devoted to testing the SS&G Thesis in a variety of ways. Make every effort to understand the SS&G Thesis and the roles of both Modernization and Dependency Theories in its conceptual construction. Also, familiarize yourself with Mercantilism’s colonial and the ECLA Thesis’ national period respective explanations of dependent economic development within the region. Without these conceptual and application understandings you will have great difficulty in managing the material presented in the class.

There simply is not enough time in one semester to examine the historical development of all Latin American countries. Realizing this limitation, I have chosen one country to represent each of several Latin American sub-regions. We shall examine Argentina as representative of temperate South America. In Colombia we shall look at an approximation of a Highland Andean South American country. We shall study Brazil as the example of Portuguese America. Cuba will serve as the Caribbean islands’ focus of our course. Finally, we shall scrutinize Mexico’s historical patterns of modernization and dependency as our example for the Ibero-North American region.

STUDENT LEARNING OUTCOMES AND HOW THEY ARE MEASURED: The overall objective of this course is to arrive at a better understanding of Latin American development; as well as the development of critical thinking and communication skills. To do this we shall:

1. Explore the utility of the Skidmore, Smith, and Green Thesis in explaining development over time in the five Latin American countries examined;
2. Construct persuasive essays using sound logic and concrete examples;
3. To demonstrate an understanding of how historical sources are used, how historians utilize historiography to build scholarship,
4. To identify, synthesize and interpret historical arguments and to explain these arguments cogently in writing assignments and in class discussion.
5. Development of critical thinking skills;
6. Development of written and oral communication skills.

All of the above will be measured by performance on an exam, five quizzes, a class debate, a final paper, and in classroom discussion.

REQUIRED READINGS

The course has three required texts:


You can purchase both of these texts either in the University Bookstore (UC bldg.) on campus, or in the Islander Bookstore off campus at the corner of Ennis Joslin and Ocean Dr.
STUDENT EVALUATION: (See the “Tentative Course Schedule” of the syllabus for some due dates.)

Exam, covers the conceptual basis for the course (Modernization and Dependency Theories, Mercantilism, the ECLA Thesis), how these concepts interact to yield the Skidmore, Smith, & Green Thesis, as well as Chapters 12-13 of the Skidmore, Smith, and Greene text.  

Five Country Quizzes @ 5 points each.  

Class Debate, an application of the Skidmore, Smith, & Green Thesis to a contemporary Latin American country between 1990 & 2007. 

Final Take-Home Essay will test the SS&G Thesis by comparing its predicted conditions against the conditions reflected in the lives of 4 assigned case studies of individuals profiled in the Beezley and Ewell anthology.  

This essay must be 8-12 word processed pages (1 inch margins) double spaced (12 font), using Turabian citation format. 

4 The exam will have two parts. Part 1 will contain 14 multiple-choice questions worth ½ point apiece. Part 2 will consist of short-answer questions. It will present 5-6 items and ask you to write 2-5 sentences on any 4 of them. Each of these answers will be worth up to 2 points. Here are some tips on how to prepare for Part 2 of the test. First, know how to define the Modernization and Dependency Theories, Mercantilism, and the ECLA Thesis. Next, be able to explain how Mercantilism during the colonial period and the ECLA Thesis during the national period led to Latin America’s economic dependency on other nations. Be able to define Skidmore, Smith, and Green’s Thesis. In addition, understand the concepts discussed in Chapter 12 dealing with “Strategies for Economic Development” and the “Dynamics of Political Transformation” discussed in Chapter 13 of the Skidmore, Smith, and Green text.  

5 Each debate team will have five members. Presenter 1, will describe economic conditions during the period, & determine whether they reflect the SS&G Thesis predicted economic dependency or not. The “Affirmative” team member will argue they do; the “Negative” team member will argue they do not. Presenter 2, will describe social conditions during the period & determine if they reflect the Thesis predicted social inequality or not. The “Affirmative” team member will argue they do; the “Negative” team member will argue they do not. Presenter 3, will describe political conditions in the country during this period and determine whether they reflect the Thesis predicted political authoritarianism or not. The “Affirmative” team member will argue they do; the “Negative” team member will argue they do not. The fourth member of each team, the rebutter, will attack the arguments of the economic, social, and political presenters of the opposing team. The fifth and final team member, the closer, will try to accomplish 2 goals: refute the overall argument of the other team, and affirm the argument of their own team.  

