History 252
Course Syllabus
The History of Modern Latin America
Fall 2010

Statue of Salvador Allende, assassinated Chilean President, next to La Moneda
Santiago, Chile (April 2008)

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Learning Outcomes (Described within the Syllabus as “CO” followed by the appropriate number):

1. Gain a historical consciousness by demonstrating a knowledge of major developments... in world history (Latin America), and understand the key historical terms and theories.
2. Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.
3. Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.
4. Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication. (NOTE: Course discussions, held on Fridays and often accompanied by quizzes play an integral role in helping students develop oral communication skills in conjunction with course material).

Course Description:

This is an introductory course to the history of Modern Latin America, defined chronologically from 1824 until the present. Students will gain a deeper understanding regarding the interrelationship between political development throughout the region (defined loosely as Mexico, the Spanish-speaking Caribbean, Brazil, Central and South America) and the pursuit of economic development. To that end, the course is designed to examine the shift between nationalism (both political and economic) and liberalism (or, as defined for this course, “free trade” with primary interest in international interaction in regional and hemispheric development). This course will also examine the impact of shifting political winds throughout the region, beginning with a nationalistic impulse in the mid-nineteenth century, the evolution of bureaucratic, liberal institutions towards the end of the century, and subsequent shifts in the twentieth century. The course will also examine social questions, such as race and gender through a comparative lens, both within Latin America and in comparison with its neighbors to the North (namely the United States). Finally, the course will explore the impact of the United States in the region and its significant influence upon not only hemispheric relations, but also on the choices of countries within Latin America regarding their futures.

Required texts:

3. Rosalie Schwartz, Pleasure Island: Tourism and Temptation in Cuba (University of Nebraska Press, 1999)

Grading Scale:

A: 94-100; A-: 90-93
B+: 87-89; B: 83-86; B-: 80-82
C+: 77-79; C: 73-76; C-: 70-72
D+: 67-69; D: 63-66; D-: 60-62
E: 0-59

Expectations for Your Written Work in This Class (A General Rubric):

1. "Excellent" historical writing (generally synonymous with an "A"), whether on essay exams, research papers, or on thought pieces, includes a clearly stated thesis statement that is followed by supporting description, detail, and significance (or analysis). Flawless grammar and syntax are a *sin quo non*.

   On a research paper, "excellent" submissions contain a clearly defined, original argument, and the balance of the paper supports and sustains that argument. Evidence is carefully used from numerous primary and secondary sources to support – instead of weaken – the main argument.

   On thought pieces this level of work requires rigorous analysis of the text and its relationship to your stated thesis. Passages carefully chosen from the book and cited in the paper add authority to your argument. Cited passages are meticulously referenced, either in-text or in the footnotes.

2. "Good" historical writing or responses (sometimes synonymous with "B" work), generally includes a thesis (which may not be very precise), description and less than complete detail or analysis. Generally flawless grammar and syntax; may have a few blunders. What sets an "excellent" paper apart from a "good" one is the ability of the writer to not only describe a phenomenon, but also to explain WHY it is that way or make connections to other aspects of the paper.

   On a research paper, "good" submissions contain an argument, however the balance of the paper may not support and strengthen the argument. Evidence is carefully used from a variety sources to complete the paper. There may be a greater dependence on secondary, rather than primary, sources on such papers.

   A "good" thought piece generally describes or recapitulates the contents of the book without seeking deeper connections to either the thought piece prompt or other aspects of the book. Quotes are not carefully selected and citation of references is generally good, but not consistent.

3. "Average" historical writing or responses (often synonymous with "C" work), includes a thesis that may not be strongly correlated with the balance of the
evidence, a less than complete description of the question at hand, and almost no
detail or analysis. These papers are often riddled with grammatical errors.

On a research paper, "average" submissions contain a weakly defined argument
that may not be original and the balance of the paper may distract from that
argument. Secondary sources are the chief resource. Evidence is also often used with
little thought as to how it applies to the argument.

An "average" thought piece does not reflect close reading of the book and may not
contain accurate descriptions of a book's contents or arguments. There is little
effort to draw out original thought from the reading and relate it to the thought
piece prompt.

Grading Breakdown for Course Assignments:

Research Methods Paper: (LO2,3,4)  25%
Mid-term: (LO1,2,4)                  25%
Final Examination: (LO1,2,4)        25%
_Pleasure Island_ Thought Piece: (LO 2,3,4)  10%
_Judas at the Jockey Club_ Thought Piece: (LO 2,3,4)  10%
Pop Quizzes (LO4, readings prepare for discussion):  5%

Academic Integrity (including Plagiarism): This course will involve written assignments. The
chief cause of academic dishonesty tends to be procrastination on carrying out written
assignments or lack of test preparation. Do not represent the words or ideas of another scholar or
individual without proper attribution or reference. Cite the ideas of others. It actually gives your
paper more credibility. On in-class testing situations, teaching assistants will help maintain
academic integrity of tests and quizzes by circulating throughout the class during the test or quiz.

