Latin American History

HIST-3302.001
Fall 2014
Class Time MWF 11-11:50
Office Hours: MW 1-2, Th 4-5 and by appt.

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Office Phone: TBA

Course Description

This course offers an introduction to the history of modern Latin America. Starting with the wars for independence from Spain and ending with the challenges facing Latin America in the early 21st century, we will examine the political, social and economic history of the region. We will focus particularly on the construction of the modern nation state and the grassroots movements that demanded political and economic inclusion. We will also look at the often brutal responses with which these movements have been met. Particular attention will be paid to the themes of nation building, economic development, U.S. imperialism, authoritarianism, and popular struggle. In addition, we will examine how ideologies of gender, race and ethnicity helped shape these processes and movements. To get at these histories, we will analyze primary historical sources, as well as literature, music, film and oral histories.

Learning Outcomes Assignments

Students who successfully complete this course will:

- Demonstrate their comprehension of key historical processes in Latin America by synthesizing and analyzing information on exams.
- Demonstrate critical thinking by discussing and evaluating the arguments of academic articles.
- Develop oral communication skills by participating in discussions.
- Demonstrate the development of historical thinking through participation in class debates.
- Write a well-organized essay that applies knowledge of Latin American history to an analysis of the novel One Hundred Years of Solitude.

Required Texts and Supplies Assignments

- Gabriel Garcia Marquez, One Hundred Years of Solitude
- Two Blue Books
Assignments

- Pop Quizzes/Participation 15%
- Mid-Term 20%
- Debate 20%
- Paper 20%
- Final Exam 25%

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

Pop Quizzes/Participation: This introductory level course combines both lectures and discussions. Students are expected to participate regularly in class by asking or answering questions and sharing their own interpretations of the readings and course material. Consequently, you should come to class prepared to discuss the readings assigned for that day. Participation make up a significant portion of your final grade. Pop Quizzes based on the reading will be given randomly in the first five minutes of class. No make-up quizzes will be offered.

Debates: Each student will participate in one of the three debates we will have in class and write a 4 to 6 page paper on the position you defended. These papers, as well as your performance in the debate, should be based on both class materials as well as other primary or secondary sources. The paper will be due a week after your debate. This activity will require you to place yourself in the position of a historical actor, assess information from their perspective and understand why they acted the way that they did. We will discuss this assignment in more detail in class.

Exams: Grades are also based on two exams, a mid-term and a final. These exams will feature identification, short answer, and essay questions. A review sheet will be handed out before each exam.

Essay: Students will write an essay tying One Hundred Years of Solitude to the themes we have discussed in class. I will distribute the essay prompt in class two weeks before the essay’s due date. Your grade will be divided equally between the first and final draft. Both drafts are due at the beginning of class on the days marked on the syllabus.

Map Quiz: Finally, successful completion of a map quiz on Latin America is required to pass the class. I will offer one in-class map quiz on September 5th. After that, you will have to come to my office hours to take the quiz.

Class Policies

Classroom Conduct
One of the goals of this course is to help students develop their oral communication skills. In order to do this, it is absolutely essential that we all work to create a safe and respectful space in which people can craft arguments and debate ideas. It is necessary that we ground our opinions in evidence, either from the readings, from the lectures or from some other source related to the
class. Undoubtedly, there will be disagreement, but so long as we respect differing opinions and refrain from personal attacks, these exchanges will both illuminate the past and help us develop our own interpretations of it.

Your everyday behavior also affects the classroom atmosphere. Arriving late, talking with your neighbors, using the internet and/or studying for other classes distracts both your peers and your instructor and will affect your participation grade. If you are caught engaging in any of these behaviors, I will deduct two points from your final participation grade. I discourage the use of laptops or tablets. You may use them only with advance permission, obtained during office hours. All cell phones and other electronic devices must be turned off at the beginning of class.

**Late Work**
Assignments will be penalized a full letter grade for each day they are late (e.g. if the assignment was due on Monday and you turn it in two days late, on Wednesday, the highest grade you can earn will be a C).

**Students with Disabilities and Veterans**
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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advisement**
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. 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](http://www.tamucc.edu/~aac).

