

History 0501: Modern Latin America *
 University of Pittsburgh, Spring Term 2009
 Lectures, Mondays and Wednesdays, 10:00-10:50 in Public Health G-23

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* CRN 13012. Meets General Education requirements for: Historical Change, Foreign Culture/International (REG), Non-Western Culture

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Overview

Course description

To many North Americans, Latin America seems a distant and exotic place. Yet there is no other region of the world where U.S. policies and presence have had such a profound impact, and no region’s future destiny is more closely entwined with that of the United States. Already, Latinos have become the most numerous ethnic minority in the United States, surpassing African Americans in number. The Americas have never been more closely bound together than they are today. Nor have their contrasts in human development and in wealth ever been more evident. It is vital that we seek to understand the long, sometimes painful, sometimes triumphant history that has brought the hemisphere’s 800,000,000 people to the lives we live today.

This course explores Latin America history by moving chronologically from the beginning of the nineteenth century to the end of the twentieth century, surveying related developments in global arrangements of power, regional economic patterns, national political systems, social structures, and individual and collective cultural expression. Lectures and textbook readings will provide a panoramic analysis of regional historical processes, while recitation discussions and short writing assignments will require students to hone their ability to read and think critically as they trace developments within a single country over time.

Course instructors:

Professor: Lara Putnam

Office hours: Wednesdays noon-2 pm or by appointment, in 3506 Posvar Hall

E-mail: LEP12@pitt.edu

Phone: (412) 648-7456

Teaching assistant: Nicole Bourbonnais

Office hours: Wednesdays 11 am-1 pm, in History Department Grad Lounge, Posvar 3rd floor

E-mail: ncb21@pitt.edu

Teaching assistant: Suset LaBoy-Perez

Office hours: Fridays 11 am-1 pm, in Cup and Chaucer, Hillman Library

E-mail: sl130@pitt.edu

Film festival coordinator: Stephanie Schuessler

E-mail: sas83@pitt.edu

Recitations

All meet Thursdays in Posvar 3501

- 9 am: **Colombia** (taught by Nicole Bourbonnais)
- 10 am: **Colombia** (taught by Nicole Bourbonnais)
- 11 am: **Guatemala** (taught by Suset Laboy-Perez)
- 12 noon: **Guatemala** (taught by Suset Laboy-Perez)
- 1 pm: **Argentina** (taught by Suset Laboy-Perez)
- 2 pm: **Argentina** (taught by Suset Laboy-Perez)
- 3 pm: **Haiti** (taught by Nicole Bourbonnais)
- 4 pm: **Haiti** (taught by Nicole Bourbonnais)

Optional Spanish Add-on

HIST 0506 (class number PRA 17252) is a one-credit Spanish discussion session that students can enroll in simultaneously with HIST 0501. This is a wonderful chance to practice your Spanish in a friendly setting and enrich your exploration of Latin American culture and society. We are grateful to the Center for Latin American Studies for making this opportunity possible.

Fridays, 10 am in Posvar 3516 (taught by Suset Laboy-Perez)

Course objectives

By the end of this course students will be able to:

- Describe the major political and economic trends—both internal and external—that shaped the course of Latin American history from 1800 to 2000
- Analyze the mutual influences and impacts between economic system, political system, and social structure, and assess how patterns in all these realms together shape the life circumstances of “regular folks”
- Extract and synthesize information from multiple secondary sources in order to build evidence-based arguments about patterns of political, economic, and social change in a particular country over time

Required reading

All students in the course will read the following book:

- John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 2nd ed. (New York: W.W. Norton, 2006).

Additionally, students will read one book and several articles specific to the country in which their recitation is specializing (see list under “**Recitations**,” above). The books are as follows.

- **Colombia:** Robin Kirk, *More Terrible Than Death: Drugs, Violence, and America's War in Colombia* (New York: PublicAffairs, 2004). ISBN-10: 1586482076; ISBN-13: 978-1586482077
- **Guatemala:** Deborah Levenson-Estrada, *Trade Unionists Against Terror: Guatemala City, 1954-1985* (Chapel Hill: University of North Carolina Press, 1994). ISBN-10: 0807844403; ISBN-13: 978-0807844403
- **Argentina:** Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture* (New York: Oxford University Press, 1999). ISBN-10: 0195134168; ISBN-13: 978-0195134162
- **Haiti:** Michel-Rolph Trouillot, *Haiti: State Against Nation: The Origins and Legacy of Duvalierism* (New York: Monthly Review Press, 1989). ISBN-10: 0853457565; ISBN-13: 978-0853457565

All the above books are available for purchase at the University Book Center. At least one copy of

each is available on reserve at Hillman Library. All required articles are listed in the Course Calendar, below, and are available through the university library's electronic reserves system. To access these materials, connect to PittCat, select Course Reserves, choose "Putnam, Lara" from the drop down Instructor box, and click search. Click on E-RESERVES FOR MODERN LATIN AMERICA. Then click on E-RESERVES LINK. The password for this course is **haiti09**. You can access library databases (including all e-reserves) from off campus. Go to <http://sslvpn.pitt.edu> and type in your university user name and password; next choose Pitt Digital Library; next choose "Find Books and More;" next choose PittCat.

Course calendar

Unit 1. The colonial creation of divided societies, 1500-1820 (Jan. 5-Jan. 12)

Mon., Jan. 5: The Past in the Present in Modern Latin America. Documentary: "P.O.V.: Discovering Dominga," 2002.

Wed., Jan 7. Overview of the course

Wed., Jan 7: Film Festival, Public Health G23, 7-9 pm: *The Devil's Miner*

Thurs, Jan 8. Read for recitation: Course handbook; Chasteen, *Born in Blood and Fire*, Introduction

Mon., Jan. 12: Colonial socio-economic structures and political institutions

Basic questions: What types of economic systems were found in late colonial Latin America, and how were they distributed geographically? What were the basic social/ethnic groups in late colonial Latin America, and how were they distributed geographically? How was political control structured within the Spanish American empire, and how did this change in the eighteenth century?

Wed., Jan. 14: Independence in Spanish America and the Brazilian Empire

Basic questions: What were the regional patterns within Latin America regarding the emergence and course of Independence movements? What explains these patterns? What changed with Independence, and what remained the same?

Wed., Jan 14: Film Festival, Public Health G23, 7-9 pm: *La Vendedora De Rosas*

Thurs., Jan. 15: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 1 (Encounter), ch. 2 (Colonial Crucible), ch. 3 (Independence)

Mon, Jan. 19: Martin Luther King Day: No Classes

Unit 2: Liberal ambitions and illiberal systems, 1840-1900 (Jan. 14-Jan. 26)

Wed., Jan. 21: Slave trade abolition and the "second slavery"

Basic questions: Where did slavery end in the early nineteenth century, where did it expand, and why?

Wed., Jan 21: Film Festival, Public Health G23, 7-9 pm: *Favela Rising*

Thurs., Jan 22: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 4 (Postcolonial Blues), ch. 5 (Progress)
In recitation: FIRST MAP QUIZ

Mon., Jan. 26: Caudillos: “Liberals,” “Conservatives,” and the persistence of coercion
Basic questions: What were the basic elements of the Liberal vision of society? What were the basic elements of the Conservative vision of society? In practice, what did Liberal and Conservative regimes have in common?

NOTE DAY CHANGE: Mon., Jan 26: Film Festival, Public Health G23, 7-9 pm: *Camila*

Wed., Jan 28: The end of the second slavery, 1850-1890
Basic questions: What factors contributed to the end of slavery in the United States, Cuba, and Brazil? How were the descendents of former slaves incorporated into national political systems after emancipation?

