HIST 115: SURVEY OF CARIBBEAN AND LATIN AMERICAN HISTORY  
FALL 2015: M,W,F 12:50pm-1:50pm, PK room 19

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Course Description:

The current political, economic, cultural and social conditions of modern Latin America are deeply connected to the region’s historical past. This course traces the historical trajectory of the region (including South and Central America, Mexico and the Caribbean) from the moment of contact between European and Indigenous peoples in the late 15th century until the present.

The course is broken into four separate units, which represent four distinct historical periods in Latin America. The first unit on the colonial period spans the longest chronological stretch of time and begins with the arrival of European empires and peoples to the Americas, and discusses in detail the impact that interchange provoked in the region. The second unit covers the long 19th century, a historical moment characterized by different waves of independence movements, the establishment of national republics, and the shifting influence of Europe and the United States on local and international relations.

The third unit covers the first half of the twentieth century, which saw profound transformations in economic and political power relations internally and internationally, with the concurrent resilience of certain colonial legacies. The fourth unit covers the second half of the twentieth century, up to the present, tracing the rise of both radical revolutionary movements and conservative reactionary dictatorships, the spread of neoliberal economic models, and the impact global Cold War politics had on local conflicts.

Lectures provide the historical base to help place the (four) assigned books and the two in-class movies into context. Assignments include participation in discussion, a midterm and final exam, and three short essays, described in more detail below.

Course Objectives:

- Introduce students to a broad overview of the different historical currents in Latin America from the late 1400’s to the present.
- Train students in the concept of historiography and the use of different types of sources in academic writing.
- Hone written and oral communications skills

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Required Books:

- Steve J. Stern, *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640* (Madison: University of Wisconsin Press, 1993.)

Note: All books are available at the St. Lawrence University Bookstore. All other assigned readings can be found on the course’s Sakai webpage.

Suggested Book:


While you are not required to purchase Rampolla's guide (on sale at the SLU bookstore), it should prove very useful for the written assignments and is highly recommended, especially for freshman and first time history students.

Assignments:

There are four principal activities that will form the base of evaluation for a student’s performance in the course:

1. **Weekly Participation in Discussion:** 25%  - Students are responsible for reading and critically engaging with the assigned texts, and arriving prepared to discuss and exchange ideas with the rest of the class each session. For most weeks, Friday classes will be designated specifically for open discussion. Fridays also have a much higher reading load, so make sure to allot sufficient time throughout the week to complete Friday texts, since discussion will center on the assigned secondary source material. However, even days that are lecture oriented will often include discussions at the end of class on short primary document readings assigned for that day, so keep your eye out for those shorter sources on Sakai (they have all been uploaded to the ‘resources’ section.) The overall discussion grade will be based on three components:
   a. (10%) Weekly attendance and participation in class. Attendance is not only important for your discussion grade, but it may also impact the quality of your written assignments (and therefore your final grade). Discussion is a space where you can work through ideas and insights inspired by the

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lectures and readings collectively. These ideas will serve as the base for your individual written work. Perfect attendance is therefore expected. As emergencies do occur, two excused absences will be allowed during the term. Any absences beyond those two will result in a half percent drop in the final grade. If you have a valid excuse for missing class beyond the two allowed absences (death in the family, illness, etc.), you will be permitted to make up the absence without penalty to your grade through written or oral work outside class time.

b. (5%) Leading Friday discussion once during the semester (a sign up sheet will be distributed at the beginning of the semester). You will have relative freedom to choose the format, as long as it focuses on exploring, in-depth, the assigned readings for that week in some way. Due to the size of the class, students will present in groups of 2-3, and you should coordinate amongst your group members to decide strategy and division of labor beforehand. This exercise will force a deeper engagement with the materials/topic for the week you lead class and will also help build leadership and oral presentation skills.

c. (10%) Bluebook Reflection Journals. Each student will receive a bluebook journal, which will be used to free-write responses to questions asked during class time. This will help students spur discussion, practice writing extemporaneously, and will also provide a written record of reflections during class that can be used in addition to notes to prepare for the midterm and final exams. These will be graded on a credit/no-credit basis: as long as you write a reflection that shows you did the readings and/or listened during class – you will get full points! As with regular attendance, you can miss two reflection entries with no penalty to your grade.