Each individual involved in the debate will have up to five minutes. This exercise will require additional library research for the first three presenters of each debate team. See the “Tentative Course Schedule” section for debate dates. Copies of a sign-up sheet and a debate template and a Judging sheet are attached to the end of the syllabus (pp. 8-10)  

6 Your final paper must be typed or word-processed, double-spaced, in 12 font. You must properly cite with footnotes or endnotes all the ideas and direct text you obtain from your readings. Failure to cite another’s text, ideas, or information is called plagiarism. Plagiarism, if documented, will result in a “0” grade on the final essay. If you have questions about plagiarism or any other academic offense and their potential consequences consult the “Academic Honesty” section of the 2010-2011 Undergraduate University Catalog (pp. 40-41), or speak with the instructor. Turabian, or the Chicago Style Manuel in its unabridged format, is the only acceptable citation format for this paper. You can access the “History Area Style Guide” at the following web-site: http://cla.tamu.edu/history/History_Area_Guide_Fall2009.pdf. It contains a brief explanation of Turabian citation and overall final paper formatting. Failure to use citations, or to type or word process this essay will cause you to lose one letter grade from your overall essay grade for each of these two omissions. All borrowed text must be placed in quotation marks. I also prohibit more than an average of three lines of quotes per page. It is easier for me to assess your understanding of the
Life Study Test of the SS&G Thesis from the Beezley and Ewell Text. The essay must be word processed, double spaced, have 1 inch margins, with properly formatted Turabian citations. ................................................................. 5%

Class Participation: Your class participation grade will be determined by Your attendance and the quality of your engagement in class discussions. ................................................................. 5%

Total Course Grade ..................................................................................... 100%

Make-Up policy. I will only consider a make-up on one exam or one country quiz under the following conditions. You must make your request for a make-up no more than 24 hours after the missed exam. At the next class meeting you must then provide me with some type of written excuse explaining your absence on the day of the exam. For obvious reasons, there will be no make-ups for the debates, so be sure you sign-up for a debate date you can attend.

Academic Integrity and Honesty: Inappropriate behavior described in the current TAMUCC Undergraduate Catalog, as well as repeated tardiness, and cheating on an exam or a quiz, and/or plagiarism on the final essay will result in one of the seven penalties outlined in the 2010-2011 University Catalog (pp. 40-41). Seriousness of the offense (as defined by the student’s actions during and after the event) in the judgment of the instructor, will determine which of these reprimands will apply.

Academic Advising:
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Americans with Disabilities Act:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

Grade Appeals Process:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the material if you use your own words. Finally, failure to turn the essay in on time without instructor approval will result in one letter grade deducted from your paper grade per day of tardiness.
course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Carroll: HIST 3302 TENTATIVE COURSE SCHEDULE**

**Jan. 10.** Course Orientation. Brief overview of the conceptual construction of the Skidmore, Smith, and Green Thesis (hereinafter referred to as the SS&G Thesis). Read the syllabus paying careful attention to text in bold print. Also read the introduction to the Skidmore, Smith, and Green text (hereinafter cited as SS&G text), especially pp. 7-13. We will devote the rest of the class to the topic, “Strategies for Economic Development,” Chapter 12 in the SS&G text.

**17.** We shall continue our discussion of “Strategies for Economic Development,” and then move onto the topic of the “Dynamics of Political Transformation.” Read SS&G, pp. 351-402. During the remainder of the class we shall review for the exam, which will cover the conceptual framework for the Skidmore, Smith, and Greene Thesis, including the concepts that went into constructing it, SS&G’s periodization in the application of their Thesis, and some of the terms they use to distinguish different types of economic dependency, social inequality, and political authoritarianism. The materials which will prepare you for this test are: the bold faced print on the first 4 pages of the syllabus, your lecture notes, and pp. 1-13, and 351-402 (Chapters 12 and 13) in the SS&G text.

**24.** We shall devote the first half of the class to continued review for the exam. We will administer the exam during the second half of the class. Again, the exam will test you on the conceptual construction of the Skidmore, Smith and Greene Thesis, the two concepts that explain its operation during the colonial and national periods in Latin America – Mercantilism and the ECLA Thesis respectively, SS&G’s periodization of the application of their Thesis, and terms they use to describe different types of economic dependency, social inequality, and political authoritarianism.
31. **Case Study 1:** The application of the SS&G Thesis to Mexican Structural Development. Read SS&G, pp. 45-81.