Thurs., Jan. 29: Read for recitation: Country-specific articles (available on e-reserves):
Colombia

- Frank Safford and Marco Palacios, *Colombia: Fragmented Land, Divided Society* (New York: Oxford University Press, 2002), 157-187
- Thomas Skidmore and Peter Smith, *Modern Latin America*, sixth ed. (New York: Oxford University Press, 2005), 226-230
- James E. Sanders, “‘Citizens of a Free People’: Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia” *Hispanic American Historical Review* 84, no.2 (2004) 277-313

Guatemala

- Ralph Lee Woodward, “Changes in the Nineteenth-Century Guatemalan State and its Indian Policies,” in *Guatemalan Indians and the State: 1540-1988*, ed. Carol A. Smith (Austin: University of Texas Press, 1990), 52-71
- David J. McCreery, “Debt Servitude in Rural Guatemala, 1876-1936,” *Hispanic American Historical Review* 63, no. 4 (1983): 735-759

Argentina

- Juan Corradi, *The Fitful Republic: Economy, Society, and Politics in Argentina* (Boulder, Col.: Westview Press, 1985), 13-38
- Colin M. Lewis, *Argentina: A Short History* (Oxford: Oneworld Publications, 2003), 93-124

Haiti

- Trouillot, *Haiti: State Against Nation*, 35-82
- Brenda Gayle Plummer, *Haiti and the Great Powers 1902-1915* (Baton Rouge: Louisiana State University Press, 1988), 15-40.

Due in recitation: Notes for first short essay: “State of the Nation at the End of the Nineteenth Century”

Unit 3: The emergence of the “Northern Colossus,” 1849-1920 (Jan. 28-Feb. 2)

Mon., Feb. 2: The motives behind “Manifest Destiny,” 1849-1898

Basic question: What drove U.S. expansion into Latin American territory in the 19th century? Individual initiatives? National economic interests? National geopolitical interests? Idealistic concern for other peoples?

Due in lecture, Monday Feb. 2: *Optional Extra Credit Commentary*, Photo exhibit

Wed., Feb. 4: Informal empire and military interventions, 1898-1930

Basic questions: How did the acquisition of empire in 1898 affect support for imperial expansion among people in the United States? How did informal empire or “neocolonialism” work?

Wed., Feb. 4: Film Festival, Public Health G23, 7-9 pm: *The Panama Deception*

Thurs., Feb. 5: Recitation: No assigned reading

Due in recitation: First short essay: “State of the Nation at the End of the Nineteenth Century”

Unit 4: A Golden Age of prosperity and divergence, 1870-1920 (Feb. 4-Feb. 9)

Mon., Feb. 9: The booms and busts of export-led growth

Basic questions: Was the impact of direct foreign investment (DFI) the same everywhere in Latin America? What determined whether export-led growth at the turn of the century led to long-term, sustainable economic growth?

Wed., Feb. 11: The social impact of export-led growth

Basic question: How did export-led growth affect social structures in different areas of Latin America?

Wed., Feb. 11: Film Festival, Public Health G23, 7-9 pm: *El Salvador: Scars of Memory*

Thurs Feb 12: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 6 (Neocolonialism)

In recitation: Review for Midterm Exam

Mon., Feb. 16: **Midterm Exam**

Unit 5: New actors claim the national stage, 1910-1940 (Feb. 11-Feb. 26)

Wed., Feb. 18: The Mexican Revolution

Basic question: Why and how did the Mexican Revolution become a social revolution, rather than just another caudillo-led civil war?

Wed., Feb. 18: Film Festival, Public Health G23, 7-9 pm: *Voces Inocentes*

Thurs., Feb 19: Read for recitation: Country-specific articles:

Colombia

- Michael F. Jimenez, “Class, Gender, and Peasant Resistance in Central Colombia, 1900-1930,” in *Everyday Forms of Peasant Resistance*, ed. Forrest D. Colburn (Armonk, N.Y.: M.E. Sharpe, 1989), 122-149.
- Catherine C. LeGrand, “Living in Macondo: Economy and Culture in a United Fruit Company Banana Enclave in Colombia,” in *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*, ed. Gilbert M. Joseph, Catherine C. LeGrand, and Ricardo D. Salvatore (Durham: Duke University Press, 1998), 333-368.

Guatemala

- James Dunkerly, “Guatemala Since 1930,” in *Central America Since Independence*, ed. Leslie Bethell (Cambridge: Cambridge University Press, 1991), 119-136 (part one).

- Michaela Schmolz-Haberlein, “Continuity and Change in a Guatemalan Indian Community: San Cristobal-Verapaz, 1870-1940,” *Hispanic American Historical Review* 76, No. 2. (1996): 227-248
- Cindy Forster, “Reforging National Revolution: Campesino Labor Struggles in Guatemala, 1944-1954,” in *Identity and Struggle at the Margins of the Nation-State: The Laboring Peoples of Central America and the Hispanic Caribbean*, ed. Aviva Chomsky and Aldo Lauria-Santiago (Durham, N.C.: Duke University Press, 1998), 196-226

Argentina

- James Scobie, *Argentina: A City and a Nation*, 2nd ed. (New York: Oxford, 1971), 136-159
- Sandra F. McGee “The Visible and Invisible Liga Patriótica Argentina, 1919-28: Gender Roles and the Right Wing,” *Hispanic American Historical Review*. 64, No. 2. (1984): 233-258
- Mirta Zaida Lobato, “Women Workers in the ‘Cathedrals of Corned Beef’: Structure and Subjectivity in the Argentine Meatpacking Industry,” in *The Gendered Worlds of Latin American Women Workers*, ed. John D. French and Daniel James (Durham: Duke University Press, 1997), 53-67

Haiti

- Samuel Martinez, “From Hidden Hand to Heavy Hand: Sugar, the State, and Migrant Labor in Haiti and the Dominican Republic,” *Latin American Research Review* 34, no. 1 (1999): 57-84
- George Eaton Simpson, “Sexual and Familial Institutions in Northern Haiti,” *American Anthropologist*, n.s. 44, no. 4, part 1 (1942): 655-674
- Karen McCarthy Brown, “The Baka Made from Jealousy,” in *Mama Lola: A Vodou Priestess in Brooklyn* (Los Angeles: University of California Press, 2001), 142-154

Due in recitation: Notes for second short essay, “State of a Family, early twentieth century”

Mon., Feb 23: The emergence of populist politics

Basic questions: What was populism? Where did populist leaders come to power in early twentieth century Latin America, and why?

Wed., Feb. 25: Culture and “The People”: Mexican muralism, *afrocubanismo*, and Brazilian samba

Basic question: How and why did the aesthetics and aims of Latin American artists and intellectuals change in the 1920s and 1930s?

Wed., Feb. 25: Film Festival, Public Health G23, 7-9 pm *Herod’s Law*

Thurs., Feb. 26: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 7 (Nationalism)

Due in recitation: Second short essay, “State of a Family, early twentieth century”

In recitation: SECOND MAP QUIZ

Unit 6: Stronger states and a safety net for some, 1940-1960 (Mar. 2-Mar. 5)

Mon., Mar. 2: The mechanisms and course of import-substituting industrialization

Basic questions: What was import-substituting industrialization (ISI)? Was it sustainable in the long run? Why or why not?

Wed., Mar 4: The social and political impact of ISI

Basic question: How did import-substituting industrialization affect political systems, social structures, and rural-urban dynamics in Latin America?

Wed., March 4: Film Festival, Public Health G23, 7-9 pm: *The Agronomist*

Thurs Mar 5. Read for recitation: Country-specific readings:

Colombia

- Marco Palacios, *Between Legitimacy and Violence: A History of Colombia, 1875-2002*, trans. Richard Stoller (Durham: Duke University Press, 2006), 93-134
- Kirk, *More Terrible than Death*, xv-34

Guatemala

- James Dunkerly, "Guatemala Since 1930," in *Central America Since Independence*, ed. Leslie Bethell (Cambridge: Cambridge University Press, 1991), 137-157 (part two)
- Levenson-Estrada, *Trade Unionists Against Terror*, 1-48
- Greg Grandin "To End with All These Evils: Ethnic Transformation and Community Mobilization in Guatemala's Western Highlands, 1954-1980," *Latin American Perspectives* 24, No. 2, (1997): 7-34

Argentina

- Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*, fifth ed. (New York: Oxford University Press, 2001), 82-106
- Jonathan C. Brown, *A Brief History of Argentina* (New York: Facts on File, 2003), 191-233

Haiti 84

- Trouillot, *Haiti: State Against Nation*, 83-136
- Brenda Gayle Plummer, *Haiti and the United States: The Psychological Moment* (Athens: University of Georgia press, 1992), 139-162
- Maurice de Young, "Class Parameters in Haitian Society," *Journal of Inter-American Studies* 1, no. 4 (1959): 449-458

Due in recitation: Third short essay, "State of the Nation in the middle of the twentieth century."

