LATIN AMERICA: A HISTORY
HIST 211

Spring 2017
Time and Location: MW 10:00-11:15, Math & Science Center Room N304
Instructor: Ms. Audrey Henderson Office Hours: MW 11:30-12:30 and by appt.
Email: Audrey.Henderson2@emory.edu Office Location: Bowden 125

Course description:
Over the course of 500 years, the history of Latin America has grown as diverse as her geography and people. The region emerged out of an Iberian conquest for resource extraction, labor exploitation, and Catholic conversion that lasted until the 1800s. Although 19th century Latin American independence advocated equality and freedom, the turmoil of the 20th century invites us to explore how the legacy of colonialism persists in the modern era and how people attempt to transcend it. In Latin America: A History, students will examine various historical approaches to cultural, economic, and political developments from the 16th century conquest to the present. By focusing on class, gender, and race, students will gain insight into how Latin Americans envisioned themselves on local, national, and global levels. At the end of the course, students will understand the rich and complex history of the region and the historical impact that European and U.S. foreign policy have on the region to this day.

By the end of the semester, students should be able to:
1) Evaluate the relationship between primary and secondary sources through an analytical and critical lens
2) Produce written assignments that are thoughtful and grounded in historical analysis
3) Articulate the major themes, trends, and events in Latin American history that spark lively discussions
4) Deliver a compelling presentation in an informed, compelling, and concise manner

Assignments and Requirements: The reading assignments are due on the day that is indicated on the schedule below. All students will facilitate a class discussion of assigned readings and present a text analysis of their choice. In addition to the readings, students are required to write one essay over the course of the semester. Finally, there will be five short quizzes, a take-home midterm, and an in-class final exam.

Grading Policy: You are responsible for keeping track of your class performance. I am available to meet with you individually during the semester to give you suggestions on how best to improve your performance. Do not wait to meet with me at the end of the semester. You have worked hard to get to this point. Please send me an email or speak with me after class if you need advice.

If you have any questions about the grade that you receive, it is my policy that:
1) You schedule an appointment 24 hours after receiving feedback on your work.
2) You submit a written statement explaining your question or doubts about the grade with your meeting request.

Grading structure:
One discussion facilitation: 10%
One text analysis presentation: 10%
Participation (discussions and attendance): 10%
Participation (five low-stakes quizzes): 10%
One four-page response essay: 20%
Midterm exam: 20%
Final exam: 20%
Total: 100%

Discussion facilitation (10%): Students in groups of two or three will synthesis the assigned texts for that week and developed insightful questions that will spark lively discussions. This is a one-time facilitation.

Text analysis presentation (10%): Students will present a five-minute presentation on a text (visual, written, or audio primary source) that captures the theme of that week. Students will present an analysis of the text to the class and connect its significance to Latin American history. We will cover the details in class. This is a one-time presentation.

One four-page response essay (20%): Students will have two options this semester to complete a four-page response essay. The first prompt will be related to a topic broadly discussed in Charles Walker’s *Shaky Colonialism*. The second prompt will center on the urban poor and strategies of survival discussed in Carolina Maria de Jesus’s *Child of the Dark* and the selected readings during that week. The essay must have one-inch margins, use 12-point font, and include footnotes. Hard copies must be turned in at the beginning of class on the due date.

Participation
--Discussions and Attendance (10%): Attendance and class participation are required. Excessive absences will result in failure of the class. Our course is part lecture and part discussion. Therefore, it is imperative that you come to every class prepared. To do well in this course, you must complete the assigned readings before class and come ready to participate in class discussions. Many students have found that the best way to prepare for discussion is to 1) actively take notes, 2) note a few questions and key themes, and 3) engage with major ideas while reading. This method will not only give you a great advantage in class, but it will also help you to comparatively analyze and synthesize primary and secondary sources across the discipline. I expect everyone to participate in class discussions in a respectful manner and will call on individual students to encourage a diverse dialogue.

--Quizzes (10%): Moreover, be prepared for five unannounced in-class quizzes at the start of class. These are low stake quizzes that draw directly from the readings. Therefore, being prepared for class will ensure your success.

Midterm (20%): The midterm will be take home and consist of short questions, key terms, and a brief source analysis related to lessons cover during the first half of the course.

