

## Course Syllabus

# Latin American Civilization

**HIST L109 Section 801**  
**Spring 2012 (Jan 9 – Feb 27)**



Class: Bradley, 107  
Hours: M & W, 5:30 to 8 pm

**Instructor:** Kim Richardson, PhD  
Office: Hubbard, 103  
Office Hours: M-Thurs, 11-12.  
And by appointment  
Office Phone: 313-7447

Principle E-Mail Address: [krichard@mailbox.sc.edu](mailto:krichard@mailbox.sc.edu)  
Alternative Email Address: [krichardson33165@gmail.com](mailto:krichardson33165@gmail.com)

### **BRIEF COURSE DESCRIPTION**

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In this course we will cover the key events in the history of Latin America, beginning with Pre-Columbian America and following through to the present era. We will look at this history chronologically, covering broad themes in lieu of taking a set of countries and looking at their individual histories throughout the course. The major theme we plan on exploring is how the experiences of our southern neighbors have differed from those of the typical North American (read United States), how this has shaped the “Latin American” as a person and/or cultural characteristic, and what lessons this could teach us about similar events (i.e, what can the creation of constitutions in Latin America teach us about the constitution formation in Iraq today—or are they even similar?)

### **EXPECTED LEARNING OUTCOMES**

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In course assignments (tests, papers, etc), students will demonstrate the ability to:

1. Determine how Latin America’s past has shaped her present.
2. Identify the key events which led to the Independence Movement in Latin America.
3. Analyze the key aspects which lead to the formation of state or nationhood.
4. Determine causes and results of military dictatorships.
5. Discover the cultural characteristics of our southern neighbors.

**METHODS FOR ASSESSING THE EXPECTED LEARNING OUTCOMES**

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Expected Learning Outcomes will be assessed through three, non-comprehensive exams. This will determine how well you understand the reading materials as well as class discussions. In addition to the exams, you will write FIVE short, one-page paper responses on the book *Quebra-Quilos*, which will help to determine your analytical and writing abilities.

**TEXTBOOK**

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We have two books for this course:

1. *The Penguin History of Latin America*, Revised edition, by Edwin Williamson. Penguin Books, 2009. ISBN 9780141034751 (note: the Kindle version of this book does NOT have the last chapter).
2. *Quebra-Quilos and Peasant Resistance: Peasants, Religion, and Politics in Nineteenth-Century Brazil* by Kim Richardson. University Press of America, 2011. ISBN: 9780761853053



In addition to the textbook, we will make extensive use of Blackboard and online readings as outlined below.

**BLACKBOARD**

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Grades, this syllabus, and all supplemental reading materials can be found in our class in Blackboard. Go to: <http://blackboard.sc.edu>.

**GRADING**

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Grades will be determined based on:

Participation	See Below
Exam 1	25%
Exam 2	25%
Exam 3	25%
Papers (5 total)	25%
Total	100%

Grading Scale	
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	65-66
F	0-64

**Participation**

Students are expected to come to class and I will be taking attendance throughout the semester. This semester, the policy is as follows: you can miss class up to **TWO** times with no penalty. If you miss **THREE** times, your grade will be lowered one letter grade, and if you miss four times your grade will be lowered two letter grades. If you miss five

times (unexcused), you will fail the class. So please, come to class. Keep in mind that this (above) is merely unexcused absences; excused absences include sickness, religious holidays, official school activities, etc.

## Exams

You will be having THREE exams in this course. Remember that the point of the exams is to determine whether you understand your reading and the class discussions. To do this, I you will have three one-hour exams, consisting of 1) multiple choice section; 2) short answers and/or identifications section; 3) short essay section. Exam dates are listed below. Please note that you do *not* need to bring anything special to class for the exams (meaning no blue books).

## Writing Projects

In this class, you will be reading the book *Quebra-Quilos and Peasant Resistance: Peasants, Religion, and Politics in Nineteenth-Century Brazil* by Kim Richardson (yes, I hope that that name sounds familiar). There are six chapters in this book, not counting the Intro & Conclusion. During the course I will be handing out chapter questions—one major question for each chapter. You will answer the questions in a one page essay-style format on the dates below:

Chapter	Due Date
One	See outline below
Two	
Three	
Four	
Five	
Six	

## SUBMISSIONS:

**NEW POLICY: due to student “computer errors” I need ALL papers submitted TWICE:**

1. First, your papers **must be submitted through BLACKBOARD**. Go to our course in Blackboard and click on “Paper Submissions.” Follow the instructions to attach your document. If you have done this successfully you will see a “!”.