Any cases of plagiarism or academic dishonesty in this course result in a "0" for the assignment
and could result in reference to the Honor Code Office. I would much rather read your ideas in
less than elegant phrases than someone else's words dressed up as your own.

Late Work: Late work will be accepted for up to a week after the original assignment date with
a one-letter grade reduction (10 points). No late work will be accepted after one week from the
original assignment date has passed.

Honor Code Standards: BYU students are expected to uphold the Student Honor Code, both as
it applies to their academic activities, as well as personal behavior. This extends to our
classroom.

Privacy Statement: The Family Education Rights and Privacy Act (FERPA) imposes specific
requirements concerning student educational records upon colleges and universities receiving
federal financial assistance. This Act is applicable to BYU as a recipient of federal funds under
the Pell Grant and Federal Family Loan Program This policy is the official University statement
concerning a students right to access his or her student educational records and the procedures to
be followed by University personnel in response to requests for access to a students educational records.

Disability Statement: It is the policy of Brigham Young University to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet course requirements and who desires accommodations must contact the Office for Students with Disabilities (1520 WSC) for proper evaluation.

Preventing Sexual Discrimination and Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by law and by Brigham Young University policy. Students who believe they have been victims of either sexual harassment should either contact their professors, the Equal Employment Office (D-240C ASB) or the Honor Code Office.

Map Quiz #1 (Mexico, Central America, and the Caribbean)

Cuba: Havana, Santiago de Cuba
Dominican Republic: Santo Domingo, Puerto Plata
Haiti: Port au Prince
Mexico: Mexico City, Monterey, Guadalajara, Tuxtla Gutierrez (Chiapas),
Nicaragua: Managua
Panama: Panama City
Puerto Rico: San Juan, Ponce
Honduras: Tegucigalpa
Guatemala: Guatemala City, Quetzaltenango
El Salvador: San Salvador
Belize

Map Quiz #2 (South America)

Paraguay: Asuncion
Colombia: Bogota, Cartagena, Medellin
Venezuela: Caracas
Ecuador: Quito, Guayaquil
Peru: Lima, Cusco
Chile: Santiago, Valparaiso
Argentina: Buenos Aires, Cordoba, Ushuaia
Uruguay: Punta del Este, Montevideo
Brazil: Sao Paulo, Rio de Janeiro, Manaus, Brasilia, Salvador
Bolivia: La Sucre, La Paz
Thought Pieces:

For the books *Paradise Island and Cradle of Gold*, you should submit a 750-word thought piece. They will each be due at the beginning of class on the day that they are due. You may choose your topic of choice for these pieces, but I will also provide general ideas during our class discussions. Spend the balance of your paper supporting that one theme. Our TA will grade these papers based on the depth of thought, the quality of the writing, and your ability to develop/support your main idea. The assignments will be discussed in greater detail in class.

Research Inquiry Paper:

As students from across the disciplinary spectrum, I believe that a preparatory assignment for a research paper that you may write in a future class, whether in the Department of History or not, will be beneficial to your development as a scholar. My purpose in making this assignment is to assist you in critically defining a viable research project through a process of assessing relevant literature and then shaping a research question that is grounded in the literature of your chosen discipline. Research questions that proceed from a review of the literature provide a stronger foundation in your quest to complete original work that is also informed by the current state of scholarship in your field.

Step 1: Create a research question on a given topic in Modern Latin American History, or a historical question in a related field of your choosing (if you are an anthropology major, create a historically grounded question for additional investigation, for example).

Step 2: Identify at least ten pieces of literature that relate to your topic. Given that the topics will be historical, they should include an even mix of books and journal articles.

Step 3: Interrogate your sources (both primary and secondary) through the lens of the question that you formulated in step one. Consider the following questions:

1. How does this source relate to the question I have formulated? How will it assist me in answering the question, either as a major or minor component of my paper?
2. What is the main argument of the author of the work in question? How does this relate to the question I had formulated?
3. What are the biases of the author? How does this square with my initial thoughts regarding my own response to the research question?
4. Does this piece of literature raise questions I had not considered prior to formulating a research question?
5. How does the author go about proving their thesis? Are there ways in which his or her methodology might influence how I construct my argument?
6. Do they cite other sources that may be worth investigating for my paper?

Step 4: Write a ten to twelve page paper that begins with the formulation of your initial research question. In the body of the paper discuss your experience with the sources you choose to investigate the question. You may explore the questions given in step three to discuss your
analysis of the sources. At the end of your paper, you should discuss whether or not an investigation of relevant sources reshaped your research question. You should then explain how you would go forward in writing your paper or developing your argument based on the sources you have chosen to use for the assignment. Ultimately, you must show how your final question is an original question, but also how it relates to the literature you have reviewed. Remember, excellent research questions are a product of having reviewed the existing literature and then identifying a question that will further scholarship on the topic at hand.

