

**DEPARTMENT OF HISTORY
TRENT UNIVERSITY**



**HIST 2471H
INTRODUCTION TO LATIN AMERICA
Winter 2015
Durham**

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CAMPUS: Oshawa	OFFICE LOCATION: Thornton 169	OFFICE HOURS: Thursdays, 1:00PM–3:00PM	

ADMINISTRATOR: Trisha Pearce	EMAIL: trishagpearce@trentu.ca
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COURSE DESCRIPTION

This course surveys the history of Latin America from the late colonial period in the eighteenth century to the present. Specific emphasis is given to the ways in which men and women of all ethnic backgrounds participated in both nation-building and in determining the shape of their daily lives. To test this thesis the activity of creole elites, presidents, caudillos, intellectuals, and artists will be analyzed alongside that of indigenous people, Afro-Latin Americans, slum-dwellers, peasants, and transmigrant workers in both Canada and the United States. This multiethnic conversation will be followed through independence, caudillo rule, progress and modernization, populism, revolution, the Cold War, and neoliberal reforms. To analyze larger themes characteristic of the region, lectures and seminars will primarily concentrate on Mexico, Argentina, Brazil, Chile, Cuba, Guatemala, and Nicaragua.

COURSE FORMAT

I. LECTURE AND SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Lecture	Thursdays	3:10PM–5:00PM	Thornton 106
Seminar #1	Thursdays	5:10PM–6:00PM	Thornton 106

Please check <https://scheduler.trentu.ca/AcademicTimetable/Oshawa/FallWinter/TimeTableGen11.htm> to confirm times and locations.

II. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned readings beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

III. SEMINARS AND SEMINAR READINGS/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required readings
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

PARTICIPATION in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an **automatic zero** for his/her participation mark. For a more detailed description of how your seminar participation is evaluated see the “**Guide to Latin American History**” posted on Blackboard.

IV. LECTURE AND SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell

phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

COURSE OBJECTIVES

As a second year course, History 24701H is intended to introduce you to the general history of Latin America and related historical debates, interpretations, methodologies, and intersections with other disciplines. You will be encouraged to conduct independent research and gather, review, evaluate, and interpret primary and secondary evidence (both textual and visual); explore different approaches to problem solving while critically assessing the ideas of other historians; and formulate original historical arguments in a critical and analytical fashion. You will be given the opportunity to develop written and oral communication skills through a primary document analysis, research essay, and class discussion, developing your critical thinking and ability to conceptualize. On completing this course successfully, you should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge. You will also have hopefully gained an appreciation and excitement for the cultural creativity of Latin Americans of all socioracial backgrounds.

COURSE EVALUATION

ASSIGNMENT	VALUE	DUE DATE	MEDIUM
Seminars	20%	N/A	N/A
Map Quiz	5%	January 15, 2015	In-class
Document Report	15%	January 29, 2015	Email
Proposal/Annotated Bibliography	5%	February 12, 2015	Email
Research Paper	25%	March 16, 2015	Email
Take-Home Final Exam	30%	April 13, 2015	Hardcopy

***At least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.**

***You need to hand in all assignments to receive a passing grade in this course.**

I. MAP QUIZ

1. Description and Purpose

The first assignment of this course is a map quiz to be held in class on January 15, 2015 between 3:10PM–3:20PM. You are responsible for learning the names and capital cities of the modern countries of Latin America. Use the listed map from your course text cited below in preparation for the quiz.

2. Important Details

Due Date: January 15, 2015, 3:10PM–3:20PM (mandatory in-class quiz)

Source:

- John Charles Chasteen. "Modern Latin America." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 8. [Course text]

