

UNIVERSITY OF THE FRASER VALLEY

HISTORY 262 (AB Section 1)

**LATIN AMERICAN HISTORY: THE NATIONAL EXPERIENCE**

WINTER, 2010

**Instructor:** Geoffrey Spurling  
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**Office Hours:** Tuesdays, 12:10 – 12:50 p.m.; Wednesdays, 2:30 – 3:10 p.m.;  
Thursdays, 4:40 – 5:20 p.m.; or by appointment.

**Course Description:** This course examines Latin American history from the immediate aftermath of the wars of independence to the present day. We begin with an overview of major developments in the nineteenth and twentieth centuries and then shift to consider a series of specific themes and issues. Topics include early state formation, *caudillo* rule, and nineteenth-century liberalism; urbanization, industrialization, and class conflict; major shifts in economic orientation; military rule, repression, democratization, and the struggle for human rights; armed resistance and revolution; agrarian reform; U.S. foreign policy and Canada's ties with Latin America; gender relations; ethnicity, race, and class; religion; and artistic expression and popular culture. Throughout, we take a people-centred approach, linking complex events and processes with their effects on individuals' lives.

**Course Time and Location:**  
Wednesdays, 11:30 a.m. – 2:20 p.m., A269.

**Course Format:**  
Typically, we will meet for a two-hour lecture and a one-hour tutorial weekly.

**Course website:**  
There are two ways to access the course website; both require that you go through the Blackboard Learning System:  
1) Go to myUFV and log in (use your student number as your user name and password when you first log in) / click on the "My Courses" tab / click on the "My Courses" link / click on the link to History 262.  
2) Go to the UFV homepage and click on "UFV Online" / click on "Log in Here" / click on "Continue to Login" / log in to the Blackboard Learning System / click on the link to History 262.

On the course website you will find a copy of the syllabus, lecture overheads with discussion questions for each week, a citation style guide, contemporary news items on Latin America, and other supplementary materials or course announcements.

**Course Assignments and Grading:**

Final Exam (scheduled during the exam period)	30%
Mid-Term Exam (February 24)	25%
Paper—Analysis of Primary Sources (due March 31)	35%
Participation in Discussion Groups	10%

**Plagiarism:** Plagiarism is a very serious academic offence. Please refer to the Calendar for a description of UFV's policy on plagiarism, cheating, and student conduct.

**Required Texts:**

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Sixth ed. Boston and New York: Bedford/St. Martin's, 2010.
- Rosenberg, Mark B., A. Douglas Kincaid, and Kathleen Logan, eds. *Americas: An Anthology*. New York: Oxford University Press, 1992.
- Winn, Peter. *Americas: The Changing Face of Latin America and the Caribbean*. Third ed. Berkeley: University of California Press, 2006.

The texts are available for purchase in the UFV Bookstore and are on reserve in the library.

### **Class Schedule and Readings**

Week 1 (January 13)

**Introduction to the course / Regional and Historical Context**

Winn, *Americas*, 39-78.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 17-38.

Both readings for this week are optional (they provide an overview of the colonial period).

Week 2 (January 20)

**Latin America in the Nineteenth Century: Independence and State Formation, Caudillismo, Liberalism, and National Identity**

Winn, *Americas*, 1-32, 78-85, 91-113.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 38-47, 54-59.

Week 3 (January 27)

**Latin America in the Twentieth Century: Urban and Industrial Growth, Revolution in Mexico, the Great Depression, Import Substitution Industrialization, and Populism**

Winn, *Americas*, 113-122, 126-155.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 48-53, 59-69, 305-313.

Film: "The Garden of Forking Paths" (excerpt)

Week 4 (February 3)

**Latin America in the Twentieth Century II: Military Rule and Repression, Cold War Politics, Economic Growth and Crisis, Foreign Debt, the Lost Decade, and Neoliberal Change**

Winn, *Americas*, 155-160, 165-208.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 72-103.

Film: "Capital Sins" (excerpt)

Week 5 (February 10)

**Foreign Policy, Trade, Investment, and Intervention: The U.S. and Latin America**

Winn, *Americas*, 470-517.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 272-297.

Week 6 (February 17)

**Mid-Term Break—no classes scheduled**

Week 7 (February 24)

**Mid-Term Exam**

Week 8 (March 3)**Canada and Latin America / Migration, the Informal Economy, and Maquiladoras**

Winn, *Americas*, 214-244.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 104–136.

Week 9 (March 10)**Rebellion and Revolution**

Winn, *Americas*, 525-578.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 299–304, 313–334.

Week 10 (March 17)**Indigenous Peoples and the State**

Winn, *Americas*, 250-261, 269-284.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 137–141, 144–157.

Week 11 (March 24)**Questions of Identity: Ethnicity, Race, Colour, and Class**

Winn, *Americas*, 261-269, 291-322.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 141–143, 157–172.

Film: "Mirrors of the Heart"

Week 12 (March 31)**Gender Relations, Politics, Democratization, and Economic Restructuring**

Winn, *Americas*, 329-364.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 173–207.

