HIST 275 History of Latin America
Dr. Nichole Sanders
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Class meets: Hopwood 014
Office Hours: Mondays and Wednesdays, 10am – 12pm and by appointment. I also frequently check my e-mail, if you wish to contact me that way.

This course will examine the history of Latin America from Pre-Columbian times to the present day. Major themes will include encounter and accommodation between the indigenous peoples of Latin America and the Europeans, Latin America and the development of a global economy, the impact of liberalism on Latin American politics, culture and economy, U.S./Latin American relations and Latin America and the Cold War. Emphasis will also be placed on the role of class, race and gender in the construction of a modern Latin America.

Disability Services

Lynchburg College is committed to providing all students equal access to learning opportunities. The Disability Services Coordinator (DSC) works with eligible students with disabilities (medical, physical, mental health and cognitive) to make arrangements for appropriate, reasonable accommodations. Students registered with the DSC who receive approved accommodations are required to provide letters of accommodation each semester to each professor. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. For information about requesting accommodations, please visit http://www.lynchburg.edu/disability-services, or contact Julia Timmons, timmons.j@lynchburg.edu, phone (434)-544-8687. (rev 5/4/16)

Required Texts:


Catalina de Erauso. Lieutenant Nun: Memoir of a Basque Transvestite in the New World.

Manuel Azuela, The Underdogs.
Course Requirements:

Attendance and Participation: 10%
Research Project: 50% (2000-2500 words)
   Research Proposal: 5%
   Annotated Primary Source Bibliography: 15%
   Annotated Secondary Source Bibliography: 10%
   Rough Draft: 20%
   Final Draft and Website: 50%
Weekly Blog Assignments: 10% (assignments on Moodle, or see end of syllabus)
Test One: 15%
Test Two: 15%

Course Objectives:

1) Students should be able to understand basic historical processes and identify change over time.
2) Students should be able to identify the difference between primary and secondary sources.
3) Students should be able to analyze primary sources.
4) Students should be able to recognize historiographical debates.
5) Students should be able to set-up a basic WordPress blog and website.

Course Requirements:

1) Attend and participate in class activities: You are expected to attend all classes and arrive on time. Attendance will be taken, and excessive absences and lateness will affect your grade. Leaving the classroom before the day’s activities are completed will also negatively impact your grade. (This includes, but is not limited to: leaving for other appointments, getting up to use the restroom, get a drink of water, etc.) Consistent attendance and punctuality not only is important for your own learning, but is a courtesy for your classmates. If you know you will be late or miss a class please see me ahead of time.
2) Complete assignments on time. Late assignments will be penalized one third a letter grade each day it is late. If you miss a paper or an exam you must have a medical excuse or similar documentation. It is also your responsibility to contact me within ONE WEEK of missing the assignment or test to arrange a make-up if you have proper documentation. If you do not contact me within one week then the grade will be considered a zero. If you know ahead of time that an extenuating circumstance will prevent you from completing an assignment, please see me.
3) All Lynchburg College students have a Lynchburg College e-mail account. You will be expected to check this account regularly and you are responsible for any communication I send to you via this account.
4) I will not review drafts of papers via e-mail. I am always happy to go over rough drafts of any assignment, but this must be done in person. I also will not accept
assignments via e-mail. In order to be considered “on time” I must have a hard copy of the assignment in my hands on the day it is due. There are plenty of functioning computers and printers all over campus, please do not wait until the last minute to print your assignment.

5) Plagiarism: plagiarism is a serious offense. All work completed for this course should be one’s own. Please see pages 60 and 61 of the Hornet Student Handbook for a definition of plagiarism. It is YOUR responsibility to understand and avoid plagiarism. Anyone caught plagiarizing will automatically fail the assignment, possibly the course and charges will be brought to the Honor Board.

6) All students are expected to abide by the behavioral standards set forth in the Hornet. That means no texting, passing notes, chatting or any other behavior I deem disruptive. Disruptive students will be asked to leave the class and will earn a zero for that day.

