



University of
New Haven

A Political History of Latin America

SECTION I: Course Overview

Course Code: HIS351EZE

Subject Area(s): History, Political Science

Prerequisites: See Below

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

In this course, you trace the history of Latin America from Pre-Columbian origins and European conquest to the dynastic and colonial times that lead to independence, the constitution of the nation-states, and the 20th century struggle for more inclusive and democratic societies under threat of military dictatorship.

You begin your investigation with an analysis of the most advanced Pre-Columbian societies, around the central valley of Mexico and the Peruvian Andes, at the end of the 15th century. Then, you examine the first steps of the Spanish Empire. From on the tiny Caribbean islands originally “found” by Christopher Columbus, the *Conquistadores* started the conquest and submission of those highly civilized Pre-Columbian societies. You will specifically focus upon the political and economic institutions of the new Spanish colonial order, established during the 16th and 17th centuries.

In the 18th century, a new dynasty came to power in Spain and with it, a new impulse for reform. The *Borbones* launched a reform of the economic and political institutions of their American empire. With new tools for appropriate ever more resources from the colonies, the *Borbones* sought to renew their own power as well as Spain’s position in the European power theatre. The failure of these reforms and the constant deterioration of Spain’s position following the Napoleonic invasions opened the door to a long period of revolution and wars of independence throughout the entire Spanish American Empire.

In this context of political turbulence, you will then analyze the complex situation faced by the new Latin American elites of *Criollos* as they struggled to constitute solid political unites and build new economic links with European and the world markets. For most of these new nation-states, the new link, especially with the United Kingdom, found its theoretical foundation in the international division of labor. In this specific link, while Europe provided capital, investments and labor, Latin America offered its primary resources and a market for European goods. This new colonial order sustained the consolidation of national states in the second half of the 19th century.

In the second part of this course, you turn from a general view of sub-continental history to the analysis of specific national cases. The Mexican revolution pitted peasants against traditional elites, and latter supporting the populist experience of Lazaro Cardenas and the ultimate triumph of a new bourgeoisie. In the case of Chile, you examine a political system with populists and Christian.

Democrats as alternative political parties in power; and the exceptional experience of broken democratic way to socialism during the 1970s, followed by the dictatorship of Pinochet. The history of Cuba demonstrates how a late revolutionary war of independence against the colonial power was interrupted by the intervention of another foreign power. Then you focus on the socialist experience under Castro. Finally, you address the struggle between the Indians and the powerful oligarchy of landowners in Peru.

Your investigation concludes with the story of the relationship between Latin America and its powerful northern neighbor, the United States. You examine not only the impact of US policy in Central American, but also the complex and troubling influence the US has throughout the entire Latin American region, from the early days of Pan-Americanism, through the Cold War, and to the current stage of globalization.

The course invites you on a fascinating 500-year journey through the diverse, exciting and sometimes painful historical experience of Latin America.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Identify the major historical processes that shaped the political, social, and economic evolution of Latin America, from the Spanish conquest late in the 15th century, to modern times.
- Critically compare the diverse historical experiences of selected Latin American states, through the features and common issues that characterize the region, such as racial diversity, struggling economies and democratic instability.
- Describe how the role of international actors, particularly the US, has conditioned the historical development of the region during the 20th century.
- Develop a critical understanding of the region's present and its main contemporary political, economic, and social problems.

PREREQUISITES

Prior to enrollment, this course requires you to have completed introductory courses in history or political science.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

The instructor reserves the right to make changes or modifications to this syllabus as needed

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 2 day(s) per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Reading Guide	10%
Midterm Paper	20%
Presentation	20%
Midterm Exam	20%
Final Exam	20%

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The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)

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You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Reading Guide (10%): You will come to class ready to debate particular questions and topic areas of note given to you on previous sessions. As the course progresses, you will be responsible for leading reading guides during the class to activate class participation and debate.

Midterm Paper (20%): You will complete a research paper focused on one of the topics studied in class during the semester that you will have to analyse in depth. It must be at least six (6) pages long and include reference to secondary sources and a bibliography of the sources used. The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and paper on an angle to be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper in a “foreign” country. However, as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.

1. Make a clear and compelling link between your topic & course themes & issues.
2. Link your subject to the learning objectives listed above.
3. Search out a wide variety of scholarly, peer-reviewed bibliographical sources.
4. Show personal involvement in your subject in a demonstrable way.
5. Use local resources and make your finished project one that couldn't be done at your home institution.