2. Short Essay on Colonial Visual Artifact (2-3pp): 10% - Students will select one illustration from Felipe Guamán Poma de Ayala’s work, and write a short analytical essay that discusses what social problem this image discusses from the colonial period in Peru. Students will use information from lecture and Steve Stern’s monograph on Peru: outside research is not required.

3. Mini-Historiography (4-5pp): 20% - Students will write an analytical review that compares the monograph on Colombia by Sanders with one historical article from a scholarly journal. The journal article must have been written at a minimum five years before or after the book’s first publication date. In your essay you will discuss how a particular topic or idea has been reshaped before or after the monograph. The due date will be at the end of Week 9. A list of potential themes and articles will be passed out three weeks before the essay is due, although students are not limited to these suggestions.

4. Mid-Term In-Class Exam: 15% - This exam will cover the material from lecture and readings in Units 1 and 2. It will include a series of short answer identifications, and one short essay.

5. Document Analysis (3-4pp): 15% - Students will write a document analysis of material relating to the last book in the course by Reinaldo Arenas. Students will
pick two to three primary documents, compare them to Arenas’s account of Cuba in the 20th century, and make an argument about what they reveal, while placing them in historical context and relationship to the autobiography. Students should look for primary documents through their own searches. A list of potential internet and published readers with primary documents will be provided to assist in the document selection process.

6. **Final In-Class Exam: 15%** - This exam will cover the material from lecture and readings in Units 3 and 4. It will include a series of short answer identifications, and one short essay.

**Email Policy:** I only check my email once a day, and the time of day varies widely depending on my schedule (and my internet connection). Therefore, you should expect to receive a response within 24-48 hours. If you have an intellectual question about the readings or assignments, please come see me during office hours instead of using email, since direct conversation is a more effective manner of talking through ideas. Plus I would like to get to know you all better as individuals, so please drop by whenever you have a question or just want to chat!

**Office Hours:** I will have open, walk-in office hours every Monday from 4-6pm and Thursdays 12:30-1:30pm. If you need to speak with me, and cannot attend regular office hours, I am also happy to arrange to meet at an alternate time.

**Disability Accommodations:** If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office (x5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early (within the first two weeks) so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before an exam, so there is proper time to make arrangements for alternate testing. For more specific information visit the DASO website http://www.stlawu.edu/disability-and-accessibility-services

**Course Schedule:**

**UNIT ONE: THE COLONIAL ENCOUNTER, 1492-1790s**

**Week 1 (August 26-28):** Pre-Colombian Civilizations in Europe and the Americas

**Wednesday (8/26):** General Orientation, Review of Syllabus, Introductions

**Friday (8/28):** (SHORT LECTURE + DISCUSSION)

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Week 2 (August 31-September 4): European Conquest and New Empires

Monday (8/31): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (9/2): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Friday (9/4): (DISCUSSION)
Readings: Stern, Peru’s Indian Peoples, Chapters 1-3, pp. 3-79.

Week 3: (September 7-11): Resistance, Adaptation and Creolization

Monday (9/7): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (9/9): (LECTURE TOPIC)

Friday (9/11): (DISCUSSION)
Readings: Stern, Peru’s Indian Peoples, Chapters 4-7, pp. 80-157.