Feb. 7. During the first half of the class we shall continue our discussion of the application of the SS&G Thesis to Mexican Structural Development. In the SS&G text finish reading pp. 45-81. The second half of the class will be devoted to a test of the operation of the SS&G Thesis by comparing its predicted conditions to those reflected in the lives of individuals living in Mexico at different times. Prior to the class meeting read the following life stories in the Beezley and Ewell anthology text: LaFrance and Thomson’s, “Juan Francisco Lucas,” pp. 1-12, and Joseph and Wells’, “Pedro Crespo,” pp. 27-40. **Near the end of the class we shall take a multiple-choice quiz on the applicability of the SS&G Thesis to Mexican structural development from 1880-2005.**

14. **Case Study 2:** The application of the SS&G Thesis to Cuban structural development. In the SS&G text read pp. 121-149. **During the last 20 minutes of the class we will discuss the creation of debate teams.**

21. During the first part of the class we shall complete our discussion of Cuban development. We shall then turn to a test of the operation of the SS&G Thesis by comparing its predicted conditions to those reflected in the lives of individuals living on Cuba at different times. Prior to the class meeting read the following life stories in the Beezley and Ewell anthology text: Núñez Machín’s essay on “Angel Santana Suárez,” pp. 75-88, and Stoner’s, “Ofelia Domínguez Navarro,” pp. 119-139. Toward the end of the class we shall **take a multiple-choice quiz on the applicability of the SS&G Thesis to explaining development on Cuba, 1880-2005.**

28. **Case Study 3:** For the better part of the class we shall discuss the application of the SS&G Thesis to Colombian structural development. In the SS&G text read, pp. 191-218. **Toward the end of the class we shall sign-up debate teams.**

Mar. 5. During the first half of the class we shall finish our discussion of the application of the SS&G Thesis to Colombian structural development. During the second half of the class we shall first discuss the life story test of the SS&G Thesis by examining development’s impact on individual Colombians. Read: Shifter’s, “Majito and Carlos Alberto: The Gamin Legacy,” in the Beezley and Ewell anthology text, pp. 275-282. **At Near the end of the class we shall then take a multiple-choice quiz on the applicability of the SS&G Thesis to Colombian development from 1880-2005.**

13. **Spring Break, No Class.**

20. **Case Study 4:** We shall devote most of the class to discussing the application of the SS&G Thesis to Argentine structural development. Read the SS&G text, pp. 244-277. Toward the end of the class we shall briefly discuss the single case study assignment from an assigned reading in the Beezley and Ewell anthology text, the purpose of the exercise, and how to go about completing it. This brief essay involves a comparison of the economic, social, and political conditions predicted by the SS&G Thesis to the economic, social, and political conditions reflected in the lives of one of the following individuals we shall have examined prior to the due date for this exercise: Juan Francisco Lucas, Pedro Crespo, Angel Santana Suarez, Ofelia Domínguez Navarro, or Carlos Gardel. Reading the Final Paper Instruction Sheet appended to your course syllabus (pp. 11-12), might offer you additional directions on how to complete this exercise.

27. We devote the first part of the class to finishing our discussion of the application of the SS&G Thesis to Argentine structural development. Finish reading pp. 244-277 in the SS&G text. We shall then turn to a discussion of an Argentine life story’s test of the SS&G Thesis. Read Bensusan’s “Carlos Gardel and the Tango,” pp. 167-180, in the
Beezley and Ewell anthology text. We shall then take a multiple-choice quiz on the applicability of the Skidmore and Smith Thesis to Argentine development from 1880-2005. Note: Nov. 4 is the last day to drop a class without a grade assignment. Note: Mar. 30th is the last day to drop a class.

**Apr. 3.** Case Study 5: We shall devote the class to our discussion of the application of the SS&G Thesis to Brazilian structural development. Read the SS&G text, pp. 306-330.

10. During the first half of the class we shall complete our discussion of the application of the SS&G Thesis to Brazilian structural development. Read the SS&G text, pp. 330-348. In the Beezley and Ewell anthology read: Besse’s, “Patricia Galvão,” pp. 103-117, and Hewitt’s, “Maria Ferreira dos Santos,” pp. 245-257. At the end of class we shall take a multiple-choice quiz on the applicability of the Skidmore and Smith Thesis to Brazilian development from 1693-2005. You must turn in your individual case study at the beginning of this class.