**Grade Appeals Process**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
## Class Schedule

### Unit One: Transition to Nation States, 1810-1889

**Week One:** Introduction and Surveying Colonial Latin America

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Aug. 27</td>
<td>Introductions and the Syllabus</td>
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<td>Aug. 29</td>
<td><em>Reading:</em> Chasteen, Chp 1</td>
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**Week Two:** Colonial Legacies and Nation Building

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<th>Activity</th>
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<tr>
<td>Sept 3rd</td>
<td><em>Reading:</em> Chasteen, Chapter 3; Charlip, “Evaluating a Document” and</td>
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<td>Garcilaso de la Vega (BB)</td>
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<td>Sept 5th</td>
<td><strong>Map Quiz, Reading:</strong> Chasteen, Chapter 4,</td>
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**Week Three:** Latin American Liberalism

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<tr>
<td>Sept 8th</td>
<td><em>Reading:</em> Chasteen, Chapter 5</td>
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<td>Sept 10th</td>
<td><em>Reading:</em> Grandin, “A Pestilent Nationalism” (BB)</td>
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### Unit 2: 1880-1930s: Emerging Nationalisms

**Week Four:** Neocolonialism and Agro-Export Economies

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<tr>
<td>Sept 15th</td>
<td><em>Reading:</em> Chasteen, Chp 6, García Marquez (1-63)</td>
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<td>Sept 17th</td>
<td><em>Reading:</em> García Marquez (64-119)</td>
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<td>Sept 19th</td>
<td><em>Reading:</em> Revolutionary Corridos (BB), García Marquez (120-192)</td>
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**Week Five:** Populism in Latin America

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<td>Sept 22nd</td>
<td><em>Reading:</em> Chasteen, Chapter 7, García Marquez (193-229)</td>
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Sept 24th  
*Reading:* García Marquez  (230-290), Eyewitness Accounts of Haitian Massacre (BB)

Sept 26th  
*Reading:* García Marquez (291-383)

**Unit 3: Revolution, Dictatorships and Popular Protest 1930s-1970s**

Week Six: Dictatorships and Frustrated Democracies

Sept 29th  
*Readings:* Chasteen, Chapter 8, Neruda (BB)

Oct 1st  
*Reading:* Gould, “They killed the just for the sinners” (BB)

Oct 3rd  
**First Draft of Essay Due**

Week Seven: The Cold War and the Cuban Revolution

Oct 6th  
*Readings:* Grandin, “Introduction” (BB)

Oct 8th  
*Reading:* Castro, “History Will Absolve Me” (BB)

Oct 10th  

Week Eight: Exporting Revolution and the Democratic Path to Socialism

Oct 13th  
*Reading:* “The US Government Responds to Revolution,” “Singing for Nicaragua,” and “Cuban Medical Diplomacy” (BB)

Oct 15th  
*Reading:* Allende’s “Victory Speech,” “Mission and Tasks of Youth and Agrarian Reform” and “Address to International Worker’s Day Rally” (BB)

Oct 17th  
**Debate 1: The Cuban Revolution**

Week Nine: U.S. Intervention: Chile

Oct 20th  
**Final Draft of Essay Due**

Oct 22nd  
*Reading:* selections from *Chile: The Other September 11th* (BB)

Oct 24th  
*Reading:* Rosenberg, “The Good Sailor,” from *Children of Cain* (BB)
Unit 4: The Dirty Wars 1960s-1980s

Week Ten: Guerrilla Movements in Central America

Oct 27th  Mid-Term

Oct 29th  Reading: Excerpts from Randall, Sandino’s Daughters (BB)

Oct 31st  Reading: Reading: Berryman, “Introduction” and Cardenal’s “Gospel of Solentiname” (BB)

Week Eleven: State Reactions to Revolutionar Movements

Nov 3rd  Reading: Chasteen, Chapter 9

Nov 5th  Reading: Selections from Harbury’s Bridge of Courage (BB)

Nov 7th  Reading: excerpt from Danner’s Massacre of El Mozote (BB)

Week Twelve: The Last Battles of the Cold War

Nov 10th  Reading: Kinzer, “Guerrillas in Power” (BB)

Nov 12th  Reading: Kinzer, “Life During Wartime” (BB)

Nov 14th  Debate 2: U.S. Intervention in Nicaragua

Unit 5: Constructing and Challenging New World Orders

Week Thirteen: Neoliberalism and the 1990s

Nov 17th  Reading: Chasteen, Chp 10.

Nov 19th  Reading: Prieto, selections from “Beautiful Flowers of the Maquiladora” (BB)

Nov 21st  Reading: Mack, “What is Reconciliation?” and Excerpts from Nunca Más (BB)

Week Fourteen: Resistance to Neoliberalism
Nov 24th  **Debate 3: Free Trade and Neoliberalism**

Nov 26th  Bacon, “Putting Solidarity on the Table,” Excerpts from Ortiz, “Never Again a World Without Us” (BB)

Nov 28th  Thanksgiving Break

Week Fifteen: Latin American Immigration to the United States and Final Reflections

Dec 1st  **Reading:** Juan Gonzalez “Central Americans: Intervention Comes Home to Roost,” Urrea, “The Coyote and the Chickens” (BB)