Spring Break. No classes March 9–March 13

Unit 7: Challenging elite interests in an increasingly tense world, 1950-1980 (Mar. 16-Apr. 2)

Mon., Mar. 16: The impact of international shifts: Guatemala, 1944-1954

Basic questions: What new policies did political reformers pursue in Guatemala at mid-century? How did this compare to previous attempts at reform in Mexico and Costa Rica? What was the outcome in Guatemala, and why?

Wed., Mar. 18: Cuba, absolutely typical and absolutely exceptional

Basic questions: What brought Fidel Castro to power in Cuba? What was the U.S. response? What policies did Castro pursue, and what were their results?

Wed., March 18: Film Festival, Public Health G23, 7-9 pm: *Fidel*

Thurs., Mar. 19: Read for recitation: Chasteen, *Born in Blood and Fire*, ch 8 (Revolution)

Country-specific book:

- Kirk, *More Terrible than Death*, 35-70

- Levenson-Estrada, *Trade Unionists Against Terror*, 49-79
- Feitlowitz, *Lexicon of Terror*, ix-62
- Trouillot, *Haiti: State Against Nation*, 15-31, 139-162

Mon., Mar. 23: National Security Doctrine: The cases of Brazil and Argentina

Basic questions: What was National Security Doctrine? Who promoted it? How was it put into practice?

Wed., Mar. 25: The Alliance for Progress, land reform, and polarization, 1958-1973

Basic questions: Why didn't the economic reforms promoted by the Alliance for Progress and international aid agencies in the 1960s and 1970s work? How did Salvador Allende come to power and what were his plans for Chile? What problems did he encounter?

Wed., March 25: Film Festival, Public Health G23, 7-9 pm: *The Year my Parents Went on Vacation*

Thurs., Mar. 26: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 9 (Reaction)

Country-specific book:

- Kirk, *More Terrible than Death*, 71-139
- Levenson-Estrada, *Trade Unionists Against Terror*, 80-175
- Feitlowitz, *Lexicon of Terror*, 63-108
- Trouillot, *Haiti: State Against Nation*, 163-216

In recitation: LAST MAP QUIZ

Mon., Mar. 30: Crisis, coup, and military dictatorship, 1973-1989

Basic questions: How was Salvador Allende removed from power in Chile? What followed and why?

Wed., April 1: Central American civil wars

Basic questions: What drove armed rebellion in Central America in the 1970s and 1980s? What was the U.S. response? What were the outcomes?

Wed., April 1: Film Festival, Public Health G23, 7-9 pm *The Pinochet Case*

Extra Credit Book Group: Wed., April 1: Personal reflection and questions due.

Thurs., April 2: Read for recitation: Chasteen, *Born in Blood and Fire*, ch. 10 (Neoliberalism)

Country-specific book:

- Kirk, *More Terrible than Death*, 141-221
- Levenson-Estrada, *Trade Unionists Against Terror*, 176-233
- Feitlowitz, *Lexicon of Terror*, 109-192
- Trouillot, *Haiti: State Against Nation*, 217-230

Unit 8: Illusions of development and dreams of a better life, 1970-2000 (Apr. 6-Apr. 16)

Mon., April 6: Lending bonanza, debt crisis, the “lost decade,” and neoliberal reform

Basic question: How did global economic trends and international financial institution policies affect Latin American economies and societies in the last three decades of the twentieth century?

Extra-Credit Book Group Meeting: Tues., April 7, 7-9 pm: History Dept., Posvar 3rd fl.

Wed., April 8: The ecological impact of development policies: The case of Brazil

Basic question: What development policies did the Brazilian national government pursue in the 1970s and 1980s? What were the social and ecological consequences of these policies?

Wed., April 8: Film Festival, Public Health G23, 7-9 pm: *Cautiva*

Thurs., April 9: Read for recitation: Country-specific readings:

- Kirk, *More Terrible than Death*, 223-293
- Feitlowitz, *Lexicon of Terror*, 193-255

Guatemala

- Shelton Davis, "Introduction: Sowing the Seeds of Violence," in *Harvest of Violence: The Maya Indians and the Guatemala Crisis*, ed. Robert M. Carmack (Norman: University of Oklahoma Press, 1988), 3-36
- Matilde Gonzalez, "The Man Who Brought the Danger to the Village: Representations of the Armed Conflict in Guatemala from a Local Perspective," in *Journal of Southern African Studies* 26, no. 2, Special Issue: Popular Culture and Democracy (2000): 317-335

Haiti

- Beverly Bell, *Walking on Fire: Haitian Women's Stories of Survival and Resistance* (Ithaca: Cornell University Press, 2001), 23-59
- Samuel Martinez, *Peripheral Migrants: Haitians and Dominican Republic Sugar Plantations*, (Knoxville: University of Tennessee Press, 1995), 118-140

Due in recitation: Notes on Author's Standpoint (see Assignment, below)

Mon., April 13: "Globalization" and migration

Basic questions: What have been the basic patterns in Latin American migration to the United States over the past decades? How have these changed in recent years?

Wed., April 15: Gangs, Drug Wars, Public Health, and Other "Intermestic" Issues

Basic question: What are "intermestic issues"? How do they impact policy dilemmas and outcomes across the Americas today?

Wed., April 15: Film Festival, Public Health G23, 7-9 pm: *El Norte*

Thurs April 16 Recitation: No assigned reading

Due in recitation: Fourth short essay, "State of the Nation toward the End of the Twentieth Century" or "State of the Family at the End of the Twentieth Century" or "Letter to the Editor"

Final Exam: Mon. April 20, 4:00-5:50 p.m.

Course requirements and grade components

Midterm exam: 10%

Final exam: 10%

Four short essays (4-5 pages each): 15% each

Average grade from three map quizzes: 5%

Recitation (preparation and participation): 15%

Course policies

Regarding recitations

What you'll do

Participation requires preparation: you need not only to have completed the assigned readings, but to have thought about what made sense and what didn't; about what fit with things you already knew, and what seemed new and different. Good discussions require that all present be willing to listen to each other and respond to what they hear, rather than just presenting their own conclusions. (If by the end of class the only voice you've heard is your own, you haven't *discussed* anything: you've monologued). Remember that listening can be communicated many ways, both verbal and non-. Being willing to ask questions in recitation is even more important than being willing to answer them.

Recitation rubric

	Superior achievement A	Meritorious achievement B	Adequate achievement C	Minimal achievement D
Preparation	Carefully completes assigned reading, taking additional notes and noting down questions to facilitate discussion participation; prepares thorough and detailed notes as assigned in advance	Carefully completes assigned reading and comes prepared to discuss any points that were not understood; prepares notes as assigned in advance	Completes assigned reading with superficial comprehension; fails to bring notes assigned in advance or brings notes that reflect minimal advance effort	Fails to complete assigned reading; fails to bring notes assigned in advance
Participation	Listens carefully while others speak; asks questions and offers comments that reveal new connections between ideas presented by others; participates actively in small groups in ways that encourage other group members to engage as well	Listens carefully while others speak; asks questions and offers comments that take classmates' ideas seriously; participates actively in small groups	Sometimes pays attention while others speak; occasionally participates in discussion; contributes minimal effort to small group activities	Does not pay attention while others speak; does not contribute to discussions; does not participate actively in small group activities

Recitation attendance

Absences from recitation can be excused in the case of a family or medical emergency (a written medical excuse must be provided) or an unavoidable scheduling conflict with a University-run extracurricular activity (formal documentation and a letter of explanation must be provided). With the TA's permission in advance, you may attend a different recitation for full credit if you are unable to attend your regular recitation in any given week. If you reach recitation more than 10 minutes late you will receive only half credit for that day.

Recitation grading

Each week you will be assigned a grade based on your preparation for and participation in that week's recitation section (see rubric, above). If you are absent without an excuse, you will receive a zero for the week. Your final recitation grade will be the average of your weekly recitation grades, excluding those weeks for which you had a formal excused absence.

Regarding short essays

What you will do

In this course you will write five short essays. Assignments for each are included at the end of this Course Handbook. Essays should be 4-5 pages in length (font size 12, double-spaced). All essays

must follow guidelines for citation presented in Using Written Sources, below. Each essay you hand in must be accompanied by a Cover Memo (see Course Documents, below).