II. DOCUMENT REPORT: EXPLORING THE LATIN AMERICAN NOVEL

1. Description and Purpose

The second assignment of this course is a document report on *Torn from the Nest* (1889), a novel by the Peruvian author Clorinda Matto de Turner (1854–1909). Matto de Turner was born in Cuzco; lived in various towns and cities throughout Peru as a writer, journalist, and editor of several magazines and newspapers; and finished her days in exile in Buenos Aires. Her early childhood and married life in the heart of the Andean highlands exposed her to the plight of indigenous peoples and her experiences in the literary circles of Peru kept her up-to-date with the intellectual debates of her day. Matto de Turner was a staunch liberal, fierce critic of the Catholic Church, and passionate patriot in a Peru that was slowly undergoing modernization. You will carefully and critically read through *Torn from the Nest* and think about the ways in which Matto de Turner represents indigenous people in her novel. In what ways are her Indians “real” and in what ways are they “imagined”? What role do Indians play in her novel and in her overall critique of the Catholic Church? The purpose of this assignment is to reflect upon the ways in which liberal values surfaced in the writing of fiction in nineteenth-century Latin America. This document analysis is also designed to provide you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. You must think about Matto de Turner’s biases and how she viewed the world she was experiencing. Before writing your document report you should review the “**Guide to Latin American History**” posted on Blackboard and the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: January 29, 2015 (email before midnight)

Length: 3 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Clorinda Matto de Turner. *Torn from the Nest*, trans. John H. R. Polt (Oxford: Oxford University Press, 1998). [Course text]

III. PROPOSAL/ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER

1. Description and Purpose

The third assignment of this course is a short proposal on a research topic of your choosing together with an annotated bibliography. The purpose of a proposal/annotated bibliography is to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal should be 1 page (doubled-spaced) and should briefly describe your topic (rooted in both a specific time and place) and general approach. Be specific in your proposal, remembering that you cannot address the entire history of Latin America in one research paper. Your annotated bibliography should be roughly 1–1.5 pages (single-spaced) and should include brief descriptions (2–3 sentences) of all of your sources. In these descriptions you should identify the general argument and usefulness of the book or article for your research paper. You can modify your topic and add or remove sources from your bibliography after submitting your proposal, but if you make substantial changes you should notify the instructor. Before writing your proposal you should review

the “**Guide to Latin American History**” posted on Blackboard and the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: February 12, 2015 (email before midnight)

Length: 2–2.5 pages (double/single-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 6 secondary sources (both journal articles [3] and books [3])

IV. RESEARCH PAPER

1. Description and Purpose

The fourth assignment of this course is a research paper on a theme of your choosing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include **at least 1 primary source** and **at least 7 secondary sources**. Using primary and secondary sources from the syllabus is permissible if they are used as additional sources to the required total of eight. The course textbook, however, should not be one of the sources in your bibliography. Beyond e-Books and e-Journals available through the Trent University Library, online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. Before writing your paper you should review the “**Guide to Latin American History**” posted on Blackboard and the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: March 16, 2015 (email before midnight)

Length: 8 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 6 secondary sources (both journal articles [3] and books [3])

V. TAKE-HOME FINAL EXAM

1. Description and Purpose

The take-home final exam is a series of essays based upon the entire course and it will be handed out at the last lecture of the winter term. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the entire course.

2. Important Details

Due Date, Time, and Place: April 13, 2015, between 12:30PM–4:30PM (Trent Oshawa Office, Room 101)

Length: 8 pages (double-spaced, 12 font, Times New Roman)

Sources:

- Lecture reading, material, document exercises, and images
- Seminar reading and images

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

II. ACADEMIC INTEGRITY MODULE

Academic Integrity Module: All students are required to complete an online module on academic integrity, which can be found on Blackboard: Academic Integrity at Trent. This module will inform you of the major academic integrity regulations and the consequences for academic dishonesty. It will also provide you with instruction on how to avoid academic dishonesty when completing assignments, tests, group-projects, and papers. At the conclusion of each of the three sections, you will be required to take a multiple choice quiz. You must earn 100% on each quiz, and you may take each quiz as many times as you need to in order to do this.

The module will provide you with instructions on how to obtain proof of your quiz scores. Because in this course you submit your assignments online, **you will submit a screen shot of your marks along with your first assignment. Please make sure that you complete the module and hand in proof of completion with your first assignment. No assignments will be accepted without this proof.** You may be in other courses that require completion of this module. If so, you only need to complete this module successfully once; your marks will be valid for all courses through August 2015, though you will need to provide proof of these marks for each course separately. **If you completed this module before September 2014, you are required to complete it again.**

III. ACCESS TO INSTRUCTION POLICY

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email accessibilityservices@trentu.ca). For Trent University Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024 or email nancyhempel@trentu.ca. Complete text can be found under Access to Instruction in the Academic Calendar.