Week 4 (September 14-18): Rising Rebellion in the late 18th Century


Wednesday (9/16): (MOVIE + DOCUMENT DISCUSSION)

Friday (9/18): (DISCUSSION)
Readings: Stern, Peru’s Indian Peoples, Chapters 7-8, pp. 158-193.
UNIT TWO: EMERGING INDEPENDENCE –
THE LONG 19TH CENTURY

Week 5 (September 21-25): South American Wars for Independence

Monday (9/21): (LECTURE TOPIC+DOCUMENT DISCUSSION)

Wednesday (9/23): (LECTURE TOPIC + DOCUMENT DISCUSSION):

Friday (9/25): (DISCUSSION)
(Visual Artifact Essay Due)

Week 6 (September 28 – October 2): Challenges faced by the New Republics

Monday (9/28): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (9/30): (LECTURE TOPIC + CITATION WORKSHOP)

Friday (10/2): (DISCUSSION)
Readings: Sanders, Contentious Republicans, Chapters 3-5, pp. 58-152.

Week 7: (October 5-9): The Fall of the Last Colonial Outposts - Cuba, Puerto Rico, and Brazil

Monday (10/5): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (10/7): (LECTURE TOPIC+ HISTORIOGRAPHY CHECK-IN)

Friday (10/9): (DISCUSSION)

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Week 8: (October 12-14): Review and Mid-Term Exam

Monday (10/12): (REVIEW)

Wednesday (10/14): (MIDTERM EXAM)

UNIT THREE: MASSIFICATION, REVOLUTION AND REFORM- THE EARLY 20TH CENTURY

Week 9: (October 19-23): Post-colonial Legacies and Economic Dependence

Monday (10/19): (LECTURE TOPIC+ POEM DISCUSSION)

Wednesday (10/21): (LECTURE TOPIC+ DOCUMENT DISCUSSION)

Friday (10/23): (DISCUSSION)
(Mini-Historiography Due)

Week 10: (October 26-30): Conflicting Strands of the Mexican Revolution

Monday (10/26): (LECTURE TOPIC + LAST ESSAY INSTRUCTIONS)

Wednesday (10/28): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Friday (10/30): (DISCUSSION)

Week 11: (November 2-6): The Rise of Populism

Monday (11/2): (LECTURE TOPIC)

Wednesday (11/4): (LECTURE TOPIC+ DOCUMENT DISCUSSION)

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Friday (11/6): (DISCUSSION)
Readings: Brenner and Leighton, The Wind that Swept Mexico, Chapter 4, pp. 62-106.

UNIT FOUR: DICTATORSHIP, DEMOCRACY AND NEOLIBERALISM -
THE LATE 20TH AND EARLY 21ST CENTURY

Week 12: (November 9-13): Cuba and Its Revolution(s)

Monday (11/9): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (11/11): (LECTURE TOPIC + DOCUMENTARY EXCERPT)

Friday (11/13): (DISCUSSION)

Week 13: (November 16-20): Dictatorship, Popular Suppression, and U.S. Intervention

Monday (11/16): (LECTURE+DOCUMENT DISCUSSION)

Wednesday (11/18): (LECTURE + DOCUMENT DISCUSSION)

Friday (11/20): (DISCUSSION)

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Week 14: (November 30-December 4): Immigration, Urbanization, and Economic Violence

Monday (11/30): (LECTURE + FINAL ESSAY CHECK IN)

Wednesday (12/2): (LECTURE + DOCUMENT DISCUSSION)

Friday (12/4): (DISCUSSION + FINAL REVIEW)

Week 15: (December 7-9): Review and Final Movie


Wednesday (12/9): (MOVIE + DISCUSSION)
(Document Analysis Due)

Finals Week: Final Exam Friday, December 18th, 8:30am-11:30am

**Deadlines at a Glance:*

- Essay 1 (Visual Artifact) Friday, September 25th (due in class)
- Midterm Exam Wednesday, October 14th (in class)
- Essay 2 (Mini-Historiography) Friday, October 23rd (due in class)
- Essay 3 (Document Analysis) Wednesday, December 9th (due in class)
- Final Exam Friday, December 18th, 8:30am

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HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY

Policies and sources on academic integrity
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council (http://www.stlawu.edu/resource/student-handbook, 62-63):
“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

Further sources of information
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.

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