23. Country Debates 1 and 2. We shall devote the last half of the class to a discussion of the up-coming class debates and the final paper exercise.

30. Country Debates 2 and 3.

Turn in your final paper in the classroom between 7:15 and 7:45 PM, Date TBA. You will be docked a letter grade on this exercise for each unexcused day of tardiness. Failure to supply proper citations will also result in the loss of a letter grade, as will the failure to turn in a typed or word-processed essay.
3302 Debate Sign-up Sheet

Debate Premise: (country's) conditions during the 1990-2005, period matched the general conditions predicted by the operation of the SS & Thesis.

Date of the Debate:

Name and e-mail address of each team member: Please print legibly.

Affirmative Team

Presenter 1 (economic match). ________________________________
Presenter 2 (social match). ________________________________
Presenter 3 (political match) ________________________________
Rebutter. _______________________________________________
Closer. ________________________________________________

Negative Team

Presenter 1 (economic match). ________________________________
Presenter 2 (social match). ________________________________
Presenter 3 (political match) ________________________________
Rebutter. _______________________________________________
Closer. ________________________________________________
Rules of the Debate: All 75 minutes of our class time is allotted for these debates. I will warn individual presenters 30 seconds before their time expires. If you go beyond the 30 second grace period you will be penalized. The instructor will tell the judges to deduct a certain amount from your score. The schedule items below list time totals for both teams combined.

1. Each of the 3 presenters will have up to 5 minutes to present their case (3x5=150x2 = 30 minutes).  
2. Each rebutter will also have 5 minutes to make their case (2x5=10 minutes).  
3. Each closer will also have 5 minutes to make their case (2x5=10 minutes).  
4. The judges will then have 5 minutes to deliberate on the winner of the debate. (5 minutes)  
5. The instructor will take 5 minutes to tally scores from the judges, declare the winner, and ask some individual judges why they voted the way they did.

The Prize: Each member of the winning team will receive 20 points (100%); each member of the losing team will receive 17 points (85%) toward their overall class grade. Students not participating in the debate will judge it. I, as the instructor reserve the right to lower or raise or lower individual student grades on the exercise in egregious cases of outstanding or poor performance.

Classroom demeanor during this exercise is important.

1. You cannot enter the classroom late; this is too distracting to the debaters.  
2. Out of respect and support to your fellow classmates, you must remain both silent and attentive while the debate is in progress. 
3. Presenters must act in a professional manner. Do not wear anything out of the ordinary, or engage in remarks unrelated to the debate topic. 
4. Use of Powerpoint in your presentations is optional, but your file must be loaded on the classroom computer before our 2 PM start of the debate. 
5. If you are judging a debate be prepared to explain why you voted the way you did.
JUDGING:

Class members not participating in the debate will judge the two teams’ performance. We will allow 5 minutes after the closings so that the judges can tally their team scores on the ballot sheets. The judges will score each team member on a scale from 1-5 with 1 being the lowest score and 5 being the highest score.

**BALLOT SHEET**

<table>
<thead>
<tr>
<th>Positive Team</th>
<th>Negative Team</th>
</tr>
</thead>
</table>
| **Presenter 1, Eco. Conditions:**
(The points made were in logical order and led up to a conclusion) |  |  |
| **Presenter 2, Social Conditions:**
(The points made were in logical order and led up to a conclusion) |  |  |
| **Presenter 3, Political Conditions:**
(The points made were in logical order and led up to a conclusion) |  |  |
| **Rebutter:**
(The points made were in logical order and led up to a conclusion) |  |  |
| **Closer:**
(The points made were in logical order and led up to a conclusion) |  |  |

**Total Score:**

<p>| | |</p>
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Take-Home Final Essay Guide

See pages 4-5 of your syllabus for a description of the format of this essay. There is a good deal of flexibility in this assignment with regard to time and place focus. This exercise has certain requirements. Failure to meet them will result in grade penalties. The following violations will result in the automatic deduction of a letter grade for this exercise: each day of unexcused tardiness in turning in the paper, failure to type or word process your essay, and the omission of properly formatted citations (Turabian [Chicago Style Manual] format).