REQUIRED TEXTS

*John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011).

*Clorinda Matto de Turner. *Torn from the Nest*. Translated by John H. R. Polt. Oxford: Oxford University Press, 1998.

*All other readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the Trent University Library and a few readings available on reserves in the Oshawa Campus Library).

LECTURE AND SEMINAR SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

WINTER TERM (2015)

WEEK I: INTRODUCTION (JANUARY 8)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: BACKPACKING IN LATIN AMERICA

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 1–42. [Course text]

SEMINAR #1: NO SEMINAR

IMAGINING NEW NATIONS

WEEK II: THE END OF COLONIALISM? (JANUARY 15)

LECTURE #3: LATE COLONIAL DEVELOPMENTS

LECTURE #4: REVOLUTIONS IN THE ATLANTIC WORLD

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 49–74.

SEMINAR #2: INDEPENDENCE

- [PS] “America Nursing Spanish Noble Boys.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 339–340. [Blackboard]
- [PS] Juan Pablo Viscardo. “An Open Letter to América.” In *Latin American Independence: An Anthology of Sources*, eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 60–66. [Blackboard]
- [SS] John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. (New York: W. W. Norton & Company, 2011): 74–110. [Course text]

WEEK III: POSTCOLONIAL CONSTRUCTION (JANUARY 22)

LECTURE #5: DETERMINING NATIONAL BORDERS

LECTURE #6: CAUDILLO RULE

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 117–147. [Course text]

SEMINAR #3: ANTONIO LÓPEZ DE SANTA ANNA

Seminar Reading:

- [PS] Guillermo Prieto. “The Glorious Revolution of 1844.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 206–212. [Blackboard]
- [PS] Antonio López de Santa Anna. “Protagonist on a National Stage.” In *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed., ed. James A. Wood and John Charles Chasteen (Lanham: Rowman & Littlefield Publishers, 2009): 79–81. [Blackboard]
- [SS] Shannon Baker. “Antonio López de Santa Anna’s Search for Personalized Nationalism.” In *Heroes & Hero Cults in Latin America*, eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006): 58–82. [Blackboard]

MODERNIZATION AND SOCIAL CHANGE

WEEK IV: THE RISE OF LIBERALISM (JANUARY 29)

LECTURE #7: MODERNIZATION

LECTURE #8: THE “INDIAN PROBLEM”

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 149–179. [Course text]

SEMINAR #4: THE LATIN AMERICAN NOVEL

Seminar Reading:

- [PS] Clorinda Matto de Turner. *Torn from the Nest*, trans. John H. R. Polt (Oxford: Oxford University Press, 1998). [Course text]

WEEK V: NEOCOLONIALISM (FEBRUARY 5)

LECTURE #9: THE PORFIRIATO IN MEXICO

LECTURE #10: EUROPEAN IMMIGRATION IN SOUTH AMERICA

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 181–215. [Course text]

SEMINAR #5: MODERNIZING GOODS

Seminar Reading:

- [PS] Manuel Antonio Carreño. “Diverse Rules.” In *Manual of Civility and Good Manners* [1853]. Translated by Jason Dyck. Unpublished manuscript. [Blackboard]
- [SS] Arnold J. Bauer. “Chapter 5: Modernizing Goods: Material Culture at the Crest of the First Liberalism.” In *Goods, Power, History: Latin America’s Material Culture* (Cambridge: Cambridge University Press, 2001): 129–164. [Blackboard]

WEEK VI: BUILDING NATIONS (FEBRUARY 12)

LECTURE #11: BATLLISMO IN URUGUAY

LECTURE #12: THE MEXICAN REVOLUTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 217–233. [Course text]

SEMINAR #6: INDIGENISMO AND MESTIZAJE

Seminar Reading and Images:

