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 2014 semester are: MW, 1-2, and 5:30-6:30 PM, and F 9:30-10:30 AM. If these hours present a hardship for you please speak with me and I shall provide you a meeting mutually agreeable to both of us. I should point out, however, that under no circumstances will I see anyone on MW 10:30-1:30-2 PM; or on Wed. evening from 6:30 - 7 PM. These are the half hours before I meet one of my classes, and I need this time for reflection and last minute class preparations. Marti Beck is Administrative Assistant for the History area; her number is 825-5783. Often she can help you with questions about my availability.

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. This overall area has undergone some common and many unique national experiences. Commonly, all Latin America countries underwent European colonial experiences between the 16th and the 19th centuries. The entire region was at one time or another ruled by Spain or Portugal. At the regional and local level this colonial experience created varying levels of European, Native American, and African economic, social, and political interaction, contact that provided the foundation for the culturally and racially diverse national societies that exist today.

A second near common experience is that after 300 years of European control, every mainland Latin American colony won political independence during a narrow window in time, 1810-1826. Moreover, 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" beyond gender played important operational roles in the structuring of Latin American colonial and national societies. Race, ethnicity, and economic class also helped both to define identity and to determine access to power and privilege within the region.

The differences between Latin American countries prove at least as great as their commonalities. Physically, Latin America represents 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 mixes of first native, and later colonial population and national densities, have led to socio-political 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.

The region’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 colonial European interests in the Americas. These colonies became closely linked to the Atlantic economy. They exchanged domestic 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 America making the inter-regional national experiences as a whole somewhat diverse as well.

This historical mix of common and unique characteristics between the post-1826 Latin American countries goes a long way toward explaining their varying economic, social, and political 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

1 Spanish and Portuguese settlers brought African slaves and servants with them to the Americas.
"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. The authors of your principal text, Skidmore, Smith, & Green (SS&G) define it as a developmental setting wherein, "economic growth would generate the social change that would in turn make possible more "developed" politics." 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, which then leads to 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 relationship between economic, social, and political development 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." During the colonial period economic dependency resulted from a dictated imperial policy called "Mercantilism." In Latin America Mercantilism required colonies to primarily produce bullion and/or commercial agricultural crops for export to the mother country. Manufacturing in the colonies was discouraged. These finished manufactured items were supplied to the colonies by the mother country. 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 Prébisch, states: Over time the prices of finished products rise faster than the prices of primary products (raw materials and staple, or food, products). Since Latin America has traditionally produced primary and staple 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.

Mercantilism and the ECLA Thesis 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 DependencyTheories) 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 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.
5 Ibid, p. 21.
6 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 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 four Latin American sub-regions. We shall examine Argentina as representative of temperate South America. Brazil represents 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 (SLOs) 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. Students will explore the utility of the Skidmore, Smith, and Green Thesis in explaining development over time in the four Latin American countries examined.
2. Students will be both familiar with and understand the social, economic, and political dimensions of historical development.
3. Students will construct persuasive essays using sound logic to arrive at general Conclusions based upon supportive evidence;
4. Students will be both familiar with and practiced at the methods of scholarly historical analysis,
5. Students will be both familiar with and practiced at critical thinking, analytical reading, and clear writing;
6. Students will develop oral communication skills.

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

REQUIRED READINGS
The course has two required texts:

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

Exam, covers the conceptual basis for the course (Modernization and Dependency Theories, Mercantilism, the ECLA Thesis), how these concepts interact to construct the Skidmore, Smith, & Green Thesis, as well as Chapters 12-13 of the Skidmore, Smith, and Green text.8 .......................... 20%

Four Country Quizzes @ 5 points each. ................................................................. 20%

Class Debate, an application of the Skidmore, Smith, & Green Thesis to a contemporary Latin American country between 1990 & 2007. .............. 20% 9

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 should be approximately 7-10 word processed pages in length with 1 inch margins and double-spaced font 12. Use Turabian citation format.10 .................................................. 30%

8  The exam will have two parts. Part 1 will contain 10 multiple-choice questions worth ½ point each. Part 2 will consist of short-answer questions. I will present 5-7 items, and ask you to write 2-5 sentences on any 3 of them. Each of these answers will be worth up to 5 points. Here are some tips on how to prepare for Part 2 of the test. First, know how to define 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, and the roles of Modernization and Dependency Theory in its construction. 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.

9 Each debate team will have five-6 members. Presenter 1, will describe economic conditions during the period, & determine whether they reflect the specific SS&G Thesis predicted dependent economic conditions for the period in question, 1990-2007 (although you can extend the period up to the present date if you like). 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 in question & determine if they reflect the specific SS&G Thesis predicted social conditions for that period 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 the period in question, and determine whether they reflect the specific SS&G Thesis predicted political conditions for the period 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 5 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, a debate template, and a Judging sheet are attached to the end of the syllabus (pp. 8-10)

10 Your final paper must be typed or word-processed, double-spaced, in 12 font with 1 inch margins. You must properly cite with footnotes 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 online Undergraduate University Catalog, 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.tamucc.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
Class Participation: Your class participation grade will be determined by your attendance and the quality of your engagement in class discussions. ................................................................. 10%

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 and justifying 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 any combination of 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 online University Catalog. 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 professionals. The undergraduate advisor for History and other Humanities majors is Ms. 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 CCH 116.

