

CID#3501
HIS495: Contemporary Latin America
Credit Hours: 3; Spring 2008
Section 01: MWF, 12 PM, AB4, 303
Dr. Charles Heath
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Tel: 4-4430/Email: cvh003@shsu.edu
Office Hours: MWF 2:30-3:30 PM; TTH 3:30-4:00 PM; or by appointment
Tentative and subject to revision

“The State must teach scholarship, industry, and patriotism.”
-Porfirio Díaz

“Character development is the true aim of education.”
-Fortune cookie at China House, Huntsville, TX, 12-11-07



Course Description: The development of the Latin American republics from their independence to the present. Social, economic, and political development will be closely examined.

Learning Outcomes: This course examines the rise and development of nations and nationalism in nineteenth and twentieth-century Latin America. The struggles of women, peasants, and workers for political, social, and economic inclusion will be a central focus. Some questions we might ask are: How do we explain popular mobilization or passivity? In whose interest does the state act? How and why have Latin American elites repressed, accommodated, defended, absorbed, or simply ignored the demands of other social classes or subaltern groups? How important are imperial designs and international economic and political trends for understanding Latin American political and social realities?

Further Objectives:

- **To teach you to think like a historian.** History is more than a compilation of "facts and dates." History is in fact based on scholars' interpretation of past events. These interpretations can be balanced and fair, but they are invariably influenced by the author's particular point of view. What we think of as "objective" history, therefore, is actually the way that a particular author has interpreted the materials available to him or her. In this course, I would like you not only to recognize that history is subjective, but to also build the critical thinking skills necessary to develop your own interpretation and your own "reading" of contemporary Latin American history.
- **To help you become a better writer.** Your writing style, organization, and ability to make an argument are crucial factors in determining your grade and overall success in this class. More importantly, having good writing skills will serve you well for the rest of your life -- in finishing your degree at SHSU, in succeeding at whatever career you choose, and in advocating for yourself in general. I will evaluate your writing throughout the course through weekly assignments, essay examinations, and a formal paper assignment. In class, we will discuss how to write a good paper (with thesis, argument, and evidence) and what it means to write well.
- **To develop effective and analytical skills in reading and writing history.** What does it mean? Is it one thing or many? Who made up the questions used in measuring it. Critical thinking – the analytic probing of formulas, precepts and pieces of received wisdom that too often go unexamined and unchallenged - is a skill taught in humanities courses where students analyze ideas, differing viewpoints, justifications, opinions and accounts and, in the process, learn how to construct a logical assessment . . . and defend their conclusions with facts and lucid argument.

Required Texts (Total four books):

Text Book:

- Thomas H. Skidmore and Peter H. Smith, *Modern Latin America*, (New York: Oxford University Press), 2005, 6th ed.

Additional Readings:

- Domingo Faustino Sarmiento, *Facundo: Or: Civilization and Barbarism*, (New York: Penguin Classics), 1998.
- William H. Beezley, *Judas at the Jockey Club and Other Episodes of Porfirian Mexico*, (Lincoln: University of Nebraska Press), 2004, 2nd ed.
- Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture*, (New York: Oxford University Press), 1998.

This class is reading intensive. You will not pass this course unless you do the reading. All readings should be completed before the first class meeting each week. I will advise of any deviations. Further required readings will be placed on reserve. Text should be brought to class each day. Other books should be brought on appropriate discussion days.

Attendance Policy: Regular and punctual class attendance is expected of each student at SHSU. Each faculty member will keep a record of student attendance. Each faculty member will announce the policies for accepting late work or providing makeup examinations. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. *A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work has not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences.* Each absence after the third shall result in the reduction of the final grade by one-letter grade. Tardiness and cell phone and electronic device usage during class may be counted as an absence. For the university Academic Policy Statement 800401 regarding attendance, see http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf

Final exam: cumulative and includes objective and essay questions. There are no make-ups for missed exams.

Grading:

A 90-100	B 80-89	C 70-79	D 60-69
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Assignments:

Participation, Preparedness, and Attendance	10%
Research paper	20%
Two film reviews (10% each)	20%
3 Book reviews (10% each)	30%
Final Group Projects / Exam	20%

Book and film reviews: are analytical and critical responses to the three books (not the text). Their length should be 2-3 pages each (double-spaced). They might help you formulate your essay answers for the exams or the thesis of your research paper. I will post information on suggested book review techniques. Summaries are not acceptable. Exam essay questions may be taken from these books and/or assigned essays.

• The **Research Paper** should be 10-12 pages and will be graded on a **Progressive Matrix**. Once you decide on your thesis, you should employ the primary evidence you discover along with five (5) sources including books and articles (at least two of which must be books). Because this paper requires primary research, it must be pre-approved by the instructor who has some possible ideas for your research. ***This will require time at either the Sam Houston Museum archives, the Special Collections Room, or some other archive, so get started early because your thesis(argument) is due at midterm!*** The paper will be discussed further in class.