- [PS] Go to Olga’s Gallery at <http://www.abcgallery.com> to view paintings by the Mexican painter Diego Rivera.
- [PS] José Vasconcelos. “The Cosmic Race.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 15–19. [Blackboard]

- [SS] Rebecca Earle. “Chapter 7: Indigenismo: The Return of the Native?” In *The Return of the Native: Indians and Myth-Making in Spanish America, 1810–1930* (Durham: Duke University Press, 2007): 184–212. [e-Book]

*** * * WINTER READING WEEK * * ***

WEEK VII: POPULISM (FEBRUARY 26)

LECTURE #13: THE ESTADO NOVO IN BRAZIL

LECTURE #14: PERONISM IN ARGENTINA

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 233–251. [Course text]

SEMINAR #7: URBAN POVERTY

Seminar Reading and Images:

- [PS] View George Turok’s photographs of life in a favela in Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus* (New York: Signet Classics, 2003). [Blackboard]
- [PS] Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair (New York: Signet Classics, 2003): 3–25. [Library Reserves]
- [SS] Robert M. Levine. “Carolina Maria de Jesus: From Ragpicker to Best-Selling Author and Back Again.” In *The Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources, 2004): 231–248. [Blackboard]

THE COLD WAR AND DEMOCRATIZATION

WEEK VIII: DREAMS OF SOCIAL CHANGE (MARCH 5)

LECTURE #15: THE OCTOBER REVOLUTION IN GUATEMALA

LECTURE #16: THE CUBAN REVOLUTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 253–279. [Course text]

SEMINAR #8: LIBERATION THEOLOGY

- [PS] Go to <http://www.alastairmcintosh.com/general/1992-stations-cross-esquivel.pdf> to view the Stations of the Cross by Adolfo Pérez Esquivel.
- [PS] Gustavo Gutiérrez. “Liberation Theology.” In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 293–296. [Blackboard]
- [SS] John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. (New York: W. W. Norton & Company, 2011): 43–46, 280–283. [Blackboard]
- [SS] Phillip Berryman. “Introduction” and “Chapter I: Birth Pangs: Emergence of Liberation Theology.” In *Liberation Theology: Essential Facts about the Revolutionary Movement in Latin America and Beyond* (Bloomington: Meyer Stone Books, 1987): 1–28. [Blackboard]

WEEK IX: THE COLD WAR IN CENTRAL AMERICA (MARCH 12)

LECTURE #17: UNCLE SAM’S BIG STICK

LECTURE #18: THE NICARAGUAN REVOLUTION

Lecture Reading:

- [SS]. Chasteen. *Born in Blood and Fire*: 302–316. [Course text]

SEMINAR #9: EL NORTE

Seminar Reading and Film:

- [SS] Gregory Nava and Anna Thomas. *El Norte*. Directed by Gregory Nava. Cinecom International, 1983. [<http://www.youtube.com/watch?v=y60Hbikz4JQ>]
- [SS] Stephen M. Hart. "El Norte (The North, 1983), Directed by Gregory Nava." In *A Companion to Latin American Film* (Woodbridge: Tamesis, 2004): 99–106. [Blackboard]

WEEK X: MEMORIES OF DICTATORSHIP (MARCH 19)

LECTURE #19: THE TLATELOLCO MASSACRE

LECTURE #20: MILITARY RULE IN CHILE

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 285–302. [Course text]

SEMINAR #10: MOTHERS OF THE DISAPPEARED

Seminar Reading and Images:

- [PS] Go to <http://www.pbase.com/rayker/mothers&page=all> to view Raymond Ker's photographs of the Mothers of the Plaza de Mayo from the year 2005.
- [PS] Hebe de Bonafini and Matilde Sánchez. "The Madwomen at the Plaza de Mayo." In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 429–439. [Blackboard]
- [SS] Rita Arditti. "Chapter 1: Not Just One More Coup" and "Chapter 2: The Fall of the Regime." In *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina* (Berkeley: University of California Press, 1999): 7–21, 32–49. [Library Reserves]

WEEK XI: THE RISE OF NEOLIBERALISM (MARCH 26)