Presentation (20%): You will present to the class the research conducted for your midterm paper. You will be prepared to critically discuss it with the class and the instructor. Final presentations should be between 10 and 15 minutes in length.

Midterm & Final Exam (40% total, 20% each): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are included in this course:

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- Visit to the Latin American Art Museum of Buenos Aires
- Field Study to the Carta Magna and the Four Argentine Regions Monument
- Field Study to the Christopher Columbus Monument

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Bakewell, Peter (2011), “Colonial Latin America”, in *Knippers Black, Jan (ed.), Latin America. Its problems and its promise*, ch. 5, Westview press, pp. 77-85.

Carr, Barry (2014), “Latin America: Changing political realities and trends 2000–2014”, in Carr, Barry (2014), *Australia and Latin America. Challenges and Opportunities in the New Millennium*, ANU Press.

Childs Matt D. (2002) “Master-Slave Rituals of Power at a Gold Mine in Nineteenth-Century Brazil”, in *History Workshop Journal*, No. 53, Oxford University Press, pp. 43-72.

Crabtree, John (2010), “Democracy without Parties? Some Lessons from Peru”, *Journal of Latin American Studies*, Vol. 42, No. 2, Cambridge University Press, pp. 357-382.

Damrosch, David (1996) “The Semiotics of Conquest”, *American Literary History*, Vol. 8, No. 3, Oxford University Press, pp. 516-532.

DeGrave, A. et al. (2006), “Introduction”, in *Taking Sides: Clashing Views on Latin American Issues*, McGraw-Hill.

Morton, Adam David (2010), “Reflections on Uneven Development: Mexican Revolution, Primitive Accumulation, Passive Revolution”, *Latin American Perspectives*, Vol. 37, No. 1, Paradoxes of Revolution, Sage Publications, Inc, pp. 7-34.

Negretto, Gabriel L. and Aguilar-Rivera, Jose Antonio (2000) “Rethinking the Legacy of the Liberal State in Latin America: The Cases of Argentina (1853- 1916) and Mexico (1857-1910)”, in *Journal of Latin American Studies*, Vol. 32, No. 2, Cambridge University Press, pp. 361-397.

O’Connell, Patrick L. (2001) “Narrating History through Memory in Three Novels of Post-Pinochet Chile”, in *Hispania*, Vol. 84, No. 2, American Association of Teachers of Spanish and Portuguese, pp. 181-192.

Saleth, R Maria (1991), “Land Reform under Military: Agrarian Reform in Peru, 1969-78”, *Economic and Political Weekly*, Vol. 26, No. 30, pp. 85-92.

Serra, Luis (1993), “Democracy in Times of War and Socialist Crisis: Reflections Stemming from the Sandinista Revolution”, *Latin American Perspectives*, Vol. 20, No. 2, Rethinking Theory and Practice As Class Conflict Continues, Sage Publications, Inc, pp. 21-44.

Shifter, Michael and Raderstorf, Ben (2016) “Cuba and the U.S.”, *Great Decisions*, Foreign Policy Association, pp. 85-96.

Schewering, Karl (2011), “The indian populations of Latin America”, in *Knippers Black, Jan (ed.), Latin America. Its problems and its promise*, ch. 3, Westview press, pp. 39-55.

Skidmore, Thomas and Smith, Peter H. (2005) *Modern Latin America*, Sixth Edition: New York: chapter 1, Oxford University Press.

Smith, Wayne (2011), "The United States and Latin America. Into a new era", in *Knippers Black, Jan (ed.), Latin America. Its problems and its promise*, ch. 14, Westview press, pp. 244-301.

Taylor, Marcus (2006) "From National Development to 'Growth with Equity': Nation-Building in Chile, 1950-2000", *Third World Quarterly*, Vol. 27, No. 1, From Nation-Building to State-Building, Taylor & Francis, Ltd, pp. 69-84.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Black, Jan Knippers (1998) *Latin America, Its Problems and Its Promise: A Multidisciplinary Introduction*, 3rd ed.; Boulder, Colo: Westview Press.

Chasteen, John Charles (2001) *Born in Blood and Fire: A Concise History of Latin America*; New York: Norton.

DeGrave, A. et al. (2006) *Taking Sides: Clashing Views on Latin American Issues*; McGraw-Hill.

Galeano, Eduardo (1998) *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*; New York: Monthly Review Press.

Keen, Benjamin (1996) *A History of Latin America*, 8th ed.; Boston: Houghton Mifflin Company.

