

The College of Charleston

History 263 *Modern Latin America*
Spring Semester 2008

Dr. Timothy Coates

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Section 001. Maybank 306 T/R 12:15-1:30 Fax: 953-6349 (If you send me something, please be sure that your name and my name are on it in large letters)

Office hours: T-W-R 2-4 and by appointment.

Course Description (from the catalog): “A survey of Spanish and Portuguese America since the wars for independence. Topics include the aftermath of the independence movements, incorporation into the international economy, changing social organization, race relations, the search for political stability, the role of the military, 20th century revolution movements, intellectual and cultural trends, and the debt crisis.”

Prerequisites: History 101 and 102, or 103 and 104.

Organization, Objectives, and Grading:

The organization of this class is based on units, with lectures and discussion days as outlined below. The requirements do not assume a familiarity with (or previous coursework in) Latin American history, nor do they assume knowledge of Spanish or Portuguese. This is the second half of an introductory survey of the region.

Course objectives are to 1. Introduce students to major economic, political, and social themes in modern Latin American history, 2. Increase students’ awareness and appreciation of the rich cultural past of Latin America, 3. Develop critical skills in reading for content, effective writing, listening, and speaking, 4. Promote skills for students to work together in groups, 5. Encourage additional study of Latin America and the wider globe in additional courses in History, Political Science, Anthropology, foreign languages and other areas, especially Latin American and Caribbean Studies. While striving towards these five goals, students will be asked to consider one question, which will tie together much of the course materials: *How does one explain the continuing underdevelopment of modern Latin America?*

Grading will be based on **155 points**, distributed as follows:

Item	Assigned	Due	Points
maps	10 January	17 January	10
discussion exercises	7, 26 February, 1, 10, and 22 April (5@3 points each)		15
midterm	14 February	26 February	30
committee reports/one page paper	10 January	27 March	20
essay	10 January	22 April	30
one page paper on <i>100 Years of Solitude</i>		forms part of the final exam	20
Second part of final exam	22 April	as scheduled by the Registrar	30

Scale in percentages: 100-94= A, 93-90=A-, 89-87= B+, 86-84= B, 83-80=B-, 79-77= C+; 76-74=C, 73-70= C-, 69-67= D+, 66-64=D, 63-60=D-, less than 60= F.

Requirements for Written Work

All work must be typed and all margins must be less than one inch (sides, top, and bottom) and must be written in twelve point type (this is twelve point) written in Times or Times New Roman type. Papers that do not conform to these basic guidelines will be returned to the student without comments or a grade. **Late papers will be penalized five points for each day late.**

During the course, you will be required to write several one-page papers. These have a total of one page, typed and single-spaced. A one page paper does not have a cover page; it does not have a second page. Put your name at the top of the page. If you submit more than one page for such an assignment, or if you fail to follow the directions above, your paper will be returned to you without comment for rewriting.

Your longer essay for this class can be on virtually any topic you select, approved in your discussions with me, which focuses on modern Mexico, Central, or South America (i.e. since 1800). Please note that **I must approve your topic** and essays should be five to eight pages long, typed and double-spaced. Essays are due on the last day of class, 22 April. If you do not discuss your topic for this essay with me beforehand and it has only a marginal or no connection to modern Latin America (e.g. The rise of the Labor party in Great Britain after WW II), you will receive a zero for this assignment.

Your essay needs to have a strong thesis statement and must include a bibliography. You will need to find and read a minimum of 5 books (beyond the required readings for this class) and 3 articles from scholarly journals. Your bibliography may include a maximum of two Internet sources. An Internet source is one that only exists on the Internet (i.e. a website). Books and articles that you find via the Internet actually exist and are not Internet sources in this sense. If you want to receive more than the minimum grade (D), *find and read more*. Students who only cite the course readings and/or Internet sources will receive a zero for this assignment.

Each student must join one of the five committees that will orally discuss their selected reading with the class near the end of the semester.