LECTURE #21: TRANSNATIONAL LINKS TO EL NORTE

LECTURE #22: THE PINK TIDE IN SOUTH AMERICA

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 319–340. [Course text]

SEMINAR #11: THE INFORMAL ECONOMY

Seminar Reading:

- [PS] José María Salcedo. "Simply Pascuala." In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 452–455. [Blackboard]
- [SS] Linda J. Seligmann. "Survival Politics and the Movements of Market Women in Peru in the Age of Neoliberalism." In *The Third Wave of Modernization in Latin America: Cultural Perspectives on Neoliberalism*, eds. Lynne Phillips (Wilmington: Scholarly Resources, 1998): 65–82. [Blackboard]

WEEK XII: CONCLUSION (APRIL 2)

LECTURE #23: LATIN AMERICA IN CANADA

LECTURE #24: REVIEW OF THE TAKE-HOME FINAL EXAM

SEMINAR #12: TRANSMIGRANT FARM WORKERS

Seminar Reading and Images:

- [PS] Vincenzo Pietropaolo. "Introduction," "An Imaginary Letter to a Migrant Farm Worker," and "Harvest Pilgrims." In *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009): 5–7, 25–27, 32, 33, 58, 60, 64, 67, 69, 73, 105, 116. [Blackboard]
- [SS] Go to YouTube and watch an interview with Vincenzo Pietropaolo about migrant Mexican farm workers at http://www.youtube.com/watch?v=1x-sW_iaJZs.

- [SS] Tanya Basok. “Chapter 6: From Mexico with Two Hands” and “Chapter 7: Captive Labour.” In *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada* (Queen’s University Press, 2002): 89–128. [e-Book]

LECTURE AND SEMINAR OVERVIEW

WINTER TERM (2015)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Backpacking in Latin America	#1: No Seminar	January 8
2	#3: Late Colonial Developments #4: Revolutions in the Atlantic World	#2: Independence	January 15
2	#5: Determining National Borders #6: Caudillo Rule	#3: Antonio López de Santa Anna	January 22
3	#7: Modernization #8: The “Indian Problem”	#4: The Latin American Novel	January 29
4	#9: The Porfiriato in Mexico #10: European Immigration in South America	#5: Modernizing Goods	February 5
6	#11: Batllismo in Uruguay #12: The Mexican Revolution	#6: Indigenismo and Mestizaje	February 12
7	#13: The Estado Novo in Brazil #14: Peronism in Argentina	#7: Urban Poverty	February 26
8	#15: The October Revolution in Guatemala #16: The Cuban Revolution	#8: Liberation Theology	March 5
9	#17: Uncle Sam’s Big Stick #18: The Nicaraguan Revolution	#9: El Norte	March 12
10	#19: The Tlatelolco Massacre #20: Military Rule in Chile	#10: Mothers of the Disappeared	March 19
11	#21: Transnational Links to El Norte #22: The Pink Tide in South America	#11: The Informal Economy	March 26
12	#23: Latin America in Canada #24: Review of the Take-Home Final Exam	#12: Transmigrant Farm Workers	April 2

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 2471H” or it may be placed into junk mail. You may feel free to email the instructor about any questions you have concerning the course.

II. BLACKBOARD

The syllabus, seminar readings, important handouts, internet links, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Blackboard. It should be noted, however, that weekly lecture outlines will only appear on Blackboard the Wednesday night before lectures on Thursday. You are strongly encouraged to print off lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the term, but will only be available on Blackboard the following day.

III. SUBMISSION AND LATE POLICY

All assignments must be word documents attached to formal emails sent to the instructor at jasondyck@trentu.ca (excluding the final exam). Assignments that are handed in late without the instructor’s permission will be penalized 5% of the assignment’s worth per day after the due date. When an assignment is more than a week overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an

assignment late. In order to receive an extension you need to provide a doctor's note for illnesses and establish a new due date in consultation with the instructor.

IV. ACADEMIC ASSISTANCE

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the "[Guide to Latin American History](#)" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

VI. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before March 5, 2015.