Re-writes

Any of the first three short essays assigned for this course may be re-written within 14 days for full credit: the new grade will replace the old grade. In order to be eligible for re-writing, you must have submitted a complete draft (full page length, full sentences, utilization and citation of supporting evidence as per guidelines) *on time*. If you wish to re-write the paper for credit, you must meet with the TA within one week of receiving the graded paper to discuss your plans for revision. Your re-written paper is due in recitation two weeks after the graded first version was handed back. The re-written paper must be accompanied by the graded first version (including graded rubric) and a Follow-up Memo, (see Course Documents, below).

Late work and e-mail submission policy

Written assignments are due at the start of recitation on the date indicated by the Course Calendar in this syllabus. If you have a formal, documented excuse for your inability to complete the assignment on time (see “Recitation attendance,” above, for excuse requirements), you may hand the assignment in any time before the following week’s recitation for full credit. Unexcused late assignments may be handed in for half credit any time before the following week’s recitation. Any assignment e-mailed after the start of the recitation in which it was due will be marked late. If you e-mail written work to an instructor, *you* are responsible for ensuring that you receive an e-mailed confirmation that it has been received *before the time due*. If you do not receive an e-mailed confirmation before the time it is due, you are responsible for handing in a physical copy of the assignment at the time due.

If you have a particularly difficult scheduling convergence—say, if you have two midterms the same week one of your papers is due for this class—you may ask you TA for a one- to four-day extension on the writing assignment. *Extensions will only be granted if requested at least three weeks in advance.*

Regarding midterm and final exams

All exams are in essay format. You will not have access to either books or notes. Examples of possible exam questions, along with grading criteria, are included in this Course Handbook, below.

Regarding map quizzes

You are responsible for knowing all the information presented by the map of Modern Latin America in Chasteen, *Born in Blood and Fire*, p. 22 (also available for download in the Course Documents section of the Courseweb site). That is, if we present you with a blank map of the Americas, with national boundaries visible, you should be able to fill in from memory all the country and city names that appear on this map. Three map quizzes will be given over the course of the semester on the dates indicated in the Course Calendar, above.

Regarding optional extra-credit activities

Extra-credit film festival

Fourteen films will be shown over the course of the semester, on Tuesday or Wednesday evenings from 7-9 pm as noted in the Course Calendar, above. Before the start of each film you will be given a Film Response sheet with a series of questions for you to respond to in writing at the end of the film. Each completed Film Response will earn you one-third of a point extra credit added to your final course grade. Thus, if your average at the end of the semester is 80%, and you have completed six Film Response sheets, your final course grade will be 82%. Films will also be available to view in the Hillman Library Media Resources Center. Students with documented scheduling conflicts

may view films at the Media Resources Center during the week after the scheduled showing and complete a Film Response for extra credit. Questions regarding films may be directed to the Film Festival Coordinator, Stephanie Schuessler (sas83@pitt.edu).

Extra-credit photo exhibit attendance

Pittsburgh's Silver Eye gallery, located on East Carson on the South Side, is hosting an exhibit of photographs entitled "A Map of Latin American Dreams." Photographer Martín Weber, originally from Argentina, has spent years traveling across Latin America photographing people in their own homes and communities. He asks his subjects to write out their dreams on small blackboards, which they hold up for viewers to read. For directions and hours, see www.silvereye.org. Some time in January, visit the exhibit and view all of the photos. Then choose one photo as the subject for a two-page written commentary that combines *description* and *contemplation*. Your description should tell us when and where the photo was taken; describe explicit content (Who appears in the photo? Where are they? Doing what? What is the subject's "dream"?) and discuss any aspects of the photograph's framing, mood, execution that seem to you relevant. Then share with us your contemplation of this image. What questions are raised for you by the photo? What is your overall reaction to the exhibit? Your commentary is due in lecture on Monday, February 2. All students who visit the gallery and complete the written commentary will earn one extra credit point, to be added on to their final course grade.

Extra-credit book group

We will read the novel *The Dew Breaker* by Edwige Danticat (Vintage, 2005). Those wishing to participate should email the professor by the end of February to sign up. You should finish reading the book by the end of March, and write a two-page personal reflection describing the aspects of the book you found most compelling and discussing those aspects with respect to ideas or information you have encountered in this course. You should also compose three original and thoughtful questions to guide discussion. Personal reflections and questions are due via email to LEP12@pitt.edu on April 1. Late submissions will not be accepted. We will meet to discuss the book on Tuesday, April 7, in the History Department (Posvar 3rd fl.) from 7 to 9 pm. Dinner will be provided. All students who complete the personal reflection and questions and participate in the discussion will earn two extra credit points, to be added to their final course grade.

Regarding the course as a whole

Lecture attendance

Our expectation is that all students will attend all lectures. The Power Point presentations used in lecture are frequently posted to the web in advance.

Personalized help and e-mail queries

The course instructors are eager to meet with you while you are preparing for exams or completing writing assignments, in order to work with you to develop study and writing strategies and to give you feedback on your progress so far. If your schedule conflicts with our posted office hours, we will be happy to arrange other times to meet. Exam study guides and guidelines for all writing assignments are included in this Course Handbook. Thus it is our expectation that you will begin preparing for exams and essays well in advance. Therefore, *no course instructor* will respond to e-mail queries about exam or essay contents in the 48 hours before an exam or writing assignment is due. (We will of course still respond to e-mails about family or medical emergencies.)

Letter grade-number grade conversion

Letter grades will be combined using the following numerical equivalents, and the final average converted into a final letter grade as follows:

Item grade	Numerical equivalent	Final average	Final grade
A+	98	97.5 to 100	A+
A	95	94.0 to 97.4	A
A-	92	90.0 to 93.9	A-
B+	88	87.5 to 89.9	B+
B	85	84.0 to 87.4	B
B-	82	80.0 to 83.9	B-
C+	78	77.5 to 79.9	C+
C	75	74.0 to 77.4	C
C-	72	70.0 to 73.9	C-
D+	68	67.5 to 69.9	D+
D	65	64.0 to 67.4	D
D-	62	60.0 to 63.9	D-

Academic integrity

Course instructors will strictly enforce university rules regarding cheating and plagiarism. Plagiarism refers to the practice of presenting “as one’s own for academic evaluation ideas, representations, or works of another person or persons without customary and proper acknowledgement of sources” [University of Pittsburgh, Office of the Provost, *Guidelines on Academic Integrity*]. *Read carefully the guide to Using Written Sources included in this syllabus*, in particular the guidelines for quotation and paraphrasing. *No outside materials* (books, articles, websites, etc.) may be used in the completion of assignments for this course without the instructor’s express written permission. Students suspected of violating the university’s Policy on Academic Integrity <http://www.as.pitt.edu/academicintegrity.html> will be required to participate in the outlined procedural process as initiated by the instructor. The minimum sanction imposed for a demonstrated infraction will be a grade of zero on the essay or exam in question.

Disability resources

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

Course Documents

Essay guidelines

First short essay: "State of the Nation at the End of the Nineteenth Century"

Notes, maps, and outline due in recitation Thursday, January 29

Final version, accompanied by a Cover Memo, due in recitation Thursday, February 5

ASSIGNMENT: Based on the secondary readings assigned to your recitation, describe the State of the Nation in which you're specializing at the end of the nineteenth century. How have the social structure, economic system, and political system evolved since Independence? What internal and external factors shaped these changes? Use specific supporting evidence drawn from the readings to support your claims.

OVERALL STRATEGY: This assignment requires you to read articles that cover a great deal of factual information, to summarize and analyze each of those articles as a whole, and then extract out of the articles *just* the information you need to write a response to the specific topic assigned.

KEY CONCEPTS:

Social structure: what kind of people make up the country and how do they relate to each other?: How is the population distributed geographically? What size communities do people live in? What kinds of work do people do in different communities? Who has access to resources in this society, and who doesn't? Who has access to opportunities for improvement, and who doesn't? Which collective identities are most relevant in this society? That is, how do people categorize themselves and others? By reference to racial or ethnic categorizations (*indio, negro, mestizo, ...?*)? By reference to where they live (countryfolk, citydwellers, ...)? By reference to their socio-economic standing (rich, poor, middling...)?