7) All reading should be completed BEFORE that week’s lecture. Keeping up with your reading and other assignments will help you be successful in this course.

8) I reserve the right to amend this syllabus, especially if it becomes clear to me that students are not completing reading assignment so their own.

Blog Post Rubric (adapted from https://www.chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196)

Rating Characteristics

4 Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.

3 Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.

2 Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.
1  Limited. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

0  No Credit. The blog post is missing or consists of one or two disconnected sentences.

Week One: Introduction and Indigenous Peoples

Monday, January 23: Introduction

Wednesday, January 25: Blog Set-up

Friday, January 26: Mesoamerican Civilizations and the Maya and the Aztecs

Chasteen, Chapter 1

Week Two: Indigenous Civilizations (con’t) and Medieval Europe

Monday, January 30: The Inca

Wednesday, February 1: Topic Decisions

Friday, February 3: Medieval Europe

Chasteen, Chapter 2

Week Three: Conquest in the Americas

Monday, February 6: Website

Wednesday, February 8: Conquest of New Spain

Friday, February 10: When Worlds Collide

Chasteen, Chapter 3

Research Proposals Due
**Week Four: Colonial Americas**

Monday, February 13: When Worlds Collide

Wednesday, February 15: Discussion of Lieutenant Nun

Friday, February 17: Colonial Economy

Lieutenant Nun

**Week Five: Colonial Americas**

Monday, February 20: Colonial Society

Wednesday, February 22: Colonial Society

Friday, February 24: Colonial Society

**PRIMARY SOURCE ANNOTATED BIBS DUE**

**Week Six: Slave Trade and Enlightenment**

Monday, February 27: The Slave Trade

Wednesday, March 1: The Enlightenment and Bourbon Reforms

Friday, March 3: TEST ONE

**Week Seven: Independence**

Monday, March 6: TEST ONE

Wednesday, March 8: Independence—Spain

Friday, March 10: Independence—Americas

Chasteen, Chapter 4
Week Eight: Nineteenth Century Liberalism

Monday, March 20: Brazil

Wednesday, March 22: Liberalism

Friday, March 24: Contradictions of Liberalism

Chasteen, Chapter 5, 6

SECONDARY SOURCE ANNOTATED BIBS DUE

Week Nine: The Social Question

Monday, March 27: The Social Question

Wednesday, March 29: Porfirian Mexico

Friday, March 30: Porfirian Mexico

Chasteen, Chapter 7

Week Ten: The Mexican Revolution

Monday, April 3: The Mexican Revolution

Wednesday, April 5: SSS Day

Friday, April 7: Discussion of The Underdogs

The Underdogs

Week Eleven: Populism

Monday, April 10: Rise of Mexican Populism

Wednesday, April 12: Populism in Argentina: Juan and Evita Perón

Friday, April 14: U.S./Latin American Relations

Chasteen, Chapter 8
ROUGH DRAFTS DUE

Week Twelve: Cold War in Latin America
Monday, April 17: Guatemala
Wednesday, April 19: The Cuban Revolution
Friday, April 21: The Cuban Revolution
Chasteen, Chapter 9

Week Thirteen: The Dirty Wars
Monday, April 24: Chile and the Southern Cone
Wednesday, April 26: Central America
Friday, April 28: Discussion
Chasteen, Chapter 10

Week Fourteen:
Monday, May 1: work on drafts
Wednesday, May 3: TEST 2
Friday, May 5: TEST 2

Week Fifteen: Neoliberalism
Monday, May 8: wrap-up
Chasteen, Chapter 11

FINAL EXAM IS: Tuesday, May 16, 1200PM HOPW 014
Presentation of final websites!!!
BLOG POSTS and other assignments:

Week One: Introduction and Indigenous Peoples

BLOG ASSIGNMENT: in 250 words, react to something in Chapter 1 of your textbook. Is there something that surprised you? Something that you want to know more about? DUE Monday, Jan. 30 (before class)

Week Two: Indigenous Civilizations (con’t) and Medieval Europe

BLOG ASSIGNMENT: What has "cracking the Mayan Code" taught us about the Mayan civilization? Why is it important that we hear their voices? DUE: Monday, Feb. 6 before class.