**Default Settings for All Papers:**

1. Document must be type-written in Times New Roman font, 12 point and double spaced (adhere to double-spacing strictly).
2. Margins must be set at one inch on each side of the paper. Unless you have altered the default settings, the majority of word processing programs are already set to deliver one inch margins.
3. Papers should be preceded by a cover page (NO COVER FOLDERS, PLEASE), which include your name, the date, and the title of the assignment.
4. Use citations to refer to anything that is not your own idea.
5. Cite your sources liberally – it demonstrates that you have carefully considered the book or work in question.
6. Use short, well-thought quotes to reinforce your main ideas
7. Proofread your paper closely and, if possible, have someone else look over it for mistakes that you may not have caught
# Lecture, Reading and Assignment Schedule (subject to change if necessary)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings and Assignments</th>
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<tr>
<td>August 30</td>
<td>Course Introduction</td>
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<tr>
<td>September 1</td>
<td>Simon Bolivar and the Aftermath of Revolution</td>
<td>Chapter 3, Blood</td>
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<td>September 3</td>
<td>Discussion</td>
<td>Chapter 1, Problems</td>
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<tr>
<td>September 6</td>
<td>Holiday</td>
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<td>September 8</td>
<td>The Aftermath of Revolution</td>
<td>Chapter 4, Blood</td>
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<td>September 10</td>
<td>Discussion</td>
<td>Chapter 3, Problems; Map Quiz 1</td>
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<td>September 13</td>
<td>Brazil after Independence</td>
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<td>September 15</td>
<td>Slavery and the Plantation Complex in Modern Latin America</td>
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<td>September 17</td>
<td>Discussion</td>
<td>Chapter 2, Problems; Map Quiz 2</td>
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<td>September 20</td>
<td>Santa Anna and the Age of Caudillos</td>
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<td>September 22</td>
<td>The Paraguayan War</td>
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<td>September 24</td>
<td>Discussion</td>
<td>Chapter 4, Problems; Beezley 1</td>
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<td>September 27</td>
<td>Argentina in the Age of Progress</td>
<td>Chapter 5, Blood</td>
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<td>September 29</td>
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<td>Date</td>
<td>Topic</td>
<td>Chapter/Note</td>
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<td>October 1</td>
<td>Discussion</td>
<td>Chapter 5, Problems; Beezley 2</td>
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<td>October 4</td>
<td><em>Rio de Janeiro in the Age of Progress</em></td>
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<td>October 6</td>
<td><em>Canudos: The Brazilian Backlash to Modernity</em></td>
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<td>October 8</td>
<td>Discussion</td>
<td>Chapter 6, Problems; Beezley, 3</td>
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<td>October 11</td>
<td><em>Peru and the Rise of Indigenismo</em></td>
<td>Chapter 6, Blood</td>
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<td>October 13</td>
<td><em>Porfirio Diaz and Mexican Progress</em></td>
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<td>October 15</td>
<td>Discussion</td>
<td>Chapter 7, Problems; finish Beezley</td>
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<td>October 18</td>
<td><em>Art and Revolution in Mexico</em></td>
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<td>October 20</td>
<td>Midterm</td>
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<td>October 22</td>
<td>Discussion</td>
<td>Chapter 8, Problems</td>
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<td>October 25</td>
<td><em>The Rise of a Revolutionary Order in Mexico</em></td>
<td>Chapter 7, Blood</td>
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<td>October 27</td>
<td><em>Getulio Vargas and the Transformation of Brazil</em></td>
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<td>October 29</td>
<td>Discussion</td>
<td>Chapter 9, Problems; Schwartz 1-5</td>
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<td>November 1</td>
<td><em>The United States in Cuba: An Imperial Perspective</em></td>
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<td>November 3</td>
<td><em>Resisting Imperialism: Augusto Sandino and the Nicaraguan Resistance</em></td>
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November 5  Discussion  
November 8  Resisting Imperialism (II): Jacobo Arbenz, Che, and Guatemalan Nationalism  
November 10  The Cuban Revolution  
November 12  Discussion  (Schwartz paper due)  
November 15  The Cuban Revolution (continued)  
November 17  The Cuban Revolution (continued, film)  
November 19  Discussion  
November 22  The Conservative Response to Revolution: Chile and Brazil  
November 24  Thanksgiving Holiday  
November 26  Thanksgiving Holiday  
November 29  “You Have to Drain the Pond to Kill the Fish”: Genocide in Guatemala  
December 1  Central America, Conservatism and Native Peoples (film)  
December 3  Discussion (Research papers due)  
December 6  The Washington Consensus and its Challengers  
December 8  The Challengers (last day of our class)  

Chapter 10, Problems; Schwartz, 6-10  
Chapter 8, Blood  
Chapter 11, Problems; finish Schwartz  
Chapter 13, Problems  
Chapter 9, Blood  
Chapter 12, Chapters; Finish Heaney  
Chapter 10, Blood