Political system: who runs the country and how? How powerful is the central government? How powerful are different actors within the government (the army? the bureaucracy? the provincial governors? the congress?), What mechanisms (legal and extra-legal) do people use to gain and keep political power? Which social groups are political leaders drawn from? Which social groups or institutions outside of the government are able to influence government policies (the Church? planters? bankers? foreign investors?) Whom do government policies benefit?

Economic system: what does the country make and how? What foodstuffs or commodities does the country produce for internal consumption? Who produces these goods, and how (what labor systems are involved: slavery? forced labor? free labor for wages? smallholder production, on plots of land owned by those who farm them? peasant production on communally owned lands?)? What products are manufactured within the country, and how (artisan workshops? small factories? large factories?)? What commodities or products does the country produce for export? Who produces these goods, and how (what labor systems are involved? what technology is used?)? What countries purchase these exports? How stable are these export markets? Are world prices for these exports rising or falling? How evenly are the profits from exports distributed among those involved in their production and marketing? What does the country import in return?

STEPS TO FOLLOW:

1) Read. Read the assigned sources, taking notes or highlighting the material using whatever reading comprehension strategy works best for you.

2) Locate. Find a map on which to locate at least three of the places (cities, towns, provinces, rivers, highlands, etc.) discussed in the readings. You may use a contemporary or historical atlas from the library, Google Maps, Google Earth, or any other source. Choose the view or the map that seems most interesting to you. Photocopy or print out the map or maps, and come to recitation prepared to discuss which three places you chose to locate and why, and what the print-out you've brought show.

3) Summarize and analyze. Ask yourself:

A) What was the starting point? What years and what regions are covered by these readings? What do the readings tell me about the **social structure, economic system, and political system** of this country at the start of the period covered? Use the questions listed under Key Concepts, above, as a guide to the specific aspects of each these that you should be describing.

B) How did things change? How did the social structure change over time, and why (because of economic changes? demographic changes? political choices and their consequences?)? How did the economic system change over time, and why (because of technological changes? world market changes? changing investment patterns or capital flows?)? How did the political system change over time, and why (Did new leaders with new priorities take power? Did they institute formal changes in the structure of government or rules of politics? What made these changes possible? Changes in the relative power of different social groups? Economic developments? Geopolitical shifts (changes in the power and plans of governments outside the region)?)

C) Where did we end up? What was the social structure of the country like at the end of the period covered by the readings? The political system? The economic system? Again, use the questions listed under Key Concepts, above, as a guide to the specific aspects of each these realms that you should be describing.

Note: Your answers to questions about “what things were like” are *descriptive claims*. Your answers to questions about “why things changed” are *causal claims*. Some questions you may not be able to answer on the basis of the available sources. Answer as many as you can. Then think about which of the patterns and the changes you have described seem to have been most important.

4) Assemble evidence: Go back to the sources you read and write down specific facts or quotes that support your descriptive and causal claims. When you are writing down evidence, you should either quote directly from the text, placing the quote in quotation marks, or you should paraphrase from the text, using your own words, following the guidelines in your Course Handbook under USING WRITTEN SOURCES. In either case you should note down the page number on which the original text appears.

5) Outline. Select and organize the elements you will include in your response to the Assignment, above. Which are the most important patterns and changes that emerged from your analysis of the assigned readings? Your outline should indicate the topic to be covered in each of the paragraphs in your 4-5 page essay, and the key points that you will present within each paragraph. Once you have outlined your response, insert your evidence into the outline so that supporting evidence from

different articles is grouped together according to the specific descriptive or causal claim it supports.

6) Draft. Convert your Outline+Evidence into complete sentences, grouped into paragraphs. Make sure you follow the rules for citation given in your syllabus under USING WRITTEN SOURCES. The completed draft should be 4-5 pages long (12 pt font, double spaced).

7) Revise. Read over your work. Have you responded to all parts of the assigned question? Have you provided evidence from all the sources assigned? Have you cited your sources properly, using either footnotes or endnotes consistently? Have you stated your ideas in the plainest and clearest language possible? Is your grammar correct? Print out a copy of your essay and ask a friend or classmate to proofread it (checking for confusing sentences, missed citations, misspellings, or missing words) before you print out the final version to hand in.

NOTE: We would be happy to meet with you during office hours over the next two weeks to discuss your paper before it is due. When you go to office hours you should be ready to discuss exactly where you are in the completing the seven steps, above, and you must **bring with you** all the notes and other writings you've generated in following these steps so far. That will ensure that we can do the best possible job of giving you feedback on your process and progress so far.

Second short essay “State of the Family in the Early Twentieth Century”

Maps, notes, and outline due in recitation Thursday, February 19
Final version, with Cover Memo, due in recitation Thursday, February 26

ASSIGNMENT: Describe the life circumstances of an imaginary but historically plausible family living somewhere within your nation some time in the first half of the twentieth century. Tell us who they are, when it is, where they live, what work they do, what resources they rely on, and what risks or problems they face. Explain how the social structure, economic system, and political system of their society have shaped the life they lead.

You must provide evidence in the form of footnote or parenthetical citations to back up each of your claims. It is not necessary to include quotations. You must cite information from each of the readings assigned to your recitation for February 19; you are also welcome to cite any of the other readings assigned in this course so far. You may write in the first person or in the third person.

KEY CONCEPTS: In order to explain how the social structure, economic system, and political system of your country would have shaped the life circumstances of the family you describe, you will need to look for information about both **national level patterns** and **household level patterns** while you are reading.

To understand the **national level patterns**, you will use the key concepts you relied on in your first essay to analyze the social, economic, and political trends in your country in the time period covered by these new readings: that is, the first half of the twentieth century.

- **Social structure:** what kind of people make up the country and how do they relate to each other?:
- **Political system:** who runs the country and how?
- **Economic system:** what does the country make and how?

To analyze **household level patterns**, you should use the following key concepts

- **Labor regime: how is work organized, controlled, and compensated within a particular workplace or a group of similar workplaces?** What mechanisms of persuasion (cash wages, own-account profits, access to land, etc.) or coercion (threats of jail, physical punishment, etc.) were used to get people to work? How much control did employers exercise over what workers did from hour to hour, or day to day? How long did employment contracts or working arrangements last: days? Weeks? Years? Generations? Who enforced these contracts or arrangements?
- **Household economic strategy: how do family members work together to make ends meet?** What are the different kinds of employment or different means of acquiring resources (e.g., food, cash, housing, land, etc.) that were commonly combined within a single household? Do family members migrate (as individuals or in groups; seasonally or permanently) in order to work?

- **Gendered division of labor: how does “men’s work” differ from “women’s work”?** What kinds of work are considered appropriate for men within this society or this community, and what kinds of work are considered appropriate for women? How are men compensated for the work they do? How are women compensated for their work? What kinds of work do men perform in the home or without compensation? What kinds of work do women perform in the home or without compensation?
- **Regulation, repression, and resistance: do elites and officials try to intervene in people’s everyday lives, and if so, how do people respond?** What kinds of regulations regarding public or private behavior exist within this society, and to what extent are they enforced? Does the government or military attempt to limit people’s political participation or activism, and if so, how is this “repression” carried out? How do people struggle against or “resist” the efforts of elites and officials to exert power over them?

STEPS TO FOLLOW:

1) Read. Read the assigned sources, taking notes or highlighting the material using whatever reading comprehension strategy works best for you.

2) Locate. Find a map on which to locate at least three of the places (cities, towns, provinces, rivers, highlands, etc.) discussed in the readings. You may use a contemporary or historical atlas from the library, Google Maps, Google Earth, or any other source. Choose the view or the map that seems most interesting to you. Photocopy or print out the map or maps, and come to recitation prepared to discuss which three places you chose to locate and why, and what the print-out you’ve brought show.

3) Summarize and analyze. For each of the articles assigned, ask yourself:

- A) What is this reading about?** What time period does this reading cover? Do certain years within that period receive more attention than others? What places does this reading cover? Does it focus on a whole nation? A single region? A particular city? A single workplace? Some combination of these? What topics does the author seem most interested in exploring?
- B) What does this reading tell me about national level patterns?** What information does this reading contain about the social structure, political system, and economic system of this country (see specific questions under Key Concepts) during the period covered? Does the author describe important changes in one or more of these aspects over the time period covered?
- C) What does this reading tell me about household level patterns?** What information does this reading offer about labor regimes; household economic strategies; the gendered division of labor; and regulation, repression, and resistance (see specific questions under Key Concepts) within the place/s that the reading covers?