Final Exam (20%): The final will take place in our classroom (Math and Science Building, Room N-304) on May 3 at 8:00 am. It will consist of short questions, key terms, and a brief source analysis related to lessons covered during the last half of the course. A review for the exam will take place on the last day of class.

Required texts:

Hard copies of the required texts are on three-hour reserve at the Marian K. Heilburn Music and Media Library and available for purchase at the campus bookstore. Additional readings are accessible on Canvas and/or electronic reserves.

**Classroom Policies:**

**Cell Phone Policy**
Please turn off and put away all cell phones during class. If you have an emergency that requires you to leave your phone on, please let me prior to class. Cell phone use (texting, capturing images/recording video, talking) during an exam will automatically disqualify your test (i.e. zero percent). Refer to the Honor Code policy below for more information.

**Accommodations**
It is the policy of Emory University to make reasonable accommodations for qualified students with disabilities. All students with special requests or need for accommodations should contact Access, Disability Services and Resources. Please visit www.ods.emory.edu for more information and resources.

**Honor Code**
The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. Please consult with me at any point in the semester if you have questions about citing or paraphrasing. Please consult http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html for a more information on the Honor Code.

**Writing Center**
The Emory Writing Center (EWC) offers 45-minute individual consultations for students. It is a great place to bring any project-from traditional papers to websites-at any stage in your composing process. Writing Center tutors take a discussion- and workshop-based approach that enables writers of all levels to see their writing with fresh eyes. Tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work. Please visit writingcenter.emory.edu or the EWC in Callaway N-212 for more information.

**Late Policy**
Extensions will be granted only in extenuating circumstances (such as severe illness, death in the family, or religious observances) and at my discretion. Deadlines in other classes and extracurricular obligations do not count. Late papers will be accepted with a deduction of one half grade for each day late.
Course Schedule:

Week 1
Wednesday, Jan. 11: Course Introduction
What is Latin America? Why is Latin American history important today?
- Reading for Wednesday, Jan. 18: Restall and Lane, *Latin America in Colonial Times*, Preface (xiii-xv) and Part II, “The Long Conquest,” (47-128)

PART I: Colonial Latin America (1492-1825)

Week 2 (January 16-18): Exploration and Military Conquest
Monday, Jan. 16
- MLK, Jr. Holiday (No Class Meeting)
Wednesday, Jan. 18
- Text Analysis Presenter: *In class example*
- (HW) Read for Monday, Jan. 23: Restall and Lane, *Latin America in Colonial Times*, Part III 
  “The Colonial Middle,” Chapters 8, 10, and 11

Week 3 (January 23-25): Spiritual Conquest and Colonial Administration
Monday, Jan. 23
- Text Analysis Presenter: 
  - “The Spiritual Conquest,” Fray Jerónimo de Mendieta, (114-121)
  - “In Defense of the Indians,” Bartolomé de las Casas, (107-110)
  - “Letter to the Governor Tomé de Sousa,” Manoel da Nóbrega, (37-40)

Wednesday, Jan. 25
- Text Analysis Presenter: 
- Discussion Facilitators:
- (HW) Read for Monday, Jan. 30: Restall and Lane, *Latin America in Colonial Times*, Part III, 

Week 4, (January 30 and February 1): Colonial Economy and Society
Monday, Jan. 30
- Text Analysis Presenter:

Wednesday, Feb. 1
- Text Analysis Presenters: 
- Discussion Facilitators:

Week 5 (February 6 and 8): Bourbon Reforms and the End of Colonialism
Monday, Feb. 6
- Text Analysis Presenter: 
- (HW) Read for Wednesday, Feb 8: Restall and Lane, *Latin America in Colonial Times*, Part IV, 
  “The Age of Change”
Wednesday, Feb. 8
- Text Analysis Presenter:
- Discussion Facilitator:

Week 6 (February 13 and 15): Slavery and Independence

Monday, Feb. 13
- Due at the beginning of class: Option 1 Essay Response (Hard Copy Only)
- Text Analysis Presenter:

Wednesday, Feb. 15
- Text Analysis Presenter:
- Discussion Facilitators:
- (HW) Read for Monday, Feb. 20: *Born in Blood and Fire*, Chapter 4 “Postcolonial Blues”