Please note: Your papers will be compared with all internet sources and previous paper submissions to verify that this is your *own* work and that you have adhered to the Carolina Code of Conduct with regards to honesty. See Standards of Conduct below.

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2. Second, submit a copy of your paper TO ME (your instructor) on the date that it is due. This is the copy that I will correct, so be sure and include your name and pertinent information on it (like which chapter it is).

Please note as well: I will NOT accept these via email (except under special circumstances). You have access to printers on campus if you do not have one at home so you should not have any problems printing them.

**COURSE OUTLINE**

The class has been divided into the following Lessons. Please be sure and complete the readings *before* coming to class. NOTE: these dates are merely an outline and are subject to change.

<b>DATES</b>	<b>Lessons, Assignments, and Exams.</b>
Jan. 9	Introduction and Course Overview

**SECTION ONE: COLONIAL LATIN AMERICA**

Jan 9	<p>Lesson One: Pre-colonial Latin America.            Reading: Williamson, 37-54 (chapter 2, part 1)            Supplemental Reading: Read about the <a href="#">Olmecs</a>, <a href="#">Teotihuacanos</a>, <a href="#">Maya</a>, and <a href="#">Aztecs</a>.</p> <p>Lesson Two: Iberian Backgrounds            Reading: Williamson, 55-76 (chapter 2, part 2)            Supplemental Reading: <a href="#">Iberian Pioneers: Portugal and Spain</a> and <a href="#">Portugal</a> and <a href="#">Spain</a>. Pay close attention to the map of Iberia prior to the Conquest.</p>
Jan 11	<p>Lesson Three: Conquest of Spanish America            Reading: Williamson, 3-36 (chapter 1)            Supplemental Reading: <a href="#">The European Voyages of Exploration</a> and <a href="#">Columbus' Letter to the King and Queen of Spain</a>. Also, browse the following website on <a href="#">Columbus</a>. Also, read, <a href="#">An Aztec Account of the Conquest of Mexico</a> and view the images at <a href="#">Hernán Cortes and the Conquest</a>. Then, read Cortes' <a href="#">Letter to Charles V</a></p>
Jan 18	<p>Lesson Four: Economic Development of Colonial Latin America            Reading: Begin reading Williamson, 77-166 (chapters 3-4)            Supplemental Reading: <a href="#">New Laws (1542)</a>. Review <a href="#">Mercantilism</a>.</p> <p>Lesson Five: Church and State in Colonial Latin America            Reading: Finish reading Williamson, 77-166 (chapters 3-4)            Supplemental Reading: <a href="#">Colonial Lima according to Jorge Juan and Antonio de Ulloa</a>. Also, read the <a href="#">Story of Our Lady of Guadalupe</a>. Then, go to the <a href="#">Survey of Mexican Inquisition Documents</a> (what were the main causes for arrest?).</p>
Jan 23	<p>Lesson Six: Colonial Brazil            Reading: Williamson, 167-192 (chapter 5)            Supplemental Reading: First, view the following map, <a href="#">African Slave Map</a> and <a href="#">Brazil</a> and then browse through the following website on <a href="#">Slavery</a> and the slave trade.</p> <p>Lesson Seven: Bourbon and Pombaline Reforms            Reading: Williamson, 195-209 (chapter 6, part 1)            Supplemental Reading: review the <a href="#">Treaty of Utrecht</a>. Read the Spanish <a href="#">Expulsion of the Jesuits</a>. Read about <a href="#">Sor Juana Inés de la Cruz</a> and her <a href="#">Response to Jealousy</a>. If you find any of her other poems online, please let me know so that I can make them available to the class.</p>
<b>Jan 25</b>	<b>EXAM 1, Lessons 1-7</b>
Jan 30	<p>Lesson Eight: Independence            Reading: Williamson, 210-232 (chapter 6, part 2)            Supplemental Reading: Read about the <a href="#">Mexican Independence</a>, Read the short article on the <a href="#">Haitian Revolution</a>, and, consider supplementing the textbook materials on Brazilian Independence with this <a href="#">Library of Congress Essay</a>. Perhaps as a refresher, read the</p>