4) Assemble evidence: Decide on the specific time and place in which the family you will create will live. Make sure to choose a time and place about which you can gather sufficient information from the assigned readings. What are the most important claims you will make about the national level patterns in social structure, economic system, and political system of your country in the first half of the twentieth century? What are the most important claims you will make about the household level patterns that were common among families living in the time and place you have

selected?. Go back to the articles you have read (including those assigned for previous weeks, if they provide relevant information for the time and place you are describing) and write down specific facts or quotes that support your claims. When you are writing down evidence, you should either quote directly from the text, placing the quote in quotation marks, or you should paraphrase from the text, using your own words, following the guidelines in your syllabus under USING WRITTEN SOURCES. In either case you should note down the page number on which the original text on which you are drawing appears.

5) Outline. Select and organize the elements you will include in your response to the Assignment, above. Your outline should indicate the topic to be covered in each of the paragraphs in your 4-5 page essay, and the key points that you will present within each paragraph. Each claim you include should be backed up with supporting evidence, which may be presented in your outline as footnote or parenthetical citations to particular pages within the readings. Your outline should **not** include the full quotes and paraphrases that you assembled for Step 4, but you will need to **bring all your notes** for Step 4 in to recitation on Feb. 19.

6) Draft. Convert your outline into complete sentences, grouped into paragraphs. Your outline does not need to include extensive quotations or paraphrases from the readings. It should, however, provide supporting evidence for each of your claims in the form of a parenthetical or footnote citation to a specific page in the assigned readings. Make sure you follow the rules for citation given in your syllabus under USING WRITTEN SOURCES. The completed draft should be 4-5 pages long (12 pt font, double spaced).

7) Revise. Read over your work. Have you responded to all parts of the assigned question? Have you provided evidence from all the sources assigned? Have you cited your sources properly, using either footnotes or endnotes consistently? Have you stated your ideas in the plainest and clearest language possible? Is your grammar correct? Print out a copy of your essay for a friend or classmate to proofread before you print out the final version to hand in.

Third short essay, “State of the Nation in the Middle of the Twentieth Century”

Final version, with Cover Memo, due in recitation on Thursday, March 5

ASSIGNMENT: Based on the secondary readings assigned to your recitation, describe the State of the Nation in which you’re specializing at the middle of the twentieth century. Choose a specific decade as your ending point, based on the information you have available. How have the social structure, economic system, and political system evolved since 1900? What internal and external factors shaped these changes? Use specific supporting evidence drawn from course readings (up to and including readings assigned for March 5) to support your claims.

KEY CONCEPTS (please note that the questions this time are slightly different, especially the questions about the economic system):

Social structure: what kind of people make up the country and how do they relate to each other?: How is the population distributed geographically? What size communities do people live in? What kinds of work do people do in different communities? Who has access to resources, and who doesn’t? Who has access to opportunities for improvement, and who doesn’t? Which collective identities are most relevant in this society—that is, how do people categorize themselves and others? By reference to racial or ethnic categorizations (*indio, negro, mestizo, ...?*)? By reference to where they live (countryfolk, citydwellers, ...?)? By reference to their socio-economic standing (rich, poor, middle class...?)?

Political system: who runs the country and how? How powerful is the central government? How powerful are different actors within the government (the army? the bureaucracy? the provincial governors? the congress?), What mechanisms (legal and extra-legal) do people use to gain and keep political power? Which social groups are political leaders drawn from? Which social groups or institutions outside of the government are able to influence government policies (the Church? Factory owners? bankers? foreign investors?) Whom do government policies benefit?

Economic system: what does the country make and how? What foodstuffs does the country produce for internal consumption? Who produces these goods, and how (what labor systems are involved: debt peonage? free labor for wages? smallholder production, on plots of land owned by those who farm them? peasant production on communally owned lands?)? What products are manufactured within the country, and how (artisan workshops? small factories? large factories?)? Who produces these goods, and how (what labor systems are involved? what technology is used?)? What commodities or products does the country produce for export? Who produces these goods, and how (what labor systems are involved? what technology is used?)? What countries purchase these exports? How stable are these export markets? Are world prices for these exports rising or falling? What goods does the country import from abroad? What government policies affect imports, exports, and industrial production?

Internal factors: Processes occurring within the country studied, such as demographic change, economic growth, policy choices and their outcomes, political realignments, etc.

External factors. Processes occurring outside the country studied, such as world market fluctuations, capital flows, geopolitical shifts (that is, changes in the power and plans of governments outside the region), artistic and scientific developments, etc.

STEPS TO FOLLOW:

- 1) **Read** (taking notes).
- 2) **Locate.** Bring photocopies or print-outs showing at least one location in to recitation on March 5.
- 3) **Summarize and analyze** the readings. Ask yourself:
 - A) **What was the starting point?**
 - B) **How did things change?**
 - C) **Where did we end up?**
- 4) **Assemble evidence:** For this essay, you are encouraged to use evidence from any of the readings that have been assigned in HIST 0501 that offer information on political, social, and economic developments in your country in the first half of the twentieth century (1900-1950). What were the most important political, economic, and social changes in your country over the course of these years? What were the most important internal and external factors that affected these developments? Go back to each of the relevant sources you have read and write down specific facts or quotes that support your descriptive and causal claims. When you are writing down evidence, you should either quote directly from the text, placing the quote in quotation marks, or you should paraphrase from the text, using your own words, following the guidelines in your syllabus under USING WRITTEN SOURCES. In either case you should note down the page number on which the original text appears.
- 5) **Outline.**
- 6) **Draft.** Make sure you follow the rules for citation given in your syllabus under USING WRITTEN SOURCES. The completed draft should be 4-5 pages long (12 pt font, double spaced).
- 7) **Revise.**

Feedback and Extra Help

This time, rather than requiring you to bring your outline in to recitation halfway through the process, we're simply asking you to hand in the completed essay on March 5. But as always, we would be happy to meet with you one-on-one to talk about the paper while you're working on it. If you come in to talk with one of us, you should come ready to discuss exactly where you are in the completing the seven steps, above, and you should **bring with you** all the notes and other writings you've generated in following these steps so far. That will ensure that we can do the best possible job of giving you feedback on your process and progress so far.

Guidelines for Notes on Author's Standpoint

Due in recitation on Thursday, April 9

ASSIGNMENT: On the basis of your country-specific book, prepare the following three items for recitation on Thursday, April 9. You will **hand these three items in**, and they will become part of your recitation preparation grade.

1) Map. Find a map or maps on which to locate at least three of the places (cities, towns, provinces, rivers, highlands, etc.) discussed in the readings. You may use a contemporary or historical atlas from the library, Google Maps, Google Earth, or any other source. Choose the view or the map that seems most interesting to you. Photocopy or print out the map or maps, and come to recitation prepared to discuss which three places you chose to locate and why, and what the print-out you've brought shows.

2) Discuss sources, claims, and evidence (two paragraphs)

Write one paragraph on the author's research and sources. How did the author go about researching the historical events and processes he or she describes in this book? What sources did he or she use? Oral interviews? If so, whom did the author interview? When and where did the author conduct these interviews? Written sources? If so, what kind—local newspaper reports? International journalists' articles? In-country government reports? U.S. government sources? Publications by international observers? What else? To answer these questions, you will have to read the Preface, Introduction, Endnotes, and Bibliography especially carefully.

Write one paragraph on the author's claims and evidence. List three of the author's most important descriptive or causal claims (that is, statements about what happened or why it happened). For each claim, write a few sentences describing the evidence the author uses to back up the claim.

3) Present an opposing view (one paragraph)

Imagine who within the country you are studying would be likely to disagree with the account of national events and processes over the second half of the twentieth century that the book's author presents. You might imagine a military officer, a politician belonging to a particular party, a landowner from particular region of the country, or anyone else you think would have strong views on the subject. *Write a paragraph in the first person, explaining why you disagree with this book and feel it misrepresents your country's recent past.* Begin by telling us who you are. Discuss the factors or issues you think the author has chosen to ignore or downplay. Are there individuals or social groups described in the book that you see in a different light than the author does? Tell us how your perspective on them differs from the author's.