PART II: Nation-Building Era (1826-1944)

Week 7 (February 20 and 22): Fragmented Nationalisms and Caudillismo

Monday, Feb. 20
- Text Analysis Presenter:
- (HW) Read for Wednesday, Feb. 22: Wood and Chasteen, *Problems in Modern Latin American History*, Ch. III “Caudillos” (the entire chapter)

Wednesday, Feb. 22
- Text Analysis Presenter:
- Discussion Facilitators:

Week 8 (February 27 and March 1): Liberalism and Modernization

Monday, Feb. 27
- Text Analysis Presenter:

Wednesday, Mar. 1
- Text Analysis Presenter:
- Discussion Facilitators:

**********TURN IN MIDTERM BY FRIDAY, MARCH 3 AT NOON TO BOWDEN 125**********

Spring Break-NO CLASS

Week 9 (March 13 and 15): Neocolonialism

Monday, Mar. 13
- Text Analysis Presenter:

Wednesday, Mar. 16
➤ Text Analysis Presenter:
➤ Discussion Facilitator:
➤ (HW) Read for Monday, March 20: Chasteen, Born in Blood and Fire, Chapter Seven “Nationalism”

Week 10 (March 20 and 22): Nationalism I: The Mexican Revolution
Monday, March 20
➤ Text Analysis Presenter:
  o “Revolution,” Gilbert Joseph and Timothy Henderson, 333-334
  o “Plan of Ayala,” Emiliano Zapata and Others, 339-343

Wednesday, March 22
➤ Text Analysis Presenter:
➤ Discussion Facilitators:
➤ (HW) Read for Monday, March 27: Wood and Chasteen, Problems in Modern Latin American History, Chapter Eight, “Populism” (entire chapter)

Week 11 (March 27 and 29): Nationalism II: Populism and WWII
Monday, March 27
➤ (HW) Read for Wednesday, March 29: Wood and Chasteen, Problems in Modern Latin American History, Chapter VII “Women and Social Change” Document 3 “The Lady of Hope and the Woman of the Black Myth” and Document 4 “Peronist Feminism in Argentina” and Excerpts from The Latin America Readers Series, Available on Canvas (under Assignments)
  o “New Year’s Address, 1938,” Getúlio Vargas, (186-189)

Wednesday, March 29
➤ Text Analysis Presenters:
➤ Discussion Facilitator:
➤ (HW) Read for Monday, Apr. 3: De Jesus, Child of Dark, (Read “Translator’s Preface” and journal entries dated from July 15, 1955 to July 31, 1958.)

Part III: From the Cold War to the Present (1945-2017)

Week 12 (April 3 and 5): Poverty in Latin America
Monday, April 3
➤ Text Analysis Presenter:
➤ (HW) Read for Wednesday, Apr. 5: Finish De Jesus, Child of Dark and Excerpts from The Latin America Readers Series, Available on Canvas (under Assignments)
  o Chile: “The Birth of a Shantytown,” Juan Lemuñir, (334-339)
Wednesday, April 5
- Text Analysis Presenter:
- Discussion Facilitators:

Week 13 (April 10 and 12): Revolutions and Reactions

Monday, April 10
- Due at the beginning of class: Option 2 Essay Response (Hard Copy Only)
- Text Analysis Presenter:
- (HW) Read for Wednesday, Apr. 10: Chasteen, Born in Blood and Fire, Chapter Nine “Reaction”

Wednesday, April 12
- Text Analysis Presenter:
- Discussion Facilitator:
- (HW) Read for Monday, Apr. 17: Born in Blood and Fire, Chapter Ten, “Neoliberalism”

Week 14 (April 17 and 19): Neoliberalism

Monday, April 17
- (HW) Read for Wednesday, Apr. 19: Wood and Chasteen, Problems in Modern Latin American History, Chapter XI “The Global Economy” (entire chapter)

Wednesday, April 19
- (HW) Watch for Monday, April 24: Calle 13, Latinoamérica, (Canvas)

Week 15 (April 24): Latin America in the 21st Century
- Final Discussion
- Final Exam Review

WEDNESDAY, MAY 3: FINAL EXAM (8:00 A.M - 10:30 A.M) in the Room N-304