

Professor Lise Sedrez
Spring 2009 Tuesdays/Thursdays 11:00-12:15PM
Location: LA3 - 110

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See <http://www.sedrez.com/html/officehours.html>

THE LATIN AMERICAN NATIONS

This course will survey the major themes of Latin American history post-independence including, integration in the world economy in the 19th century, and the development of industry and agriculture in the 20th and the establishment of national societies. In the first part of the class, we discuss the creation of national states, keeping the focus on the region in its entirety. In the second part of the course, special attention will be paid to the diversity of the national experiences, identifying elements that were unique for each country and which trends instead crossed the national borders. Students will become familiar with political, economic, social, and cultural conditions that have produced conflict, change, and continuity in Latin America over the last two hundred years.

REQUIRED READINGS:

HMLA = Lawrence A Clayton and Michael L. Conniff. *A History of Modern Latin America*.

ALA = George Reid Andrews. *Afro-Latin America 1800-2000*

Carlos Fuentes, *The death of Artemio Cruz* or Gabriel Garcia Marques, *One hundred years of solitude*.

SUGGESTED READING: Richard S. Hillman *Understanding Contemporary Latin America*. (3rd. Ed.)

Required texts should be available for purchase in the bookstore. However you can also get copies at the library through Link + or buy them online, sometimes at considerable savings. I suggest that you look at the following websites for used copies: www.bookfinder.com, www.abebooks.com, www.amazon.com, www.powells.com. If you do order books online remember that you have to receive them in time to read them for class.

I have also uploaded several articles and chapters to the class website, at BeachBoard (**BB**). Some are required readings and some are suggested readings, as indicated in the syllabus.

The History Department has a *Grammar and Style Manual* available at the department office. You are encouraged to use the manual when writing your papers. In addition you can consult *The Chicago Manual of Style* for guidance on citation (footnote and bibliographic) styles. See Part II, Section 17 for footnotes, Part II, Section 16 for bibliographies. Visit also the Writer's Resource Lab at <http://www.csulb.edu/~wrl/home.htm>.

STUDENT LEARNING OBJECTIVES

After successful completion of the course of study, the student will be able to demonstrate the following skills and knowledge:

- 1) to evaluate the social, intellectual, political, and economic history of Modern Latin America
 - Assessment: essay exams, class discussions of readings, brief response papers, book reviews
- 2) to analyze the different historical experiences of Latin American societies
 - Assessment: essay exams, class discussions of readings, brief response papers,
- 3) understand history as a discipline
 - Assessment: essay exams, class discussions of readings, brief response papers
- 4) understand conceptual methods, i.e., periodization, interpretation
 - Assessment: essay exams, class discussions of readings, book review

- 5) develop writing, analytical, organizational, oral, mechanical, computer, and library skills
- Assessment: essay exams, class discussions of readings, brief response papers, book review

GRADING:

Participation	15% course grade
Quizzes (4)	15% course grade
Book Review (novel)	15% course grade
Book Review (academic)	25% course grade
Final Exam	30% course grade

ASSIGNMENTS:

1. Participation

Attendance is required, it goes without saying. But participation for this class entails more than just “showing up for class.” You should contribute to your colleagues’ learning, and you should learn how to learn about modern Latin America. Thus, you will post at least 4 (FOUR) news articles about Latin America in the appropriate Beachboard Discussion Board, during the semester. Posts are due on Monday, and you cannot post more than one article in a given Monday. QUOTE YOUR SOURCES. You are also supposed to READ the articles posted by your colleagues and by the instructor. I will ask questions about these articles—and how they relate to our readings—in class. Failure to come to class prepared will reflect on your participation grade.

2. Quizzes

There will be 4 (FOUR) in-class quizzes (15 minutes at the end of the class). I will NOT announce them. They may include:

- Map quiz. You will be asked to identify all or almost all modern Latin American countries in a map.
- Primary source analysis. Explain the main themes in a primary source and how it relates to the readings
- Readings quiz. IDs or a short essay question about the readings

There are no make-up quizzes. The quiz with the lowest grade will be discarded.