In order to write this paper I suggest that you go through the following steps:

1. Choose 4 people whose assigned biographies appear in the Beezley and Ewell anthology text. Do not choose an essay from the Beezley and Ewell anthology that has not been assigned to read.

2. For each of the essays you choose determine whether their life experiences reflected the conditions predicted by the Skidmore, Smith, and Green Thesis. Note, that some essays do not fully address some of the predicted conditions. For example, Shifer’s, “Majito and Carlos Alberto,” devotes too little attention to political and economic conditions to determine whether they reflect the political authoritarianism and economic dependency predicted by the SS&G Thesis. These two no-calls do not represent mismatches between the reflected conditions in the essay and those predicted by the SS&G Thesis. Thus, the only judgment you can make is whether the reflected social conditions in the essay match the social inequality predicted by the Thesis. If the social conditions do match then there is a 100% match of the conditions reflected in this essay, and the conditions predicted by the SS&G Thesis. If the social conditions do not match there is a 0% match between the essay reflected and the Thesis predicted conditions. If you have any questions consult with the instructor before you start writing your essay.

In order to help you get started with this essay I have drafted an opening paragraph for it. If you choose to use this introductory thesis I would expect you to paraphrase it, that is use the thoughts and even the organization in this paragraph, but put everything into your own words.

Sample Hypothesis/Introduction:

The Skidmore, Smith and Greene Thesis is a reliable predictor of economic, social, and political development in Latin America. The thesis states that dependent economic development will lead to social inerquality and political authoritarianism. In this essay I shall test this hypothesis by describing the conditions reflected in the lives of four individuals who lived in countries within the region during the time periods covered in the Skidmore, Smith, and Green text. I shall then match these reflected conditions against the general predicted conditions outlined in the Skidmore, Smith, and Green Thesis. If the total number of actual life and predicted conditions match at least 70% of

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7 If you are unfamiliar with the Kate Turabian’s, Chicago Style Manual, you can go to the web for instructions. Using Google as your search engine, type in Chicago Style Manual, and hit return. Scroll down until you come to “Chicago format for in-text citations and notes,” and click on it. This site has instructions on how to do Turabian format footnotes or endnotes for books, periodicals, and other published secondary works.
the time, I shall conclude that the hypothesis is valid. If the life and predicted conditions do not
match at least 70% of the time I shall conclude that the hypothesis is invalid. (Note: I expect to you to
state the main points of this paragraph in your own words.)

Sample Conclusion:

The theoretical basis for Skidmore, Smith, and Greene's Thesis is Modernization Theory
distorted by Dependency Theory. (Then define both theories from pp. 8-9 in SS & G. Don’t forget to
integrate Prébisch’s ECLA Thesis [pp. 359-360] into your definition of Dependency.) If the above
matches occur between reflected and predicted conditions at least 70% of the time you must conclude
that the Skidmore and Smith hypothesis accurately predicts and explains post-1880 Latin American
development.

OR

If, on the other hand, you find that the above matches do not occur at least 70% of the time
then you must conclude that the Skidmore, Smith, & Greene's hypothesis does not accurately
predict or explain post-1880 Latin American development.

I would caution you on two common mistakes in drawing you conclusions. First, some life stories
do not provide enough information on one, or even two, of the three SS&G predicted conditions to
determine whether there is a match or a mismatch between the person’s life experience and the Thesis
predicted condition. In these cases state this lack of information on the predicted condition and do not
count it either as a match or a mismatch in your determination of the 70% or better match criteria to support
the validity, or the invalidity, of the SS&G Thesis.

Second, in your conclusion don’t just say there is a better than 70% match between the predicted
and reflected conditions. I want you to give me the match percentage you actually found. In order to
determine this percentage divide the number of total possible matches (cases where there was enough
information in all five of the life stories to determine a match or mismatch with each Thesis predicted
condition) into the total number of predicted-reflected conditions that you did find a match. For example, if you determined a total of 10 matches out of 12 possible matches (this means there was not enough information in one of the essays to determine a match with a particular SS&G Thesis predicted condition) then you would determine the percentage of match with the following two equations: \( \frac{10}{12} = 0.833 \), which you would round off to 0.83. You would then convert this to a percentage by multiplying 0.83x100=83% match between the SS&G Thesis predicted and the life experience conditions. If you have questions about either of these two common mistakes please come in and talk to me.