Week Three: Conquest in the Americas

BLOG ASSIGNMENT: In 300-500 words, please discuss the topic for your semester-long research topic. Summarize your topic, being as specific as possible, and include a discussion of your primary sources. Finally, what are your research questions? What do you want answers for? DUE FRIDAY, FEB. 10.

Week Four: Colonial Americas

BLOG ASSIGNMENT: (250-300 words): Who was Catalina de Erauso? What does her story tell us about early colonial society? (think about social hierarchies, race, sex, gender, etc) DUE MONDAY, FEB. 20 before class.

Week Five: Colonial Americas

BLOG ASSIGNMENT: After reading chapter 3 of your textbook, address the concept of transculturation. What does it mean and why is it an important concept for understanding Latin American history? (250 words) Due Monday, Feb. 27 before class.
Week 6: Independence

ASSIGNMENT: For your primary source annotated bibliography please annotate each source you intend to use in your paper. An annotation should be 150-200 words and should include a description of the document, but more importantly, the evidence in the document that supports your argument. At the top of your bibliography please include your thesis statement (argument) for your paper.

This will be due before class on Friday, March 10.

Week Seven: Independence (con't)

BLOG ASSIGNMENT: based on the video we saw on the Haitian Revolution, as well as Chapter 4 of your textbook: what role do you think Enlightenment thought played in Independence Movements in Spanish America and the Caribbean? DUE MONDAY MARCH 27, before class.

Week Eight: Liberalism

SECONDARY SOURCE ASSIGNMENT: Find three books and four journal articles on your topic. List each one in proper Chicago format, and under each copy their thesis statement. (with page #). Post this on your website under the child site "Secondary Sources." DUE FRIDAY, MARCH 31 by 2pm.

Week Nine: The Mexican Revolution

BLOG ASSIGNMENT: read The Underdogs and post a 350-500 word reaction to the novel. What themes do you see? How does the author use the characters to showcase his beliefs about class, gender, and race? DUE MONDAY, APRIL 10 before class.

Week Ten: Populism

Rough Draft Due:
Requirements:

1) Your paper should be 8-10 pages long.

2) Your introduction should include:
   a) A thesis statement. This is an argument. A strong thesis statement is something we could debate. A weak thesis statement is a mere description.
   b) A review of your primary sources—what are they and what are the strengths and weaknesses of your source base?
   c) An overview of your secondary sources. What have scholars said about your topic? Do you agree or disagree with their arguments or findings? How does your research contribute to the scholarly conversation? (hint: look at the thesis statements of your sources) You do not (and should not) summarize each source, just give an overview of their arguments.

3) The body: should include both primary and secondary sources but should be driven by the primary.

4) Conclusion: you should have one.

5) Citations: Chicago style, use endnotes.

6) Bibliography: separate primary from secondary, use Chicago format. (this does not count in your 8-10 pages)

Week Thirteen: Neo-liberalism and Immigration

BLOG ASSIGNMENT: after viewing the movie and reading Chapter 11 of your textbook, reflect in 300-500 words on the role immigration from Latin America plays in the U.S. Can this "problem" be solved? Is it a problem? DUE FRIDAY, MAY by 11:55pm.
Final Project

DUE TUESDAY, MAY 16 at NOON

Your final project will be graded on the following criteria:

The Final Draft: (50%)

1) Revisions made to rough draft.
2) See this rubric for details on how your paper will be graded:
http://hcc.humanities.uci.edu/humcore/Student/rubric2013.html

The Website: (30%)

1) Assignments posted to correct pages.
2) Creativity
   a) header picture
   b) pictures/images/maps/links to documents
   c) About Me page

Presentation (20%)

1) 5-10 minutes
2) Do not read your paper--show off your website and go over the main points of your argument and research.