Introduction to Latin America and the Caribbean

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introductiontolatinamericaandthecaribbeanhist350-taberuncfsu.pdf

Description:

Introduction to Latin America and the Caribbean (Hist 350) Fayetteville State University - Fall 2017

Instructor: Dr. Robert Taber
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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Course Description

History of Latin America and the Caribbean explores how people asked and answered questions about race, religion, and empire in Latin America and the Caribbean from the time of Columbus to present day. We will be examining contact between Native Americans, Africans, and Europeans; different aspects of conquest; the golden age of pirates; the rise and fall of plantation slavery; independence and reform movements; new forms of imperialism; and mass media and the creation of popular politics, military governments, and current regional issues. We will be
paying particular attention to developments in Haiti, Mexico, Brazil, Peru, and Cuba.

Required Readings

As a course in the history program, students are expected to engage with a wide variety of texts. Reading assignments are indicated in the assignment schedule by author or editor's name. Two volumes (the Skidmore and the Reis) are available for rent from the FSU bookstore; the other four are available to purchase from the bookstore or online. Note: there will also be readings uploaded to Canvas, and the instructor will often provide instructions on how which parts of each piece to read. The books are:


Course Goals, Behavioral Objectives, and DPI History Competencies

Upon completion of this course, a student will be able to analyze change and continuity over time, organize historical evidence, and ask and answer critical questions about the past. The student will also be able to demonstrate knowledge of people and events across time, to be used as building blocks for critical interpretation and understanding of the past. In addition, a student will be able to identify the enduring themes of the historical experience and discuss history as a discipline. Moreover, the student will be able to demonstrate an understanding of the historical role of both common and diverse cultural traditions that constitute Western Civilization. Finally, the student will be able to illustrate the cultural products that past societies have regarded as aesthetically pleasing and the ways in which they were produced.

Evaluation Criteria / Course Requirements
The course grade is built on a 1,000-point scale. Points are earned through three exams, a research project / presentation along with component assignments, a choice of three shorter writing assignments, participation in class discussion, and weekly reading summary emails. Points are divided as follows:

Assignment Points Due Date

Map Quiz Exam 1 Exam 2 Final

20 Aug. 25 100 Sept. 15 150 Oct. 20 150 TBA

Final research paper or 120 Unessay

Presentation 50

Country Report 20

Proposal 20

Outline / Progress Report 20

Draft / Prototype 20

Short Assignment 1 50

Short Assignment 2 50

Short Assignment 3 50

Class participation 50

Nov. 27

Nov. 22 Sep. 6 Sep. 27 Oct. 16 Nov. 6 Various Various Various Throughout

Exams will be based on readings and classwork and will consist of multiple choice, short answer, and essay questions. The midterms will be 50-minute exams and will be held at the start of class on designated days, with the rest of the class period following. The final will generally focus on the final third of the course but the essay
will be cumulative.

The research paper will be a 2,200 - 2,500 (seven to nine page) will incorporate at least three primary sources to analyze a core theme in your assigned nation’s history and how it connects with the larger history of the Americas.

The unessay option: Respond to the prompt any way you want. Be creative. You might submit a work of art in a chosen medium or compose original song lyrics. It can be a BuzzFeed-style listicle (complete with a click bait headline), a short story, or the script to a Broadway play. It can further be presented in any medium of your choosing: video, audio, sculpture, watercolor, etc. You can also either work alone or in groups of up to three people for this option. (Please keep in mind that the three of you will receive the same grade). You

Reading quizzes (13) 130
Details about each assignment will be included in the appropriate module in Canvas, but

here's basic information:

must still use three primary sources as inspiration, and the project must be cleared in writing by the instructor at the proposal stage.

Short assignments

Through the semester, you'll need to submit three short assignments based on the reading. These will be short (800-900 word) responses to specific prompts. There are five opportunities to do so, and the prompts vary based on the book. Select books / prompts that will be of interest, and let me know during the first two weeks which papers you'll be doing.