Fourth short essay, Option 1: "State of the Nation toward the End of the Twentieth Century"

Final version, with Cover Memo, due in recitation Thursday, April 16.

ASSIGNMENT: Describe the State of your Nation toward the end of the twentieth century. Choose a specific decade as your ending point, based on the information you have available. How have the social structure, economic system, and political system evolved since 1950? What internal and external factors shaped these changes? Use specific evidence drawn from your country-specific book, plus any other relevant course readings, to support your claims.

KEY CONCEPTS:

Social structure: what kinds of people make up the country? where do they live? how do they support themselves? how do they relate to each other?

Political system: who runs the country and how? what kind of opposition do they face? what mechanisms (votes? violence? bribes?) are used by those attempting to seize or to maintain power?

Economic system: what does the country produce for internal consumption? for export? how stable and how successful are the different sectors within the economy?

Internal factors: Processes occurring within the country studied, such as demographic change, economic growth, policy choices and their outcomes, political realignments, etc.

External factors. Processes occurring outside the country studied, such as world market fluctuations, capital flows, geopolitical shifts, artistic and scientific developments, etc.

STEPS TO FOLLOW:

1) Read (taking notes).

2) Summarize and analyze the readings. Note what years each assigned reading covers. What does the reading tell you about how the social structure, political system, and economic system of the country changed over the period covered? What internal and external factors does the author argue affected the course of these changes?.

3) Assemble evidence: For this essay, you can use evidence from any of the readings assigned in HIST 0501 that offer information on political, social, and economic developments in your country in the second half of the twentieth century (roughly 1950-1980, although you should choose the exact dates you want to cover based on the readings assigned to your recitation). What were the most important political, economic, and social changes in your country over the course of these years? What were the most important internal and external factors that affected these developments? Go back to each of the relevant sources you have read and write down specific facts or quotes that support your descriptive and causal claims. When you are writing down evidence, you should either quote directly from the text, placing the quote in quotation marks, or you should paraphrase from the text, using your own words, following the guidelines in your syllabus under USING WRITTEN SOURCES. In either case you should note down the page number on which the original text appears.

4) Outline.

5) Draft. Your draft should provide supporting evidence for each of your claims in the form of a quotation, paraphrase, or page number citation from the assigned readings. Make sure you follow the rules for citation given in your syllabus under USING WRITTEN SOURCES. The completed draft should be 4-5 pages long (12 pt font, double spaced).

6) Revise and proofread.

Fourth short essay, Option 2: “State of the Family toward the End of the Twentieth Century”
Final version, with Cover Memo, due in recitation on Thurs April 16.

ASSIGNMENT: Describe the life experiences of an imaginary but historically plausible family living somewhere within your nation some time in the second half of the twentieth century. Tell us who they are, when it is, where they live, what work they do, what resources they rely on, and what risks or problems they face. How have the social structure, economic system, and political system of their society shaped the life they lead?

You must provide evidence in the form of footnote or parenthetical citations to back up each of your claims. It is not necessary to include quotations. You must cite information from your country-specific book; you are also welcome to cite any of the other readings assigned in this course so far. You may write in the first person or in the third person.

KEY CONCEPTS: To analyze **national level patterns**, you will rely on the same key concepts as before:

Social structure: what kinds of people make up the country, where do they live, how do they support themselves, and how do they relate to each other?

Political system: who runs the country, what kinds of opposition do they face, and what mechanisms (votes? violence? bribes?) are used to seize or maintain power?

Economic system: what does the country produce (for internal consumption? for export?), who profits from different economic activities, how is the economy financed, and how stable is it?

As before, to analyze **household level patterns**, you should use the following key concepts

Labor regime: how is work organized, controlled, and compensated within a particular workplace or a group of similar workplaces? What mechanisms of persuasion (cash wages, own-account profits, access to land, etc.) or coercion (threats of jail, physical punishment, etc.) were used to get people to work? How much control did employers exercise over what workers did from hour to hour, or day to day? How long did employment contracts or working arrangements last: days? Weeks? Years? Generations? Who enforced these contracts or arrangements?

Household economic strategy: how do family members work together to make ends meet?

What are the different kinds of employment or different means of acquiring resources (e.g., food, cash, housing, land, etc.) that were commonly combined within a single household? Do family members migrate (as individuals or in groups; seasonally or permanently) in order to work?

Gendered division of labor: how does “men’s work” differ from “women’s work”? What kinds of work are considered appropriate for men within this society or this community, and what kinds of work are considered appropriate for women? How are men compensated for the work they do? How are women compensated for their work? What kinds of work do men perform in the home or without compensation? What kinds of work do women perform in the home or without compensation?

Regulation, repression, and resistance: do elites and officials try to intervene in people’s everyday lives, and if so, how do people respond? What kinds of regulations regarding public or private behavior exist within this society, and to what extent are they enforced? Does the government or military attempt to limit people’s political participation or activism, and if so, how is this “repression” carried out? How do people struggle against or “resist” the efforts of elites and officials to exert power over them?

STEPS TO FOLLOW: Read, Summarize and analyze, Assemble evidence, Outline, Draft, Revise.

Fourth short essay, Option 3: "Letter to the Editor"

Final version, with Cover Memo, due in recitation on Thurs April 16.

ASSIGNMENT:

Write a letter to the editor of a newspaper in the country your recitation is studying, using historical evidence to argue that government policies are misguided and should be changed.

Choose a year in which to set your letter. It can be any time in the second half of the twentieth century.

Your letter must do the following three things:

- Describe the actions that government of your country is pursuing at the time when you are writing
- Explain how economic, social, and political processes over the twenty to thirty years leading up to that time have contributed to current problems within your country.
- Argue that current government policies are harmful, misguided, or self-defeating.

For *each* of these three elements, you must provide supporting evidence in the form of quotations or paraphrases taken from readings assigned in this course.

STEPS TO FOLLOW:

1) Read (taking notes).

2) Summarize and analyze the readings. Note what years each assigned reading covers. What does the reading tell you about how the social structure, political system, and economic system of the country changed over the period covered? How did government policies change over time? What was the impact of the different policies pursued?

3) Assemble evidence: For this essay, you can use evidence from any of the readings assigned in HIST 0501 that offer information on political, social, and economic developments in your country in the second half of the twentieth century (roughly 1950-1980, although you should choose the exact dates you want to cover based on the readings assigned to your recitation). The Assignment asks you to *describe* government actions, *explain* the outcome of economic, social, and political processes, and *argue* against current policies. Go back to each of the relevant sources you have read and write down specific facts or quotes that support your descriptive and causal claims under each of these headings. When you are writing down evidence, you should either quote directly from the text, placing the quote in quotation marks, or you should paraphrase from the text, using your own words, following the guidelines in your syllabus under USING WRITTEN SOURCES. In either case you should note down the page number on which the original text appears.

4) Outline.

5) Draft. Your draft should provide supporting evidence for each of your claims in the form of a quotation, paraphrase, or page number citation from the assigned readings. Make sure you follow the rules for citation given in your syllabus under USING WRITTEN SOURCES. The completed draft should be 4-5 pages long (12 pt font, double spaced).

6) Revise and proofread.

Additional documents

Exam Study Guide

Examples of possible final exam questions:

1. Have external influences (commodity prices; credit markets; strategies chosen by international economic actors, etc.) **or internal dynamics** (policy decisions, demographics, resource characteristics, political practices, etc.) **been more important in shaping Latin American economies over the course of the twentieth century?**

Your answer should have clear thesis statement, break that down into a series of 3-5 component claims, each claim substantiated by concrete supporting evidence.

60 points

Opposing viewpoint. Drawing on information presented in lectures and readings for this course, build the strongest possible case *against* the arguments you have just made. Again, every claim you make here should be substantiated by concrete supporting evidence.

40 points

2. Has political violence in Latin America in the twentieth century been driven largely by external influences or by internal dynamics?

Your answer should have clear thesis statement, break that down into a series of 3-5 component claims, each claim substantiated by concrete supporting evidence.