Keeping up-to-date with your readings is important for the quizzes. Quizzes may cover material not discussed in class.

3. Book Review (novel)

Choose one of the two novels for the class (One hundred years of solitude or The death of Artemio Cruz), and let me know your choice before **March 3rd**. We will discuss the novel in groups on **March 17nd**—the debate counts for one third of the grade for this assignment. You will write a three-page review of the novel. **DO NOT SUMMARIZE IT.** Connect it to our lectures, analyze it according to our discussed topics (see handout for debate), point out the most intriguing, difficult or disappointing passages. Due on **March 24th** as a Turnitin assignment; hardcopy is due in class, on the same day.

OBS: If you find five people committed to read another Latin American novel (such as “Like Water for Chocolate” or “The House of the Spirits”) I will consider substitutions – you **MUST** clear your suggestion with me before March 3rd, though.

4. Book Review (academic)

You will choose a scholarly monograph (no edited volumes) on Latin American History and will write a 6-7 book review. A book review is more than just a summary of the content of a book; it focuses on argument and how the author supports that argument. Writing a review of a book requires that you grasp the author’s main point and boil it down to a brief explanation, then that you evaluate the strength of that argument. This book reviews should give primary emphasis to historiographic issues—e.g. genre, sources, methods, and relationship to other literature in the

field—and secondary emphasis to the ostensible substance—the “content” or findings of the book. A **general rubric** for developing a book review is available at BeachBoard – follow it carefully. I need to know which book you will review before **April 7th**.

Suggestions for your book review may be found at <http://www.refworks.com/refshare?site=030471120201200000/RWWS1AA1051067/Latin%20American%20Nations> . If you want to review a monograph that is NOT in this list, YOU MUST CLEAR YOUR CHOICE WITH ME. I will NOT accept book reviews if I have not previously approved the title. Submit your written review via Beachboard (using Turnitin Assignments) on May 5th. I WILL NOT ACCEPT LATE REVIEWS. If the library does not own the book you want to review, you will have to request it via LINK+ or ILLIAD. It takes time – plan accordingly.

5. *Final Exam*

It includes all covered material, readings AND lectures. Bring a bluebook. Final Examination is scheduled for **Tuesday, May 19, from 12:30 to 2:30 pm.**

GUIDELINES:

Each student should come to see me during my OFFICE HOURS at least once in the semester. As the final weeks tend to be crammed, plan accordingly.

Factors such as attendance in class, participation in discussions, honoring due dates for assignments, and consistent quality of work may also be taken into account in assigning the final grade. Assignments will include material from the readings not covered in class discussions/lectures. In the rare case I accept late assignments, I will need written documentation, and they may be penalized, so plan ahead.

For the LECTURES, I will assume that the students are familiar with that week’s reading assignments. Students are welcome to share their doubts in class. DISCUSSIONS will be based on the readings and the lectures. See handout at Beachboard on what is considered good participation in discussions.

READINGS are assigned for each week, not necessarily per lecture. I will also recommend other readings and movies during the semester. Although we will not necessarily discuss suggested readings/movies in class, they provide invaluable insights to some of our discussions.

CHEATING and PLAGIARISM are serious offenses and will not be tolerated. They are violations of university regulations. Students in this class will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Such actions will be subject to disciplinary action. If I suspect any of the above, I may ask to see notes and draft. If you have any questions about academic integrity, please talk with me. A single instance of cheating and plagiarism will result, at the very least, in a failing grade for that assignment. Depending on the severity of the case, other consequences may include a failing grade for the class, regardless of performance on other assignments, and further disciplinary actions, including suspension and expulsion, based on University policy as summarized in the Schedule of Classes. (Graduate students will be held to an even higher standard. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments.) While all written work must be exclusively your work, you are encouraged to work together when appropriate.

Please consult the schedule of classes and the university catalog for all academic policies, procedures, and deadlines covering **course withdrawals, plagiarism, excused absences, students with disabilities** and other university regulations.

The instructor reserves the right to make changes in the schedule and syllabus if necessary.