	following excerpt on <a href="#">The Wealth of Nations (1776)</a> .
Feb. 1	Lesson Nine: National Development in the Nineteenth Century Reading: Begin reading Williamson, 233-284 (chapter 7) Supplemental Reading: Read the <a href="#">Treaty of Guadalupe-Hidalgo</a> as well as the PBS Website on the <a href="#">Mexican-American War</a> . Then read <a href="#">How To Conduct a Latin American Revolution (1865)</a> and <a href="#">The Saga of William Walker</a> .
Feb. 6	Lesson Ten: The Modern Nation State Reading: Finish reading Williamson, 233-284 (chapter 7) Supplemental Reading: Read the following article on <a href="#">Positivism</a> as a precursor to Auguste Comte, <a href="#">A General View of Positivism</a> .
	<b>Chapter 1 Response Due (Quebra-Quilos)</b>
<b>Feb. 8</b>	<b>EXAM 2, Lessons 8-10</b>
Feb. 13	Lesson Eleven: Modern Latin America: Conflict and Development Reading: Williamson, 436-441 (beginning, chapter 12) Supplemental Reading: Also, read the <a href="#">Convention Between the U.S. and Panama (1903)</a> and the <a href="#">Platt Amendment</a> . Then read (skim) <a href="#">A History of US Interventions in Latin America</a> . Also, you might be interested in viewing the nineteenth-century images and <a href="#">motion pictures</a> on the Spanish-American War.
	<b>Chapter 2 Response Due (Quebra-Quilos)</b>
Feb. 15	Lesson Twelve: Revolutionary and National Development Reading: Williamson, 378-410 (chapter 10) Supplemental Reading: Read the <a href="#">Plan of San Luis Potosí</a> , and the <a href="#">Rule of Porfirio Dias</a> . Also, read the <a href="#">History of Perónism</a> by Eva Perón.
	<b>Chapter 3 Response Due (Quebra-Quilos)</b>
Feb. 20	Lesson Thirteen: Unfulfilled Democratic Promises Reading: Williamson 410-436 (chapter 11) Supplemental Reading: Read the following selection from the <a href="#">Alliance for Progress (1965)</a> . <i>Critically</i> read <a href="#">Dependency Theory</a> .
	<b>Chapter 4 Response Due (Quebra-Quilos)</b>
Feb. 22	Lesson Fourteen: Revolutions as a Means for Change Reading: Williamson, 436-510 (chapters 12-14) Supplemental Reading: Re-read the table <a href="#">A History of US Intervention in Latin America</a> . Also read the <a href="#">Opening Address at the Puebla Conference</a> , the <a href="#">Instruction on Certain Aspects of "Theology of Liberation"</a> and <a href="#">Church and Revolution</a> . Read the Interview by <a href="#">Rigoberta Menchu</a> and check out her <a href="#">Noble Peace Prize</a> .
	<b>Chapter 5 Response Due (Quebra-Quilos)</b>
Feb. 27	Lesson Fifteen: Democratic Reform, Military Rule, and Underdevelopment Reading: Williamson, 569-616 (chapter 16— <i>not</i> in Kindle edition) Review the following selections regarding <a href="#">NAFTA</a> .
	<b>Chapter 6 Response Due (Quebra-Quilos)</b>
	Final Lesson: current situation in Latin America
<b>Feb. 29</b>	<b>EXAM 3 (Final Exam): Lessons 11-15</b> <b>Exam will be from 3:30-8 pm</b>

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Please take note of University Calendar: <http://usclanaster.sc.edu/admissions/Calendarlist.htm> and in particular the following dates:

- January 9: Class begins
- February 2: Last day to withdraw (without grade of "WF")
- February 27: Last Day of Class
- February 29, 3:30 – 5 pm: Final Exams

**Late Policy**

Late assignments are deducted 10% for each day they are late unless you have received prior permission from the instructor. Except: religious holidays.

**Americans with Disabilities Act (ADA)**

Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course.

**Standards of conduct**

I expect all students to uphold scholastic honesty. While it is tempting to copy a paragraph from the textbook or from a website and claim it as your own, this is dishonest and is called plagiarism. Students who plagiarize will first be warned and then will fail the course. Students who are caught cheating on their exams will automatically fail the course. Please review the USC Honor Code: <http://www.sc.edu/academicintegrity/honorcode.html>