You will benefit most from the class and avoid a number of potentially serious problems if you:

1. Complete the assigned readings **before**, not after, each lecture.
2. Keep up with readings--do not fall behind. Reserve a special time in your weekly schedules for the readings.
3. Borrow notes from a friend in the class in the event you miss a lecture. Please do not come to my office and ask me for a synopsis of a missed lecture. If you want to know what we do in class, be there. However, you should feel free to come to me to ask questions after you have discussed the missed lecture with another student.
4. Visit me **during my office hours** to ask any questions you may have. I am happy to meet with you and discuss any issues you might want to raise. That is why I have office hours. If you are unable to see me during my scheduled office hours, ask for an appointment and we can arrange another time. **Directly before and after class are the two worst possible times to try to talk with me.** A student who makes an appointment to see me outside my office hours and then does not show up will not be able to make any further appointments.
5. Review this syllabus carefully and note the dates when assignments are due. Reserve a couple of days just for assignments for this class. If you plan your time in this fashion, you will be able to avoid being rushed at the last minute trying to complete the required readings and writing an essay over material that is new. The result will actually be less work completed over a longer period. Your essay will reflect a better understanding of the material. You will also avoid running out of time. Comments such as "I did not have enough time to complete the assignment," "It is not my fault that I did not have enough time..." and so on indicate a lack of planning, not a lack of time. As of the first day of class, you know exactly what is due and when. **Plan for it or accept the consequences.**
6. Submit your own work on time. That may sound easy, but it means **your** work (not something written by someone else) on the date and time due. The first day of class we will review the course requirements and the meaning of the term *plagiarism*. Students guilty of plagiarism will be reported to the honor board of the College and will receive an F for this class. All students are reminded that we are required to follow the honor code of the College. This code is explained in detail in the *Student Handbook*.

Answers to some frequently asked questions. Students ask me these questions each semester. Because they reflect some serious differences in the importance and philosophy of a liberal arts education, I think it is worth pausing a moment to consider:

1. *The readings in this class are too long. Why don't you cut out one/two/three texts so that they don't interfere with my work?* The answer to this question should be obvious. I know that many students work, and I monitor my reading assignments. You will note that I total the number of pages of assigned reading just for this reason. Isn't paying for school the rationale behind working? I do not think that you would suggest to your

boss that you should be paid for 40 hours of work when you have completed 20. Isn't that what this question asks the professor to do--give credit for a class with half the usual reading and other assignments? The solution is to plan your time as carefully as possible and to keep in mind why you may be working. The purpose of this syllabus is to inform students on the first day exactly what the expectations will be. It is also your guide for this course. Keep it handy and note the course requirements and expectations.

If you feel that the readings are too long or too hard or that the requirements are too demanding, then you should drop this class. When you return on the second day of class, you have agreed to the assignments outlined in this syllabus. Any further complaining is pointless and becomes counterproductive.

2. *Where should I be in the readings?* The purpose of this syllabus is to answer that very question. Find today's date on the syllabus and your question will be answered.

3. *When can I meet with you?* Look at my office hours listed at the top of the first page of this syllabus. It is not necessary to make an appointment to see me during my office hours. It is necessary to make an appointment to see me outside those hours. Please note that if you make such an appointment (i.e. outside my normal office hours) and fail to show up, I will not make another appointment to meet with you. Such behavior is rude and unacceptable; I will not give you a second chance to waste my time.

4. *The books for this class are too expensive. Together with the tuition, this class costs too much money. Do I have to buy all the books? I do not have the time to read all the books for this class, do I have to?* Any of the required books that the library owns are on reserve. Costs for books and tuition have gone up and I realize they are not cheap. Students will note that I assign every page of the books we will use in this class. Any of the assigned texts that the library owns are on reserve there and students can read them free of charge. Students will not be able to pass this, or any other history class, without reading the assigned books. In fact, students are wasting their time and someone's money if they register for this class and refuse to read the books. The result will be an F and the students will then have to retake the class.

If you want to look only at economics (and put aside the idea of learning something) and only discuss money, the cost of ignorance is very high indeed. The median annual income for a high school graduate in the US is \$29,510 (men) and \$ 20, 463 (women) while that of a college graduate is \$ 45,266 (men) and \$32, 051 (women). If you are currently 20 years old and work for 40 years (until you are 60), this is a difference between \$ 630, 240 and \$463,000 (not adjusted for inflation or any other factors).

Now, *What do you think is expensive and what is cheap?*

5. *When will you tell us the grade we received in this class?* I do not post or otherwise announce grades. Final grades for your courses are announced by the Registrar's Office and are available on Cougar Trail shortly after the final exam. If you want to know *why* you received the grade you did, you will need to see me **in person** after the end of the semester. Federal privacy laws make it illegal for professors to discuss students' grades on the phone or via the internet. **You MUST come see me in person in my office.**