READINGS AND SCHEDULE:

First Part

Week 1 – Introduction & expectations: What is Latin America? (Jan 27, 29)

Read: Price, “Latin America: A geographic preface” (BB).

Week 2 – Independence Dreams (Feb 3, 5)

Read: HMLA, ch. 1-4; ALA, Chapter 1

Suggested reading: de la Pedraja, “The Historical Context” (in Hillman, 37-60)

Week 3 – Establishing Order: caudillos and kings (Feb 10, 12)

Read: HMLA, ch. 5-6, ALA, ch. 2.

Suggested reading: D’Agostino, “Latin American Politics” (in Hillman, p. 61-106)

Week 4 – People and labor (Feb 17, 19)

Read: HMLA, ch. 7 and 10; ALA, Ch. 3; Slatta, “Gaicho to Peón: changing ranch labor,” 30-56 (BB),
Debret’s paintings of Brazilian slaves (PowerPoint presentation in class)

Week 5 - The Development of Nations (Feb 24, 26)

Read: HMLA, ch. 8 & 9; Prevost & Vanden, “Republics and the Struggle to Empower the People” (BB)

Suggested reading: Haper & Cuzán, “The economies of Latin America” (in Hillman, 135-168);
McCook, “Commodity and Country: The rediscovery of nature in the Spanish Caribbean, 1760-1890,” 11-25

Novel chosen by March 3rd

Week 6 – LA in the world: Immigration, Identity and Modernization (March 3)

Read: HMLA, ch. 11 & 12, ALA 4; Meade, “Living Worse and Costing More: Resistance and Riot in Rio de Janeiro, 1890-1917” (BB)

I will show a movie in class on March 5. Write a one-page review.

Week 7 - Latin America in the 20th century: US and LA (March 10, 12)

Read: HMLA, ch. 13 & 17, ALA, Ch.5;

Suggested reading: Bost & Ekstrom, “Latin American literature” (in Hillman 351-375)

March 12 – Book Debate: The Death of Artêmio Cruz/ One Hundred Years of Solitude

SECOND PART

Week 8 – Mexico (March 17, 19)

Read: HMLA, ch. 15 and 20; Knight, “The Peculiarities of Mexican History: Mexico Compared to Latin America, 1821-1992,” 99-144 (BB)

March 20 – Book Review (novel) due

Week 9 -- Brazil (March 24, 25)

Read: HMLA, ch. 14, 16 and 18; Place and Chase, "The environment, population, and urbanization" (in Hillman, 209-236 and BB)

Suggested reading: Dean, "The development imperative" (BB)

Week 10 – SPRING BREAK - NO CLASS**Week 11 – Caribbean and Central America** (April 7, 9)

Read: HMLA, ch. 22 & 23; Vanden & Prevost, "Cuba", (BB)

Suggested reading: Wilentz, "Boutillier" (BB)

April 7th - Monograph chosen

Week 12 - Catch- up week (April 14, 16)

Latin American movie on April 16

Week 13 – Cono Sur: Argentina, Chile and Uruguay (April 21, 23)

Read: HMLA, ch. 24 & 25; Guillermprieto, "Little Eva," (BB)); Movie "Cocalero" (on reserve)

Suggested reading: Zagorski, "The Military" (in Hillman 107-134); The Pinochet file debate (BB)

Week 14 - Andean nations: Colombia, Venezuela, Equador & Peru (April 28, 30)

Read: HMLA, ch. 19 & 21; LeGrand, "The Colombian Crisis in Historical Perspective," 165-209 (BB); Movie "Cocalero" (on reserve).

Suggested reading: Guillermprieto, "Violence without End," 18-54 (BB)

May 1 – Book Review (monograph) due

Week 15 – What is Latin America? Does it make sense in the 21st century? (May 5, 7)

Read: HMLA, ch. 26; ALA 6; Hillman, "Trends and Prospects" (in Hillman, 375-384 and BB)

Week 16 – Catch- up week. General Review for Exam (May 14, 16)

Tuesday, May 21, Thursday 10:15AM - 12:15PM - Final Examination