Book Prompt Type Due Date

Burns, *Colonial Habits* Geggus, *Haitian Revolution*
Reis, *Divining Slavery*
Guevara, *Guerrilla Warfare*

Urrea, *Devil's Highway*

Reading quizzes

Review
Source Analysis

Review Strategy Memo
Strategy Memo

Sep. 8 Sep. 22
Oct. 4 Nov. 3
Nov. 29

Most weeks will have specific readings assigned to them, always by class time the Friday before, with a reading quiz posted on Canvas. The reading quiz must be completed before class time on Monday. The quiz is open-book, open-note, with no time limit. No make-ups will be allowed, but the lowest of the fourteen quiz grades will be dropped.

Points into letter grades Grading Scale

A 4.0 90-100 900-1000 C 2.0 70-79

B 3.0 80-89 800-899 D 1.0 60-69

F 0.0 0-59

70-799 600-699 0-599

Student Services
Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Services
Spaulding Building, Room 167 (910) 672-2167

Ms. Linda Melvin Director, Student Health
Spaulding Building, Room 121

(910) 672-1454
dhall9@uncfsu.edu lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
Title IX Coordinator
Barber Building, Room 242 (910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Course Policies

Plagiarism. From the university catalog: "Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Non-disclosure or misrepresentation on applications and other university records will make students liable for disciplinary action, including possible expulsion from the university."

In this class, students are expected to use Chicago Manual of Style citations to refer to ideas, evidence, and other material that they are using from a source.

Attendance / late work. Attendance is strongly encouraged. More than five missed classes will severely hamper your ability to do well in the course. Do let me know with as much advance notice as possible if you have to miss class, and remember that you’re responsible for material missed and meeting class deadlines. Late work is automatically only given half-credit and must be turned in within a week of the original due date.

Course Schedule
(Modules will have reading assignments loaded in Canvas at least five days ahead of their first class meeting, with the exception of Module 1, for which readings will be loaded by class time on Friday, August 18.)

Module 1: Encounters, August 16-28 The Story of Latin America

The Nahua and the Mexica

The Maya and Astronomy
The Quechua and the Inca
The Kongo and the Portuguese The Taino and the Spanish

Module 2: Colonial Establishments, August 30 – September 13 Alliances and Kingdoms

Organizing the Colonial State
The Spiritual Conquest
Maritime Expansion: Piracy, the Slave Trade, and Smuggling Plantation Society
An Era of Reform and Protest

Midterm 1: September 15
Module 3: Independence, September 18 – October 2

The Possibilities of Revolution (Haiti, 1788-1793)
The Perils of Revolution (Haiti, 1793-1802)
The Promise of Revolution (Haiti, 1802-1824)
Creole Agitation in Spanish America: Venezuela, Argentina, Mexico The Royal Revolutions: Mexico and Brazil

The Peru Gambit and the Cuba Case
Module 4: New nations in a colonial world, October 4 - 18

Assimilation, marginalization, and the “post-race“ question Neocolonialism: Guano, Coffee, Bananas
Nineteenth century politics: Caudillos and Positivism
The Second Slavery and Afro-Latin Culture

US Interventions I
Midterm 2: October 20
Module 5: Populism, Promise, and Peril, October 23 – November 6

The Mexican Revolution
Industrialism and Labor Organizing Indigenismo and Negritude
Populism and Latin America in World War Two US Interventions 2
Marxist Critiques and Why Cuba
Cuba and Chile Compared

Module 6: Culture, Changes, and Challenges, November 8 – December 1
Bringing Down Dictators: A Beginner’s Guide
Popular Culture in the 20th Century: Soccer, Salsa, and Reggae
Neoliberalism and Its Discontents

Urbanization, Migration, and the US Religion in the 21st Century
Race in a “Post-Racial” Society Latin America