- Thesis (due at midterm) 25%
- Organization and argument 25%
- Use of evidence 25%
- Style, structure, grammar 25%

Academic Dishonesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. *Plagiarism and cheating will not be tolerated.* The Sam Houston State University Academic Policy Statement 810213 may be accessed at: http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Americans with Disabilities Act: It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Service for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the class.

Academic and Student Support Services: A full range of services is available through the University to assist you with developing strategies for a successful academic career. They include, but are not limited to reading and writing centers, and services for students with disabilities. These services may be accessed at <http://www.shsu.edu/catalog/tocsupport.html>. The SAM Center is a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management, and study skills. The SAM Center is located in Academic Building 4 (AB4) on the second floor, room 210. AB4 is located on the corner of Bowers Blvd. and Ave. I.

Classroom Rules of Conduct: The code of student conduct is found at the following link:
<https://shsu.edu/students/guide/dean/codeofconduct.html>

The use of cell phone or other electronic devices including laptops and recorders is strictly prohibited in this class. Infractions may result in absent mark. Please refrain from eating and drinking in class.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form near the end of the semester.

Week One: Course Introduction, and The Bolivarian Dreams

Readings: Skidmore, 1-12

Primary documents (handouts):

- Simón Bolívar, *Jamaica Letter* (1815), *Angostura Address* (1819), *Message to the Congress of Bolivia* (1826), and *A Panoramic View of Spanish America* (1829).
- Pedro I, "Declaration of Brazilian Independence", from *The Brazil Reader*.
- José Maria Morelos, "Sentiments of the Nation",

For class discussion: Identify the main elements of Bolívar's, Morelos's, and Pedro I's views of the political future of the new independent nations of the Americas.

Week Two: The Transformation of Latin America

Reading: Skidmore, 42-68

This may be one of the toughest but most important chapters to understanding our themes for the entire semester. I will lecture, but we will also work in groups on the different economic phases and search for readings to supplement our study.

For Friday we should be prepared to discuss to of the theoretical approaches that Skidmore offers for analyzing Latin America: Modernization and Dependency.

For class discussion: *What do the terms mean? What does "modern" mean? Are they useful or not? How are they used (and by whom?) and do they help us understand Latin America (think core-periphery)*

Week Three A Step Back: The Colonial Foundations

Readings:

- Skidmore, 13-41
- *Facundo*: “An Introduction.” ERES

Week Four: 19th Century Argentina: Militaries and Politics

Readings:

- Skidmore, 69-108
- Brian Loveman, “Inventing *La Patria*: Wars, *Caudillismo*, and Politics, 1810-1885.” ERES

Week Five: 20th Century Argentina and Peronism

Readings:

- Review Skidmore, 77-108
- from an unpublished manuscript, *Argentina* by Colin Maclachlan, 111-159. ERES

Primary documents:

- Juan Domingo Perón, “Justicialism” <http://www.fordham.edu/halsall/mod/1950peronism2.html>
- Eva Duarte de Perón, “History of Perónism”, excerpts <http://www.fordham.edu/halsall/mod/1951evaperon.html>

Response One due beginning of class, 2/8 (turnitin)

Week Six: 19th Century Brazil: Millenarianism, the Military, and Whitening

Readings:

- Skidmore, 139-157;
- Choice of articles on either Canudos or Contestado rebellions

Week Seven: 20th Century Brazil: Vargas, the Estado Novo, Modernization and Bossa Nova

Readings

Skidmore, 157-171

Handouts from *The Brazil Reader*

Week Eight: 19th Century Mexico: Reform, Intervention, and my man Porfirio!

Readings: Skidmore, 254-264; Pilcher, “Tamales or Timbales: Cuisine and the Formation of Mexican National Identity, 1821-1911” (Bb)

Week Nine: Spring Break. *And whatever you do, don't forget the sunscreen.*

Week Ten: The Mexican Revolution

Readings:

Skidmore, 264-295

“The Political Project of Zapatismo” ERES

“The Mexican Conflict in Matamoros,” at <http://runyon.lib.utexas.edu/conflict.html>

Response Two due beginning of class, 3/3 (turnitin)

Week Eleven: Cuba: Slavery, the Colonial Conundrum, and the Spanish-American War

Readings:

- Skidmore, 296-327
- Aline Helg, “Black Men, Racial Stereotyping, and Violence in the U.S. South and Cuba at the Turn of the Century”(Bb)

Week Twelve: Cuba: The Batista Regime and the Revolution

- Louis A. Pérez, Jr., “Revolution and Response,” from *Cuba and the United States: Ties of Singular Intimacy*, 3rd ed. (Athens: University of Georgia Press, 2003), pp. 238-262. ERES

Week Thirteen: Chile and Allende's Experiment with Socialism

Weeks Fourteen and Fifteen: The Dirty Wars: Argentina, Chile, Brazil, and Mexico

Response Three due beginning of class, 3/3 (turnitin)

Week Sixteen and Seventeen: Bolivia, Peru, and Mexico: The Indian Problem

Readings: Marjorie Becker, "Black and White and Color: Cardenismo and the Search for a Campesino Ideology";