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# Latin American History

This is the syllabus of the fall 2001 version of J. B. Owens's sophomore-level course Latin American History (Hist 251), which can be taken to satisfy Goal 10A of the General Education Requirements of Idaho State University and the World Regions history requirement of history majors and minors. Paying particular attention to the PREFACE and STUDENT OUTCOMES sections, History majors should read the web page on the [Undergraduate Curriculum in Comparative and World History. \(http://www.isu.edu/~owenjack/undergrad.html\)](http://www.isu.edu/~owenjack/undergrad.html)

Questions and comments about this course should be sent to OWENJACK@ISU.EDU, or you may [send a message now. \(mailto:owenjack@isu.edu\)](mailto:owenjack@isu.edu) Please include your name and e-mail address in the body of your message.

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- [Latin America information sites \(http://www.isu.edu/~owenjack/bookmarks/iberia.html\)](http://www.isu.edu/~owenjack/bookmarks/iberia.html)

## BOOKS

The following books are to be purchased: E. Bradford Burns, Latin America: A Concise Interpretive History, 6th edition (1994); Benjamin Keen and Keith Haynes, A History of Latin America, 6th edition (2000).

## WRITTEN ASSIGNMENTS AND GRADES

There will be THREE EXAMS in this course: 28 Sept., 31 Oct., and 17 Dec. (this third exam starts at 7:30 a.m. and lasts until 9:30 a.m.). Each exam will take the entire class period and must be taken in a university exam book (blue book).

Students will be excused from exams only for illness or death, usually their own, or for any other reason for which the President of the University will excuse a student. No excuse will be given, however, unless the instructor is notified of the request PRIOR to the time of the regular exam. A make-up exam will be necessary. Because the exams will be graded on points and failure to take one will give the student a zero, no one should take an unexcused absence from an exam or fail to make one up.

Grades will be based on the exams and on class and discussion list participation. Because class attendance is important, it is MANDATORY. Moreover, if you miss four (4) or more classes, you will fail this course. A seating chart will be established, and attendance will be taken.

## NOTE-TAKING

In class you will often be introduced to interpretations different from those in the Burns and Keen/Haynes books. Success on examinations will depend heavily on your ability to understand the interpretations of Burns and Keen/Haynes, as well as mine. In order to study and reflect on the ideas presented in class, you will have to take good notes: that is, notes that reflect accurately the positions I present. Failure to take good notes from the beginning will trouble you throughout.

You may make an audio recording of class sessions if you wish, but these will be of most use to you if you also take complete written notes and use the recordings only to clarify points poorly expressed in the written version.

## **ELECTRONIC OFFICE HOURS AND DISCUSSION LIST**

Often it will not be possible for you to get essential questions answered during class or my regular office hours. The networked computer is my ally in providing you with the PERSONAL ATTENTION you need and deserve. I want to use computer-mediated interaction in this way, and it is for this reason that you are required to have an ISU computer account and provide me with your e-mail address.

Your class is too large (over three times larger than our national association recommends); on-line office hours will help personalize your education if you take the initiative to clarify those points in the lectures and readings that you do not understand.

But it gets better than this. Naturally, I will respond to anything of a personal nature with an individual response to you alone. However, many of the questions and comments I will get, about the lectures for example, will be of importance to everyone in the class, and I will, therefore, post your message and my response to everyone using an automated discussion list called LatAm (Latin American History discussion list). That way I, and you, will derive much more benefit from my interactions with students outside of class.

I will respond on LatAm to your queries about the lectures, reading assignments, exams, and other matters related to the course. But we won't stop there. In addition to your questions, you are welcome, indeed encouraged, to post statements of your ideas on particular subjects, messages of an informational nature ( *e.g.* , the times for group study sessions in the Student Union or College Market), and YOUR responses to the questions and requests for help of other students.

## **READING ASSIGNMENTS**

Readings are to be completed by the date indicated.

27 August: INTRODUCTION TO THE COURSE Burns, List of Maps (p. vii), Preface, & pp. 342–362; Keen/Haynes, List of Maps, Preface, ch. 21 (578–599), and Glossary.

NOTE: There is a substantial emphasis on Geography in this course. For those of you who are upper-division students or above and planning careers in teaching, I will be teaching a special course during the spring semester

entitled "World History and Geography for Teachers." 29 August: MENTAL MAPPING: What do students know about world geography? Your assignment is to pay close attention to the maps in your textbooks because you will be asked to reproduce, from memory, some of this information. In class, you will draw, using only materials I will provide, a "mental map" of the world, indicating particularly the domains of Iberian monarchs during the first global age, roughly 1400–1800. In addition to drawing materials, I will provide you with a list of historical, political, economic, and physical details relevant to the course.

