Latin American History
Spring 2016

HIST-3302.001    IH-156
Class Time MWF 1:00-1:50
Office Hours: TBA
Dr. Claudia Rueda

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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
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.

Required Texts and Supplies

## Assignments

- Participation/Attendance: 10%
- Write-ups: 20%
- Mid-term 1: 15%
- Film Analysis Essay: 10%
- Debate Portfolio: 25%
- Final Exam: 20%

\[
A = 90-100; \quad B = 80-89; \quad C = 70-79; \quad D = 60-69; \quad F = 0-59
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**Participation/Attendance:** This 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. Bring any assigned readings and your notes to class every day.

Remember, the quality of your contributions, not the quantity, will help determine this part of your grade. What are quality comments? Good quality comments show me that you have done the reading and that you have thought about its implications/significance. Good quality comments make connections across lectures and readings.

I expect students to attend class every day, and I will keep track of attendance. More than three absences will affect this section of your grade. Use those three days wisely.

**Write-ups:** We will typically begin each class with a short writing assignment based on the day’s readings. These low-stakes assignments are designed to help you gather your thoughts on the reading and organize the information we are learning in class. Additionally, they will give you a chance to practice the skills you will need for the exams and debate. You will always be allowed to use your notes on the quizzes. You are not allowed to use the actual readings, nor are you allowed to simply copy large passages from the texts into your notes.

The write-ups will be graded as A (excellent), B (good), C (Average), D (present), F (absent). I will drop the three lowest daily write-up grades at the end of the semester. You can only make up a missed write-up if you have a justifiable (and documented) reason for missing class. It is your responsibility to come see me to make up the quizzes during office hours—otherwise, they will be listed as an F.

**Film Analysis:** This short 3–4-page essay is based on one of the films we will watch in class. It asks you to summarize the film and tie it to two themes from class or from the readings. More information will be distributed in class.

**Debate Portfolio:** Each student will participate in one of the two debates we will have in class and must write a 6–8 page research paper investigating their assigned position. 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 the day of your debate. We will discuss this assignment in more detail in class.

Debate Essay  
Debate Performance  

20%  
5%

Exams: Your grade will also be based on two exams. The first exam covers the colonial period. The second covers the material starting with Post-Independence and ending with the present day.

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 January 30th and a second one the day of the first mid-term. After that, you will have to come to my office hours to take the quiz.

Provisional Class and Reading Schedule

UNIT ONE: COLONIAL LATIN AMERICA

Week One: The Pre-Columbian World

January 20th, Wednesday  
Introductions and Syllabus, Primary sources workshop

January 22nd, Friday  
The Pre-Columbian World, Discussion: Life in the Inka Empire  
Reading: Chasteen 1-16, Garcilaso de la Vega (BB)

Week Two: The Conquest and Establishing Empire

January 25th, Monday  
The Conquest  
Reading: Chasteen, 17-37

January 27th, Wednesday  
Institutionalizing Conquest: Colonial Governance and Economy  
Reading: Chasteen, 37-56; Charlip, 17-21

January 29th, Friday  
Discussion Workshop: Who writes history? Perspectives on the Conquest  
Reading: Charlip, ix-xi, 11-16

Week Three: Maintaining Control and Losing Control

February 1st, Monday  
Colonial Society: Religion, Gender and Ethnicity  
Reading: Chasteen, 56-80

February 3rd, Wednesday  
Indigenous Rebellions and Resistance  
Reading: Charlip, 26-31,
February 5th, Friday  Discussion: Life in Colonial Latin America  
Reading: Charlip, 32-34; and excerpts from *Documenting Latin America* (BB)

**Week Four: Weakening Empire**

February 8th, Monday  Slave Experiences and The Haitian Revolution  
Reading: Charlip 21-24, Documents on slavery (BB)

February 10th, Wednesday  Independence  
Reading: Chasteen, 87-114; Charlip 36-39  
Bonus assignment: Using only Chasteen and Charlip, turn in a detailed timeline of Independence (Will replace one daily write-up and help you study for the mid-term)

February 12th, Friday  Discussion: Who Won Independence?  
Workshop: How to study for a HIST 3302 Exam  
Reading: Excerpts from Problems in Latin American History and Battle of Ayacucho (both on BB)

**UNIT TWO: BUILDING NEW NATIONS**

**Week Five: The Challenge of Nation-Building**

February 15th, Monday  *Mid-term I*

February 17th, Wednesday  The Challenge of Building Nations, Patrias Chicas/  
Reading: Chasteen 117-147, Charlip 41-44

February 19th, Friday  Discussion: Latin American Liberals and Conservatives  
Reading: Chasteen, 149-176; excerpt from *100 Years of Solitude* (BB)  
Workshop: Analyzing Historical Film and Literature

**Week Six: Latin American History through Film**

February 22nd, Monday  Creating Order and Progress, continued.  
Readings: Chasteen 181-215, Charlip 71-79

February 24th, Wednesday  Film  
Reading: Review Notes and find themes that illustrate 19th century Latin America
February 26th, Friday

Film
Reading: TBA

**Week Seven: Economic and Cultural Nationalism**

February 29th, Monday
Neocolonialism
Readings: Review Chasteen 181-215, Charlip 71-79

March 2nd, Wednesday
Neocolonialism, Part 2
Readings: TBA

March 4th, Friday
Discussion: Challenges Facing the New Nations
Readings: Charlip 56-70