Now argue the opposite position

3. Agree or disagree: In the second half of the twentieth century, those seeking to mobilize people to demand economic equality and political access in Latin America have done more harm than good.

Now argue the opposite position.

Exam grading criteria

1. Conceptualization and analysis

Component claims are clearly and logically related to overall thesis.

Demonstrates awareness of complexity and interrelation of political, economic, and social systems

2. Scope of knowledge

Gives examples from at least three countries.

Answer acknowledges variation within region when relevant

3. Historical accuracy

Claims are consistent with information presented in readings and lectures

Supporting evidence is accurately located in time and space

4. Clarity

Contents of essay respond directly to the question posed

*Short essay grading rubric***Short Essay Grading Rubric**

	A	B	C	D
Arguments/ Analysis	Responds to the Assignment comprehensively and carefully. Selects and synthesizes ideas and information from full range of assigned readings.	Responds to all parts of the Assignment, using ideas and information from assigned readings.	Only responds to part of the Assignment: fails to answer a central question; ignores important information from assigned readings.	Fails to respond to the Assignment; answers few or none of the questions provided.
Supporting Evidence	Carefully selects the most significant and relevant supporting evidence to back up claims; explains clearly how each quote or paraphrase relates to an argument or claim.	Provides specific supporting evidence from assigned readings; in most cases explains how quotes and paraphrases relate to arguments or claims.	Little concrete evidence presented; fails to explain how quotes or paraphrases relate to arguments or claims; information drawn from readings is partially incorrect	No supporting evidence is presented; no quotes or paraphrases appear; information drawn from readings is careless and incorrect.
Structure	Order of exposition logical and clear.	Order of exposition easy to follow.	Poorly organized. Relationship between various elements of essay unclear.	No organizing structure. Repetitious and confusing.
Language/ Mechanics	Clear, vivid, specific, precise vocabulary. No typos or spelling errors. Appropriate mix of quotes and paraphrases. Proper citation of sources following guidelines in syllabus.	Grammar correct; vocabulary and phrasing clear. A few typos or spelling errors. Proper citation of sources following guidelines in syllabus.	Vague, informal, or erroneous language; excessively wordy; grammatical errors. Multiple typos or spelling errors. Fails to cite sources correctly.	Informal language; multiple grammar and spelling errors. No evidence of proofreading. Fails to cite sources correctly.

Cover memo

Cover Memo

Name:

Date:

List the steps you followed in completing this essay, noting down roughly how much time you spent on each.

How did your ideas about what your essay would argue change over the course of that process?

What extra research do you wish you could have done (that is, what kinds of additional evidence do you wish you'd had access to)?

What advice would you give to another student about to start work on this assignment?

What else would you like us to know about your experience with this assignment?

Follow-up memo

Follow-up memo

Name:

Date:

In preparing the first version of paper, I focused most of my energy on...

The challenges that I discovered along the way were...

On the grading rubric, the TA indicated that the key areas for improvement were...

After meeting with the TA to discuss my paper, I realized that...

In revising this essay, I have directed most of my energy towards...

The concrete steps I took to do this were...

“Using Written Sources”

USING WRITTEN SOURCES

Key Concepts and Guidelines for Citation

Secondary sources are descriptions or analyses written by authors removed in time or space from the process, event, or person we wish to study. Examples: an encyclopedia article, a textbook, a scholarly article, a college student’s essay, a newspaper article.

Primary sources are descriptions or analyses written by authors who are personally engaged with the process, event, or person we wish to study. Examples: a diary, a government agent’s report, an eyewitness account, a census.

Claims are statements that *describe* large-scale patterns or the direction of change over time (*descriptive* claims) or *explain* the impact of one thing on another (*causal* claims).

Evidence is concrete information on which all observers would agree. Evidence may take the form of a quotation from a participant whose views you are describing; a statistic; an image. Statements published by scholarly experts can also be used as evidence.

“**To put into your own words**” refers to using new vocabulary to express someone else’s ideas. Changing the order of words, changing the form or tense of verbs, or changing adverbs into adjectives with the same root word (e.g., “retroactively” to “retroactive”) does not constitute using new vocabulary. In all of these cases, the key vocabulary is simply replicated from the original text. These kinds of changes do not count as “putting it into your own words.”

Key vocabulary: The nouns, verbs, adjectives, and adverbs selected by an author to express a specific meaning. For example, in the sentence: “Racial ideologies are employed to justify retroactively historical inequalities in the distribution of political power and material resources,” the key vocabulary words are *racial ideologies, employed, justify, retroactively, historical, inequalities, distribution, political power, and material resources*.

Quotation reproduces someone else’s words. Any time you replicate four or more consecutive words from a written source, you must encase these words in quotation marks. Material encased in quotation marks must be precisely identical to the original. An ellipsis (...) must be used to mark points where you have skipped over text from the original, and brackets ([]) must encase any new words or letters that you have added. (If nine lines or more of a written source are to be quoted, they should be preceded and followed by paragraph returns and indented on both the right and left sides. Quotation marks are not employed in this long-quote format.) All quotations must be followed by a citation in parenthetical or footnote/endnote form indicating the source of the quotation, including the page number on which the original text appears in that source.

Legitimate paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with no more than one-fourth of your key vocabulary drawn from the original text. Paraphrases are not encased in quotation marks. All paraphrases must be followed by a citation in parenthetical or footnote/endnote form indicating the source of the quotation, including the page number on which the original text appears in that source. Ideas that an author expresses in 4 or more sentences may not be paraphrased: they must be summarized or quoted.

Illegitimate paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with two-thirds or more of your key vocabulary drawn from the original text. Illegitimate paraphrases are unacceptable regardless of the presence or absence of a citation to the original source.

Borderline paraphrase replicates an idea an author expresses in 1-3 sentences in 1-3 sentences of your own, with between one-fourth and two-thirds of your key vocabulary drawn from the original text. A single borderline paraphrase in a multi-page essay is not cause for alarm (although it should be eliminated once noticed). Multiple borderline paraphrases within a multi-page essay are unacceptable, regardless of the presence or absence of citations to the original sources. Furthermore, multiple borderline paraphrases are evidence of a serious underlying problem: they indicate that the student's writing strategy relies far too heavily on selecting and reproducing individual passages from the text under consideration.

Parenthetical citation. Supplies the author's last name and the page number/s referenced within parentheses, located within the text following a quotation, paraphrase, or summary. Must be accompanied by an alphabetical list of Works Cited, located at the end of your text, which gives full publication data for all sources cited. Any of the variations on parenthetical citation format listed in the Chicago Manual of Style or MLA Handbook may be used in this course, but whichever variation is chosen must be used consistently throughout any given paper.

Example:

The author argues that ethnicity must be understood in relation to nationalism and with reference to modern processes of state-formation (Verdery, 43).

Works Cited

Verdery, Katherine. "Ethnicity, Nationalism, and State-Making." In The Anthropology of Ethnicity: Beyond 'Ethnic Groups and Boundaries'. Edited by Hans Vermeulen and Cora Govers. Amsterdam: Het Spinhuis, 1994.

Footnote or endnote citation Supplies the author's name, full publication information, and the page number/s referenced in a numbered note located either at the bottom of the page or at the end of your essay. The footnote or endnote marker (i.e., the small raised number) immediately follows the quotation, paraphrase, or summary. Subsequent references to the same source may supply only the author's last name and page number. Any of the variations on footnote or endnote citation format listed in the Chicago Manual of Style or MLA Handbook may be used in this course, but whichever variation is chosen must be used consistently throughout any given paper.

Example:

The author argues that ethnicity must be understood in relation to nationalism and with reference to modern processes of state-formation.¹ In this her argument echoes the earlier work of anthropologist John Comaroff, who likewise saw patterns of hierarchical political incorporation as fundamental to the creation of ethnicity.² Unlike Comaroff, though, Verdery gives great importance to modern states' attempts to impose cultural homogeneity.³

¹ Katherine Verdery, "Ethnicity, Nationalism, and State-Making," in The Anthropology of Ethnicity: Beyond 'Ethnic Groups and Boundaries', ed. Hans Vermeulen and Cora Govers (Amsterdam: Het Spinhuis, 1994), 43.

² John Comaroff, "Of Ethnicity and Totemism," in Ethnos 52 (1987): 301-323.

³ Verdery, 43-49.