Film: "In Women's Hands"

\*\*Paper due March 31 in class\*\*

Week 13 (April 7)**Catholicism, Liberation Theology, Protestantism, and Spiritism**

Winn, *Americas*, 372-414.

Rosenberg, Kincaid, and Logan, *Americas: An Anthology*, 208–214, 224–240.

Film: "Miracles Are Not Enough."

Week 14 (April 14)**The Arts and Popular Culture: Literature, Painting, Film, and Music / Latin America Today**

Winn, *Americas*, 420-464; 633-646.

Films: "Builders of Images"; "God, Football, and Carnival" (excerpt)

## History 262 Paper Assignment (Winter, 2010)

### On Writing

Try to write directly, concisely, and clearly. You should open your paper with a well defined thesis statement, develop your discussion logically, substantiate the points you make to support your argument, and end with a good conclusion, one that reflects back on the major issues that you have examined. Carefully proof-read your final draft, checking the paper's overall organization, looking for grammatical errors, and asking yourself if you have conveyed your meaning clearly to the reader. Only include works in the bibliography that you have actually cited. Papers should be paginated and double-spaced, with normal (1 to 1 1/2 inch) margins and printed with a twelve point font (roughly 275 words per page); papers should not be submitted electronically (i.e., as email attachments). Please refer to Rampolla's *Pocket Guide to Writing in History* and the resources in UFV's Writing Centre for important information on research, writing, and citation styles.

### On internet sources

Be critical in your use of the internet. Only cite secondary sources that have been published (for example, journal articles available through JSTOR), and be careful in your choice of websites for accessing primary source materials.

### Paper—Analysis of Primary Sources (due March 31)

Length: 5-6 pages

You may take one of two approaches in the writing of your term paper; both involve working closely with primary sources.

1) Write a paper based on a close, critical reading and analysis of a work of Latin American testimonial literature. I have placed five testimonial accounts on reserve in the library that you may want to use (Carolina Maria de Jesus' *Child of the Dark*, Elvia Alvarado's *Don't Be Afraid Gringo*, Domitila Barrios de Chungara's *Let Me Speak*, María de los Reyes Castillo Bueno's *Reyita: The Life of a Black Cuban Woman in the Twentieth Century*, and Rigoberta Menchú's *I, Rigoberta Menchú*); the UFV Bookstore has copies of Maria de Jesus' *Child of the Dark* for sale, should you wish to purchase it. Focus your paper on a particular theme or issue raised in one of these texts. For example, you might want to write on one of the following: gender, ethnicity, relations between indigenous peoples and the state, repression, racism, the role of the church, or urban poverty. It is critically important that you situate your study within the relevant social and historical context. In developing your analysis, you should draw on at least two or three published secondary sources (books and/or journal articles).

2) Write a short research paper on a topic that fits within the thematic and temporal coverage of the course, structuring your discussion around an in-depth analysis of a selection of primary sources. As your paper will be fairly short, you will have to define your specific thesis carefully—don't take on too much. In writing you should draw on, and cite, a total of at least six different primary and secondary sources. I will put on reserve a number of edited readers on Latin American history, as well as collections of photographs and caricatures, to give you ready access to some materials that you might want to use. Try to get going on your paper as soon as possible, though, to avoid the usual end-of-semester struggle for library resources. If you choose this option, you must hand in a one paragraph synopsis of your essay topic by March 3. Your synopsis should state succinctly what you will examine in your paper and what sources you will use. You should then stop by during my office hours so that I can go over your ideas with you and provide some feedback and suggestions.

Late penalty

Please note that a penalty of up to 2% per day may be assessed on late papers.

I will discuss the nature of the assignment at length in class. If you have any questions at all regarding your paper, or any other matters concerning the course, please do not hesitate to come to my office hours to speak with me about them.

## Department of History University of the Fraser Valley

Students registered in history courses should be aware of the following Department and institutional policies:

### Plagiarism Policy

As stated in the UFV online Calendar, under "Regulations and Policies," "Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

- Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.
- Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course."

It is the student's responsibility to provide adequate references in all written work. Information about when and how to cite may be found in Mary Lynn Rampolla, *Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's Press, 2010).

### Student Attendance Policy

UFV Policy 210.01 states: "Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class."

### Grade Scale

<b>A+</b>	95 – 100	<b>B+</b>	80 – 84	<b>C+</b>	65 – 69	<b>P</b>	50 – 54
<b>A</b>	90 – 94	<b>B</b>	75 – 79	<b>C</b>	60 – 64	<b>NC</b>	0 – 49
<b>A-</b>	85 – 89	<b>B-</b>	70 – 74	<b>C-</b>	55 – 59		

### Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc.) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

#### History 262:

In History 262 you may use laptops for taking notes during the lecture portions of each week's class, but laptops should be closed for the discussion periods. All other electronic devices (cell phones, MP3 players, etc.) must be turned off during class time.

### Recommended guide to historical writing

- Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's Press, 2010.
- The Writing Centre also offers a variety of different writing guide handouts (i.e. MLA, APA, Chicago Style).

### Message for students interested in continuing their studies in SFU's PDP program

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

\*Students should keep copies of all submitted assignments until after the semester is completed.

\*If you have any questions about any of these policies, please ask your instructor.