Student Behavior

The College of Charleston's *Student Handbook* discusses the norms of student behavior listed under "classroom code of conduct." We will discuss this the first day of class. Part of this code includes **a College-wide rule against eating, drinking, and smoking in classrooms and hallways at the College of Charleston. I will appreciate not having to ask students a second time to refrain from bringing food or liquids into the classroom, or from making or receiving telephone calls or being paged, applying make-up, reading a newspaper, and other rude, inconsiderate, and distracting activities during class, such as coming in late or leaving early. This class begins at 12:15. Please be on time.**

Attendance Policy

This course covers a huge geographical area and spans two centuries. Yet, we only meet twice per week for fourteen weeks. The lectures will cover material not mentioned in any of your readings. As a result, each of our sessions is important. There is a direct and obvious link between attending class and good grades. I do not take attendance. Some students have misunderstood this to mean, "the professor does not care about attendance." That is not true. What this policy means is that this is a college class (not high school) and students are adults (not children). If you wish to pay for this class and not attend it that is your decision. If you

are absent on a discussion day or a day when you are scheduled to speak, you will not receive any credit nor will you be rescheduled. It does not matter why you were absent. **There are no excused absences from this class for any reason whatsoever.** *What does that mean?* It means that it is unimportant **why** you are absent, either you are in class for the assignment or you are not. **If you are absent, you did not present material or participate.**

Students are responsible for all materials and any other information covered in class, whether they are present or not.

Required materials (6 items)

The following can be purchased in the College of Charleston bookstore on Calhoun Street or at University Books on King Street, or via the internet. (* = on reserve in the library)

1. * E. Bradford Burns, *The Poverty of Progress: Latin America in the Nineteenth Century*.
2. John Charles Chasteen and Joseph S. Tulchin, *Problems in Latin American History: A Reader*. Revised edition, 2004. (abbreviated as *Problems*).
3. L. Clayton, *A History of Modern Latin America*. Second edition. (abbreviated as *HMLA*).
4. * Gabriel Garcia Marquez, *One Hundred Years of Solitude*.
5. * Stanley Stein, *Vassouras: A Brazilian Coffee County, 1850-1900*.
6. Maps of North and South America (distributed in class).

In addition to the above five texts and two maps, each student will select **one** of the following:

7. a. D. Lewis, *The History of Argentina*,
7. b. H. Michael Tarver, *The History of Venezuela*,
7. c. Percy, *The History of Central America*,
7. d. Kirkwood, *The History of Mexico*, **or**
7. e. Rector, *The History of Chile*.

Course Schedule

Please note that this schedule is subject to change in the event of unforeseen circumstances such as storms, flooding, power outages, air-conditioning break-downs, and construction noise. Yes, all of these (and many other things) have really happened.

1. Thursday 10 January: First Day of Class. Introductions and course expectations. **Map assigned.** The colonial legacy.
2. Tuesday 15 January: **Part 1. Independence and Turmoil.** For this section, read: Clayton, *HMLA*, pp. v-107.
3. Thursday 17 January: Complete **map is due.**
4. Tuesday 22 January: **Part 2: Nation Building.** For this section, read: Clayton, *HMLA*, pp. 108-226 and Burns, *Poverty of Progress*, 1-155. Film: *Images of Kingdoms* #1162, 30 minutes.
5. Thursday 24 January.
6. Tuesday 29 January.
7. Thursday 31 January.
8. Tuesday 5 February.
9. Thursday 7 February. **First group discussion:** Be sure to bring your copy of the Burns and *Problems* texts to class.

Burns, chapter 1	Burns, chapter 2
Burns, chapter 3	Burns, chapter 4
Burns, chapter 5	Burns, chapter 6
<i>Problems, chapter 1, section 1</i>	<i>Problems, chapter 1, section 2</i>
<i>Problems, chapter 1, section 3</i>	<i>Problems, chapter 1, section 4</i>
<i>Problems, chapter 2, section 1</i>	<i>Problems, chapter 2, section 2</i>
<i>Problems, chapter 2, section 3</i>	<i>Problems, chapter 2, section 4</i>
<i>Problems, chapter 2, section 5</i>	

10. Tuesday 12 February. “Progress” in Brazil. Before class, read: Stein, *Vassouras*, pp. 1-80.

11. Thursday 14 February. Before class, read: Stein, *Vassouras*, pp. 81-131. **Midterm assigned**

12. Tuesday 19 February. Before class, read: Stein, *Vassouras*, pp. 132-212.

13. Thursday 21 February. Before class, read: Stein, *Vassouras*, pp. 213-249.

14. Tuesday 26 February. Before class, read: Stein, *Vassouras*, pp. 250-292. **Midterm due**
Second discussion: Stein, Vassouras and Problems, chapter 3, pp. 69-96. Be sure to bring your copy of the texts to class.

Stein, <i>Vassouras</i> , pp. 1-80.	Stein, <i>Vassouras</i> , pp. 81-131
Stein, <i>Vassouras</i> , pp. 132-212.	Stein, <i>Vassouras</i> , pp. 213-249
Stein, <i>Vassouras</i> , pp. 250-292	<i>Problems, chapter 3, section 1</i>
<i>Problems, chapter 3, section 2</i>	<i>Problems, chapter 3, section 3</i>
<i>Problems, chapter 3, section 4</i>	<i>Problems, chapter 3, section 5</i>

15. Thursday 28 February. **Your completed page 10 (essay topic) is due.** At this point, you should also have made a selection as to which of the five books you will be reading.

Movie: *The Spanish American War.*

Spring Break 3-7 March

(Why not take your selected book with you on your break?)

16. Tuesday 11 March.

17. Thursday 13 March. **Part 3: The Early Twentieth Century.** For this section, read: Clayton, *HMLA*, pp. 227-299.

18. Tuesday 18 March.

19. Thursday 20 March.

20. Tuesday 25 March. **Part 4: Confronting Global Challenges.** For this section, read: Clayton, *HMLA*, pp. 300-379.

21. Thursday 27 March. **Discussion of the Argentina, Chile, Mexico, Venezuela, or Central America readings. One page paper due on your reading.** Each student will read one of the above texts and prepare a one page (single-spaced) response paper to it, for discussion and collection today.

In your one page paper, you should first examine the overlap and the gaps between your reading and the Clayton, *History of Modern Latin America* text.

Does the author have a thesis? Can you find a theme or perhaps several themes that bind your text together?

What three or four critical people or events mark the modern history (i.e. since 1830) of your country?

What factors (since independence) contribute to make your country's history unique?

Your presence and discussion of this material is worth five points. The one page paper itself has a value of 15 points.

22. Tuesday 1 April. **Third group discussion:** readings since the Spring break and *Problems*, chapters 4, 5, and 6. **Be sure to bring your copy of *Problems* to class.**

<i>Problems</i> , chapter 4, section 1	<i>Problems</i> , chapter 4, section 2
<i>Problems</i> , chapter 4, section 3	<i>Problems</i> , chapter 4, section 4
<i>Problems</i> , chapter 4, section 5	<i>Problems</i> , chapter 4, section 6
<i>Problems</i> , chapter 5, section 1	<i>Problems</i> , chapter 5, section 2
<i>Problems</i> , chapter 5, section 3	<i>Problems</i> , chapter 5, section 4
<i>Problems</i> , chapter 5, section 5	<i>Problems</i> , chapter 6, section 1
<i>Problems</i> , chapter 6, section 2	<i>Problems</i> , chapter 6, section 3
<i>Problems</i> , chapter 6, section 4	<i>Problems</i> , chapter 6, section 5

23. Thursday 3 April. **Part 5: The Contemporary Era.** For this section, read: Clayton, *HMLA*, pp. 380-540.

24. Tuesday 8 April.

25. Thursday 10 April. **Fourth discussion day.**

<i>Problems, chapter 7, section 1</i>	<i>Problems, chapter 7, section 2</i>
<i>Problems, chapter 7, section 3</i>	<i>Problems, chapter 7, section 4</i>
<i>Problems, chapter 7, section 5</i>	<i>Problems, chapter 7, section 6</i>
<i>Problems, chapter 7, section 7</i>	<i>Problems, chapter 8, section 1</i>
<i>Problems, chapter 8, section 2</i>	<i>Problems, chapter 8, section 3</i>
<i>Problems, chapter 8, section 4</i>	<i>Problems, chapter 8, section 5</i>
<i>Problems, chapter 8, section 6</i>	<i>Problems, chapter 9, section 1</i>
<i>Problems, chapter 9, section 2</i>	<i>Problems, chapter 9, section 3</i>
<i>Problems, chapter 9, section 4</i>	<i>Problems, chapter 9, section 5</i>

26. Tuesday 15 April. Before class, read, Marquez, *One Hundred Years*, pp. 1-50.

27. Thursday 17 April. Before class, read: Marquez, *One Hundred Years*, pp. 51-150.

28. Tuesday 22 April. Before class, read: Marquez, *One Hundred Years*, pp. 151-200. **Completed essays due. Final exam distributed. Fifth discussion day.**

<i>Problems, chapter 10, section 1</i>	<i>Problems, chapter 10, section 2</i>
<i>Problems, chapter 10, section 3</i>	<i>Problems, chapter 10, section 4</i>
<i>Problems, chapter 10, section 5</i>	<i>Problems, chapter 10, section 6</i>
<i>Problems, chapter 11, section 1</i>	<i>Problems, chapter 11, section 2</i>
<i>Problems, chapter 11, section 3</i>	<i>Problems, chapter 11, section 4</i>
<i>Problems, chapter 11, section 5</i>	<i>Problems, chapter 12, section 1</i>
<i>Problems, chapter 12, section 2</i>	<i>Problems, chapter 12, section 3</i>
<i>Problems, chapter 12, section 4</i>	<i>Problems, chapter 13, section 1</i>
<i>Problems, chapter 13, section 2</i>	<i>Problems, chapter 13, section 3</i>
<i>Problems, chapter 13, section 4</i>	<i>Problems, chapter 13, section 5</i>

One-page papers on *100 Years* and the second parts of your final exam are due by 3:00 on Tuesday April 29. Place them in my box in the History Department (Maybank second floor) or slide them under my door (Maybank 325).

Knowledge of the basics of Latin American geography is critical for understanding the area's history. For this reason, you should familiarize yourself with the location of the items that follow. Most of these will be mentioned in the lectures or appear in the required readings for this course.

Atlases are located in the library reference room. *Rand-McNally*, *The National Geographic*, and *The Times* are three of the many excellent atlases available. Many of these terms also appear in maps in your readings.

1. Rivers, Lakes, Estuaries, Bodies of Water, Gulfs, etc.

Rivers: Colorado; Rio Grande (Texas); Nueces; Orinoco; Magdalena; the Amazon and its major tributaries including the: Marañon, Ucayali, Negro, Madeira, Branco, Purus, Tapajós, Xingu, Theodore Roosevelt, Juruá, and the Tocantins; São Francisco; and the Rio de la Plata and its system including the: Uruguay, Paraná, Pilocomayo, and the Paraguay Rivers.

Lakes: Titicaca, Maracaíbo, Nicaragua, and Managua.

Gulfs of: Panama, Mexico, California, and Tehuantepec.

Seas and Oceans: Pacific, Atlantic, and Caribbean.

Straits of Magellan

Capes: Horn, São Roque.

2. Mountain Ranges, Peaks, Deserts, Other Specific Regions.

Mountains: Sierra Madre Occidental, Sierra Madre Oriental, Sierra Maestra (Cuba), Guiana Highlands, Brazilian Highlands, and Andes.

Peaks: Popocatepetl, Orizaba, Irazú. Barú, Cocuy, Huila, Cayambe, Chimborazo, Huascaran, and Aconcagua.

Deserts: Death Valley, Arizona-Sonoran, Peruvian coastal, and Atacama.

Other Specific regions/areas: Florida, Texas, New Mexico, Arizona, California, Baja California, Yucatán, N.E. Brazil, Mato Grosso, The Gran Chaco, The Pampas, Patagonia (Argentina), and Tierra del Fuego.

3. Islands: The Bahamas, Cuba, Jamaica, Hispaniola, Puerto Rico, Trinidad, The Greater Antilles, The Lesser Antilles, Barbados, Caymans, Falklands/Malvinas, and Galapagos.

4. Cities (country where located for smaller or more confusing names): Miami, Brownsville, Matamoros, San Antonio, El Paso, Ciudad Juárez, Nogales, San Diego, Tijuana, Los Angeles, Mexico City, Veracruz, Monterrey, Havana, Santo Domingo, Port-au-Prince, San Juan (Puerto Rico), Belize City, Guatemala City, San Salvador, Tegucigalpa, Managua, San José (Costa Rica), Panama City, Caracas, Georgetown, Paramaribo, Cayenne, Bogota, Medellín, Quito, Guayaquil, Lima, Arica, Antofagasta, Santiago (Chile), Buenos Aires, Asunción, La Paz (Bolivia), Sucre, Montevideo, São Paulo, Rio de Janeiro, Belo Horizonte, Salvador or Bahia (Brazil), Recife, Fortaleza, Belém, and Manaus.

5. Political Units: A) Independent countries: Canada, The United States, Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Venezuela, Guyana,

Suriname, Cuba, Haiti, Dominican Republic, Trinidad and Tobago, Ecuador, Peru, Chile, Bolivia, Paraguay, Argentina, Uruguay, and Brazil.

B) Non-Independent: The US and British Virgin Islands, Puerto Rico, Guadeloupe, Martinique, The Netherlands Antilles, and French Guiana.