Kingstone, Peter (2005) *Readings in Latin American politics: challenges to democratization*; Wadsworth Publishing.

Schofield Saeger, John (1995) "The Mission and Historical Missions: Film and the Writing of History" in *The Americas*, Vol. 51, No. 3, Catholic University of America Press.

ADDITIONAL COURSE MATERIALS

I. SELECTED FILMS: These are the selected films included in the course packet.

- August, Bille (1993) *The House of the Spirits*; 140 minutes.
- Herzog, Werner (1972) *Aguirre, the Wrath of God*; 93 minutes.
- Joffé, Roland (1986) *The Mission*; 125 minutes.
- Kazan, Elia (1952) *Viva Zapata!*, 115 minutes.

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

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- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

[General Resources on Latin America](#)

[Journal of Latin American Studies](#)

[Latin American Research Review](#)

[Mexican Studies](#)

COURSE CALENDAR
A Political History of Latin America

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review Syllabus & Classroom Policies Why Latin America?	Discussion: Why do we study Latin America?	DeGrave et al. (2007), pp.15-20
2	Pre-Columbian Civilizations in Latin America: Mayas, Aztecs & Incas	Discussion: Nature of Pre-Columbian Civilizations	Schwering (2011), pp. 39-55
3			
4	The Conquest: The Spaniards & Pre-Columbian Civilizations	Discussion: The Nature of the Spanish Conquest	Damrosch (1996), pp. 516-532
5			Film: Herzog, Werner (1972) <i>Aguirre, the Wrath of God</i>
6	The Colonial Economy: Land & Slave Labour	Discussion: Labor Relations in Latin America	Skidmore (2005), pp. 20-21.
7			
8	Colonial Institutions: Spanish Vice-Royalties The Church's Missionary Work	Discussion: The Role of the Church	Bakewell (2011), pp. 77-85
9			Film: Joffé, Roland (1986) <i>The Mission</i>
10	Bourbon Reforms: Political Transition & The War of Independence	Discussion: The Political & Social Impact of the Bourbon Reforms	Skidmore (2005), pp. 26-33
11		Discussion: The Impact of Enlightenment Among the Local Intellectuals	

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12	The Turbulent Nineteenth Century: The Long Road of Civil Wars & National Consolidation	Discussion: The Struggle Between Centralists & Federalists	Childs (2002), pp. 43-72
13		Discussion: The Master-Slave Relations	Skidmore (2005), pp. 36-41
14	The New Nation States: Neo-Colonial Order, External Investment & Export-Import Growth	Discussion: The Case of Paraguay's Road to National Economic Autarchy	Negretto & Aguilar-Rivera (2000), pp. 361-397 *Due: Midterm Paper
15		Discussion: The Debate Between "Civilization" and "Barbarism"	
16	MIDTERM EXAM		
17	The Mexican Revolution: Prelude for a Revolution & Emerging Ruling Elites	Discussion: Zapata & Villa: Different Projects	Morton (2010), pp. 7-34
18			Film: Kazan, Elia (1952) <i>Viva Zapata!</i>
19	The Chilean Experience: Populists and Christian Democrats & A Democratic Path to Socialism	Discussion: The Pinochet Dictatorship: Neoliberal Reforms & Authoritarianism	O'Connell (2001), pp. 181-192 Taylor (2006), pp. 69-84
20			Film: August, Bille (1993) <i>The House of the Spirits</i>
21	The Cuban Experiment: From Spanish-American War to Early Independence Movements & The Socialist Experience	Discussion: Cuba and US National Interests in the Caribbean Sea	Shifter and Raderstorf (2016), pp. 85-96
22		Discussion: The Socialist Dictatorship	

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23	Peru's Indians, Land & Oligarchs: Oligarchic Rule & Indo-American Socialist Challenge	Discussion: The Land Problem	Saleth (1991), pp. 85-92 Crabtree (2010), pp. 357-382
24	Central America's Dictatorship & Poverty: US Intervention & Radical Nationalism	Discussion: The Sandinista Experience	Serra (1993), pp. 21-44
25	Latin America & the USA An Unequal Relationship: From Pan-Americanism to Revolutionary Challenge	Discussion: The United States Policy for Latin America	Carr (2014), chapter 1 Smith (2011), pp. 244-301
26	Special Topics in Latin American History: Student Presentations	Presentation & Discussion	Reading assigned according to topics selected & presented by students.
27	FINAL EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)