**Week Eight: Economic Collapse and the Rise of Populists and Dictators**

March 7th, Monday
The Mexican Revolution
Readings: Chasteen 217-225, Charlip 87-98

March 9th, Wednesday
Juan and Evita Peron in Argentina
Readings: Chasteen 225-261; Charlip 109-111

March 11th, Friday
Trujillo in the Dominican Republic
Reading: Excerpt from *Farming the Bones* (BB)
Film Review due via Blackboard by 5:00 PM

*Spring Break, March 16-20th*

**UNIT THREE: LATIN AMERICA’S COLD WAR**

**Week Nine: Three Paths to Revolution**

March 21st, Monday
Latin America’s Cold War: Guatemala
Readings: Chasteen 261-286; Charlip 112-114

March 23rd, Wednesday
The Cuban Revolution
Readings: Chasteen 269-279; Charlip 117-123

March 25th, Friday
Chile’s Democratic Path to Socialism
Readings: Charlip 128-130, plus primary documents on BB
Debate Sign Ups

**Week Ten: Dirty Wars and Dictators in the Southern Cone**

March 28th, Monday
Bureaucratic Authoritarianism in Brazil and Argentina
March 30th, Wednesday
Dirty Wars in Brazil and Argentina
Reading: Packet distributed in class (also avail. on BB).

April 1st, Friday
Workshop on Role-Playing: Debating the “National Security” doctrine in Argentina
Reading: Packet distributed in class and Rosenberg’s “The Good Sailor”

**Week Eleven: Civil War in Central America**

April 4th, Monday
Civil War in Guatemala and El Salvador
Reading: Selections from Harbury’s “Bridge of Courage,” (BB)

April 6th, Wednesday
Somoza and the Sandinistas
Reading: Chasteen 285-302, Charlip 123-128, 139-142; Excerpt from Sandino’s Daughters (BB)

April 8th, Friday
Research Day: No Class, Meet with your groups to prepare for the debate

**Week Twelve: Debates**

April 11th, Monday
**Debate One: Guatemala**
*Debate 1 essay due at the beginning of class*

April 12th, Wednesday
**Debate Two: Chile**
*Debate 2 essay due at the beginning of class*

April 14th, Friday
Discussion: Interpreting Latin America’s Cold War and The Challenge of Establishing Peace
Reading: Charlip 146-148, Excerpt from *Massacre of El Mozote* (BB)

**UNIT FOUR: LATIN AMERICA IN THE NEOLIBERAL ERA**

**Week Thirteen: Neoliberalism and its Discontents**

April 18th, Monday
Neoliberalism
Readings: Chasteen, 319-340, Excerpt from “Beautiful Flowers of the Maquiladora” (BB)
April 20th, Wednesday  Zapatistas and the Indigenous Struggle for Dignity
Reading: Zapatista Communiqué (BB)

April 22nd, Friday  Discussion: Understanding the Roots of Inequality and Proposing Solutions
Readings: Bacon (BB) and Galeano, “Introduction” (BB)

**Week Fourteen: Unexpected Alternatives to “Development”**

April 25th, Monday  Drug Wars
Reading: “Playing the Drug Card” (BB); Chasteen 313-316

April 27th, Wednesday  Immigration
Reading: Excerpts from the Death of Josseline

April 29th, Friday  Socialism for the Twenty First Century
                 Hugo Chavez and Evo Morales
Reading: Speeches by Chavez and Morales on BB

**Week Fifteen: Final Exam**

May 2nd, Monday  Review, Discussion: Understanding Latin America’s Pink Tide
Reading: Charlip, 149-162,

**The final exam will be May 9th, from 11:00 to 1:30**
I reserve the right to modify the following schedule as needed throughout the course.

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**Class Policies**

**Office Hours**
I strongly encourage you to come visit me during my office hours. If you are struggling with the material, come see me. If you are having problems that affect your ability to turn in your work, come see me. If you do not understand an assignment, come see me. If you love Latin American History and want to talk about it more, come see me. I want to help you get the most out of this class, but I cannot help you if you do not come see me. So, stop by my office hours, or make an appointment.

**Classroom Conduct**
One of the goals of this course is to help you 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, checking your cell phone 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 reserve the right to ask you to leave and count you as absent for the day.

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 1/3 of a 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 B+).

If you find that you need an extension, you must request it at least two days before the assignment is due.

**Academic Dishonesty**
In this class, plagiarism is defined as taking somebody else’s work and words and passing them off as your own. In practice, this means copying **more than three words** from a source without using quotation marks or using information from a source without proper citation. As such, plagiarism is cheating. Plagiarism is a serious academic offense, and it will not be tolerated in this class. If you are caught plagiarizing you will automatically receive an F for the entire course.

Always cite your work. In this class, we will use Chicago style footnotes. All of the work (with the exception of the daily write-ups) that you submit must follow Chicago style citation formats. Essays that do not use the Chicago format will be penalized accordingly. We will discuss this in class, but more information on Chicago style and plagiarism can be found in the History Area Style Guide at [http://cla.tamucc.edu/history/graduate.html](http://cla.tamucc.edu/history/graduate.html)

**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 Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto [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.

**Starfish**

Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: Early Alerts regarding Course Effort/Progress
* Kudos: Commendation for Course Effort/Progress
* Referrals: Recommended utilization of services: tutoring, mentoring, coaching, advising, etc.
* To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students, and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu