Introduction to Modern Latin-American History, 1808 to Present

Spring 2005
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Office Hours: Weds. 1:30 - 2:30 pm  
Thurs. 2:30 - 3:30 pm  
And by appointment
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Course Description:
After an introduction to Latin America’s colonial experience, this course reviews the history of modern Latin American countries, their people, governments, and economies since the independence movements beginning in 1808. Through critical examination of American stereotypes of the region, a new comprehension of the complex, historical relationships between the individual actors and larger social forces will be drawn. This exploration will develop along thematic lines: (a) the challenges of governance and political stability; (b) economic development; (c) collective identities and human rights; and (d) international relations. Students are encouraged to reshape their understanding of history and are required to develop their own critical understanding of this history based on the evaluation and synthesis of supporting evidence.

Course Objectives:
In conjunction with the LinC M5 program, the course objectives are -

• to identify and analyze the ways in which history has been ‘constructed’;

• to understand the historical and theoretical significance of social categories such as class (peasant, rich, farmer, agricultural worker/rural proletarian), race, ethnicity, and gender;

• to become familiar with some of the methodologies and critical perspectives employed by historians to understand and present the experiences of Latin Americans;

• to develop clarity of professional expression when writing and speaking about the major events and people in Latin American socio-political history; and

• to consider AGENCY in historical change and continuity within Latin America.

Required Texts:
Elizabeth Burgos-Debray, ed. *I, Rigoberta Mechu.*
David Bushnell, *Simón Bolívar: Liberation and Disappointment*

These works will be supplemented by several short articles or primary sources that are available on reserve at the college library.
Requirements and Evaluation:

10% Attendance and Class Participation. Students are expected to come to class prepared to respond to the discussion questions provided by Professor Morrison. This grade also is based on the quality and quantity of the student’s provocative debate, insight, and questioning, and his or her ability to respectfully allow others to do the same. This grade reflects the student’s comprehension of the information associated with the readings and lectures.

15% Unannounced Quizzes (6).

24% Written assignments (3).

11% Exam I

15% Exam II

25% Final Examination (date and time to be announced). This will a cumulative, extended version of the earlier midterms.

Attendance Policy: Attendance is the responsibility of the individual student. However, success in the course will be closely linked to comprehension of the lecture material, in addition to the assigned readings. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner. Illness on a quiz date will be excused only with a doctor’s note. Health Center notes are not acceptable.

Also, as a courtesy, please set all personal communication devices to silent mode.

Submission Formats and Late Policy - All submissions should be typewritten, with one-inch margins on all sides. The bibliographies and outlines should be single-spaced. All other submissions should be double spaced. All papers should follow Chicago-style documentation. See http://www.dianahacker.com/resdoc/history/bibliography.html with footnotes. The font should be between 11 and 12 points. The student’s name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with prior approval by Professor Morrison.

All papers are due at the beginning of class on their due dates. Five points will be deducted from the paper’s grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

College Policies

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, melmr01@moravian.edu. Please make these arrangements within the first few weeks of the course.
B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section. Professor Morrison will penalize any deviation from these standards in accordance with the policies outlined there.

**Weekly Reading Schedule**

**SETTING THE SCENE**
Week 1 - Setting the Foundations
Jan. 11 - Introduction - Why History?
also see maps of Latin America at [http://www.lib.utexas.edu/maps/americas.html](http://www.lib.utexas.edu/maps/americas.html)

Week 2 - Colonial Legacies
Jan. 18 - Chasteen, “The Encounter” and in C/W, Kathryn Burns “Spiritual Economy.”

Week 3 - The Paths to Independence: Leadership and War

Week 4 - The Politics of Founding New Republics, Part I
Feb. 3 - Bushnell, *Simón Bolívar* chapters 8-10.
**Assignment 1 Due** - Find three free internet sources on Simón Bolívar. One must be a primary document. Compare them against Bushnell’s biography. What are some of the points of consistency and what are some of the points of difference (e.g. tone, omissions)? Write a 3-4 page essay arguing a central thesis based on this question. When possible briefly identify something about the backgrounds of the websites’ authors. Be sure to use the Chicago-style citation method, with footnotes.

Week 5 - The Politics of Founding New Republics, Part II
Feb. 8 - Chasteen “Post-Colonial Blues” and in C/W, Charles E. Chapman, “Caudillos as Scourge,”

Feb. 10 - Exam II

Week 6 - Seeking Stability
Week 7 - Order and Progress
Feb. 22 - In C/W, Esteban Montejo, “A Cuban Slave’s Testimony.”
Feb. 24 - Chasteen, “Progress,” and in C/W, Francisco Bilbao, “Generational Warrior.”

Week 8 - The Liberal Challenge
Mar. 3 - Mexico and Brazil in the second half of the nineteenth century

Assignment # 2 - Use JSTOR or EBCOHOST to find two scholarly articles on conservative reaction against liberalism in the second half of the nineteenth century in one Latin American independent nation. Compare and contrast them against the March 1st readings in a 3-4 page essay. Be sure to argue a central thesis and to use the Chicago-style citation method, with footnotes.

Spring Break March 5 -13

Week 9 - Economics and Imperialism
Mar. 15 - Latin American Economic History Overview
Mar. 17 - The Emergence of U.S. Imperialism in Latin America

Week 10 - Early Twentieth-Century Transformations
Mar. 24 - Exam II

Week 11 - Transformations Continued
Mar. 31 - Reserve Reading, Clayton and Conniff chapter 19, “The Classic Populists” and Guillermoprieto, “Little Eva”.

Week 12 - Late Twentieth-Century Leftist Movements and Revolutions
Apr. 5 - Chasteen, “Revolution,” and in C/W, David F. Schmitz, “The Lesser of Two Evils,” and Juan José Arévalo, “The Shark and the Sardines.”

Week 13 - Reactions to Revolution
Apr. 12 - Chasteen, “Reaction,” and in C/W, Church Committee, “Alleged Assassination Plots Involving Foreign Leaders.”

Apr. 14 - I, Rigoberta Menchu, pp. xi-78, especially Introduction through chapter 2, and chapter 7

Week 14 -
Apr. 19 - I, Rigoberta Menchu, pp. 79-152.
Apr. 21 - I, Rigoberta Menchu, pp. 152-203 and 242-247.

Assignment # 3 Using one scholarly article found in JSTOR or EBCOHOST on Latin America or any one Latin American country and any source from either of the Chasteen books, write an essay that explains an element of Rigoberta’s life in greater context. Topics might include, but are not limited to, U.S. support for the Guatemalan military, relations between whites, ladinos, and Indians, the local practices of liberation theology, and gender differentiation. Again, be sure to argue a central thesis and to use the Chicago-style citation method, with footnotes.

Week 15 - The Present and the Future

The instructor reserves the right to modify this syllabus with appropriate notification in class.