Grade Appeals Process: A student who questions a grade received in a course taught in the College of Liberal Art should first speak with the faculty member who assigned the grade to determine whether the two may arrive at a mutual understanding. If a student’s concerns are not satisfied after this discussion, he/she may elect to initiate procedures to appeal the grade. In order to appeal a grade, the appeal request must focus on specific departures from guidelines listed on the syllabus. Dissatisfaction with a grade is not grounds for a successful appeal. The procedures that follow apply to all of the College of Liberal Art’s programs.
1) A student must submit a written appeal to change a grade using the “Student Grade Appeal Form,” stating briefly and clearly the action requested and the reason(s) for the requested change. The student must present the written appeal to the faculty member who assigned the grade in question within fifteen (15) business days after the start of the following long semester.

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 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.
2) After reviewing the student’s written appeal, the faculty member will make a decision. If the appeal is approved, the faculty member will submit a grade change form to initiate the “change of grade” process. The faculty member will document their decision on the “Faculty Grade Appeal Response Form.”

3) If the appeal is denied, the student may appeal in writing using the “Student Grade Appeal Form” to the Department Chair. Department Chairs will only review an appeal that is made in writing. Students must state clearly the specific request being made and include a brief statement of the reasons for the proposed change.

4) After reviewing the student’s written statement and after consulting with the faculty member, the Departmental Chair will make a decision regarding the grade appeal using the “Department Chair Grade Appeal Response Form.”

In reviewing a student’s appeal, the Departmental Chair will consider whether the professor adhered to guidelines for equitable treatment and to evaluation procedures identified on the course syllabus. Appeals must focus on specific departures from guidelines listed on the syllabus.

5) Students will use the “Student Grade Appeal Response Form” to indicate if they accept or do not accept the decision of the Department Chair. If the student accepts the decision of the chair, the forms are filed and the appeal is concluded.

6) If a student does not accept the Departmental Chair’s decision, he or she may appeal in writing using the “Student Grade Appeal Form” to the Associate Dean of the college, who will convene the College Grade Appeal Committee to arrive at a final decision. This decision will be recorded on the “Associate Dean Grade Appeal Response Form” and this decision cannot be appealed.

It is our goal to maintain fair standards with regard to grading. However, if you feel that you have received a grade that does not reflect the quality of your work, or if you do not understand why you received a particular grade you are encouraged to appeal the grade to the instructor. If you reason the instructor’s explanation for your grade is unjust or arbitrary you can appeal the grade to the Chair of the Department of Humanities. If after this second step in the appeal process you still think the grade is unjust you can take your appeal to the Dean of the College of Liberal Arts. Your final course of appeal, only after exhausting these first three appeal steps, is to an Academic Vice President/Provost appointed University Appeal Committee.

**Carroll: HIST 3302 TENTATIVE COURSE SCHEDULE**

**Jan.**


24.  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

27, 29, 31  We shall devote this week to a discussion of Chapter 12, “Strategies for Economic Development,” in the SS&G text. Read and be prepared to discuss SS&G, pp. 351-375.

**Feb.**

3, 5, 7.  We shall devote this week to a discussion of Chapter 13, the “Dynamics of Political Transformation.” In the SS&G text. Read SS&G, pp. 351-402.  **Last day to register or add a class.**

10, 12. We shall devote these 2 classes to reviewing for the upcoming exam. Our review will focus upon the conceptual framework for the Skidmore, Smith, and Green 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.

14. **Exam** covering the following themes:
   1. the conceptual construction of the Skidmore, Smith and Green Thesis;
   2. the two concepts that explain the Thesis’ operation during the colonial and national periods in Latin America – Mercantilism and the ECLA Thesis respectively;
   3. SS&G’s periodization of the application of their Thesis;
   4. the terms they use to describe different types of economic dependency, social inequality, and political authoritarianism (SS&G, Chapters 12-13).

17. We shall devote this class period to a discussion of the exam.

Feb. 19, 21, 24. **Mexican Country Study:** We shall devote these two meetings to continued discussions of the application of the SS&G Thesis to Mexican Structural Development. Finish reading SS&G, pp. 45-81.

26. Be prepared to discuss the operation of the SS&G Thesis by comparing its predicted conditions to those reflected in the life of Pedro Crespo. Read the essay of 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 explaining Mexican development from 1880-2007.**

Mar. 3, 5, 7. **Cuban Case Study:** We shall devote these three class periods to discussions of the application of the SS&G Thesis to Cuban structural development. In the SS&G text read pp. 121-149.

10-14. Spring Break, no class.

17. Compare the SS&G Thesis’ predicted conditions to those reflected in the life of Angel Santana Suarez. In the Beezley and Ewell anthology text read:


21, 24, 26. **Argentine Case Study:** We shall devote these three class periods to discussions of the application of the SS&G Thesis to Argentine structural development. Read the SS&G text, pp. 244-277.

28. Be prepared to discuss a comparison of the SS&G Thesis’ predicted conditions to those reflected in the life of Carlos Gardel. In the Beezley and Ewell text read the essay by Bensusan, “Carlos Gardel and the Tango,” pp. 167-180. Toward the end of class you will take a multiple-choice quiz on the applicability of the Skidmore and Smith Thesis to Argentine development from 1880 -2007.

31. We shall discuss the roles of members of the debate teams, and sign-up for the debates.

Apr. 2, 4, 7. **Brazilian Case Study.** We shall devote these three class periods to discussions of the application of the SS&G Thesis to Brazilian structural development. Read the SS&G text, pp. 306-348. **Note: April 11th is the last day to drop a class with an automatic “W” grade.**

9. Be prepared to discuss a comparison of the SS&G Thesis’ predicted conditions to conditions
reflected in the life of Patricia Galvão. In your Beezley and Ewell text read Besse’s, “Patricia Galvão,” pp. 103-117. 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 1880 -2007.

11. We shall discuss the final paper which aims to test the predictions of the SSG Thesis against the real life experiences in individual pospographies (short biographies) assigned in the Beezley and Ewell text. The topics of this discussion include: the purpose of this exercise, and how to go about completing it. This essay involves a comparison of the specific economic, social, and political conditions predicted by the SS&G Thesis for the period covered in four individuals’ lives to the actual economic, social, and political conditions reflected in the lives of those people. Reading the Final Paper Instruction Sheet appended to your course syllabus (pp. 12-14) might offer you additional directions on how to complete this exercise.

14, 16, 18 We shall devote these 3 class periods to a discussion of the upcoming debates.


April 25. Debate 3.

28. Debate 4 (if necessary; if not, we shall discuss the final paper).

30. A presentation on the final paper instructions.

May 9. Turn in your final paper and discuss the class experience. Each day of unexcused late submission of your paper will result in the loss of ½ letter grade on this exercise.
HIST 3302 Debate Sign-up Sheet

Debate Premise: (country’s) conditions during the 1990-2007 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:** 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 one point 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=15x2 = 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 the start of your 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></th>
<th>Positive Team</th>
<th>Negative Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter 1, Eco. Conditions:</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>(The points made were in logical order and led up to a conclusion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter 2, Social Conditions:</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>(The points made were in logical order and led up to a conclusion)</td>
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<td></td>
</tr>
<tr>
<td>Presenter 3, Political Conditions:</td>
<td>____________</td>
<td>____________</td>
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<tr>
<td>(The points made were in logical order and led up to a conclusion)</td>
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<tr>
<td>Rebuttal:</td>
<td>____________</td>
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<tr>
<td>(The points made were in logical order and led up to a conclusion)</td>
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<tr>
<td>Closer:</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>(The points made were in logical order and led up to a conclusion)</td>
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</tr>
<tr>
<td><strong>Total Score:</strong></td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>
Take-Home Final Essay Guide

See text and footnote 6 on 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. However, this exercise does have specific requirements. Failure to meet them will result in grade penalties. These requirements include: turning the exercise in no later than the date listed at the end of the Course Schedule section of the syllabus (Nov. 25). Each day of unexcused tardiness in turning in the paper will result in the loss of half a letter grade/day of tardiness. Failure to type or word process your essay, and/or the omission of properly formatted citations (Turabian [Chicago Style Manual\textsuperscript{11}] format), will each result in the deduction of a full letter grade.

In order to successfully complete this exercise complete the following steps:

1. Choose 4 people whose course 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 in the syllabus.

2. Place the life story in one, and only one, of the interpretive time periods used by SS&G: 1880-1930, 1930-1980, 1980-2007. Do not place the life story in more than one time period, even if it overlaps two of SS&G’s interpretive periods. Place it in the SS&G period it best/most fits.

3. For each of the life stories, or case studies, you choose determine whether their life experiences reflected the specific conditions predicted by the Skidmore, Smith, and Green Thesis for the time covered in their story. Note, that some essays do not fully address some of the predicted conditions. In these cases it is impossible to determine whether the life conditions match the SS&G predicted condition for the period in question. These examples of lack of information do not represent a mismatch with the predicted SS&G condition. These cases force “a no call” on the particular portion of a life test of the SS&G Thesis. Thus, the only judgments you can make on the predictive reliability, or validity, of the SS&G Thesis are in cases where the life story does describe an economic, social, or political condition that can be compared to the conditions described by SS&G for the time period in which the life story is primarily set. 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 Green 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 inequality 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

\textsuperscript{11} 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.
actual life and predicted conditions match at least 70% of 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 about a common mistake in drawing you conclusions. 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 four 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 8 matches out of 10 possible matches this means there was not enough information in the life stories to determine a match with two particular SS&G Thesis predicted conditions because there are 12 potential matches in 4 life stories (four times three conditions = 12 potential matches). If that were the case you would determine the percentage of match with the following two equations: 8/10=.8. You would then convert this to a percentage by multiplying .8x100=80% match between the SS&G Thesis predicted and the life experience conditions. If you have questions about this common mistake please come in and talk to me.