I adapt this class session from the work of Deborah Smith Johnston of Lexington High School and Northeastern University in Massachusetts. She has been recognized as the outstanding Geography teacher by the [National Council of Geography Education \(http://www.ncge.org\)](http://www.ncge.org). Her objective is: "For students to envision the historical world spatially in order to create mental geographical constructs that are useful in providing them with a framework for understanding the world through interactions across time and place."

31 August: THE THREE SOCIAL AND CULTURAL ENVIRONMENTS: American, European, and African Keen/Haynes, Introduction and chs. 1 and 2; Burns, ch. 1 3  
September: Labor Day (no class) A long time ago (and before there was a country called "Israel"), one of the greatest U.S. leaders of the 20th century said, "Labor like Israel has many sorrows...." And it continues to be so. 5, 7 and 10 September: IBERIAN EXPANSION: Castile and Portugal seek world empires Keen/Haynes, pp. 2–4 and ch. 3 12, 14 and 17 September: THE INSTITUTIONS OF IMPERIALISM: The consolidation of empire Keen/Haynes, chs. 4 and 5; Burns, ch. 2 18 September: THE WORLD IN A BOX Viewing and discussion of the video "The World in a Box" (an introduction to Geographic Information Systems, GIS). Students who attend one of these sessions and submit their notes, along with a statement of how GIS might be used in the study of History, may earn up to three points toward their course total, depending on the quality of their notes and statement. 19 and 21 September: LATIN AMERICA IN THE AGE OF THE ENLIGHTENMENT: From Crown domains to colonies Keen/Haynes, chs. 6 and 7 24 and 26 September: THE WORLD TURNED UPSIDE DOWN: Revolution and the end of empire Burns, ch. 3; Keen/Haynes, ch. 8

28 September: FIRST EXAM On all readings and discussions to date.

1, 3 and 5 October: ADVENTURES IN NATIONHOOD (I): Imperial Brazil Burns, ch. 4; Keen/Haynes, pp. 182–183 and ch. 9

4 October: GIS IN THE HUMANITIES For those students who are interested, I have organized a special presentation on Thursday, 5 October, at 7:00 p.m., by Dr. Karen Kemp of the University of Redlands in California. Students who attend Dr. Kemp's presentation and submit their notes on her lecture will earn up to three points toward their course total, depending on the quality of their notes. 8 and 10 October: ADVENTURES IN NATIONHOOD (II): Mexico and *La Reforma* No additional reading assignment. Start the reading for the next assignment. 12 October: THE POSITIVIST AGE Keen/Haynes, chs. 10, 11 and 19 (502–510; 522–527); Burns, ch. 5 15 and 17 October: REPUBLICAN BRAZIL Burns, ch. 6; Keen/Haynes, read pp. 262–272 and review ch. 10 (236–244) 19 and 22 October: REVOLUTIONARY MEXICO Keen/Haynes, ch. 12 (to p. 287); Burns,

ch. 7 24 October: NEW NATIONALISM (I): Storm over the Andes Keen/Haynes,  
ch. 16 26 and 29 October: NEW NATIONALISM (II): Mexico Keen/Haynes, ch.  
12, pp. 287–296; Burns, ch. 8

31 October: SECOND EXAM On all readings and discussions since the last exam.

2, 5 and 7 November: NEW NATIONALISM (III): Brazil Keen/Haynes, ch. 15,  
pp. 358–376 9 and 12 November: NEW NATIONALISM (IV): Argentina  
Keen/Haynes, ch. 13 14 and 16 November: MARXISM AND THE INTELLECTUALS  
Burns, ch. 9; Keen/Haynes, ch. 21 (review pp. 578–599; read pp. 599–607) 19,  
21, and 23 November: Thanksgiving Holiday (no class) 26 and 28 November:  
THE ROAD TO SOCIALISM: Cuba Keen/Haynes, chs. 12 (296–310), 17, 18  
(461–463), and 20 (556–562) 30 November: MILITARY DICTATORSHIP IN DEFENSE OF  
THE OLD ORDER (I): Chile Keen/Haynes, ch. 14 3 and 5 December: [Electronic Cultural Atlas Initiative \(ECAI\) \(http://ecai.org\)](http://ecai.org) meeting,  
Guadalajara, Mexico, in conjunction with the [Pacific Neighborhood Consortium \(PNC\) \(http://pnclink.org\)](http://pnclink.org) (http://pnclink.org). [Ibero-Mundo Regional Atlas Team \(http://redgeomatematica.rediris.es/ecai/atlas\\_iberomundo/atlas\\_iberomundo.html\)](http://iberomundo.atlas.iberomundo.html),  
Spanish "Santuarios" Team, [Cartographic Guidelines Team \(http://redgeomatematica.rediris.es/ecai/cqc/index.html\)](http://redgeomatematica.rediris.es/ecai/cqc/index.html), Technology Team (no  
class) 7 December: MILITARY DICTATORSHIP IN DEFENSE OF THE OLD ORDER (II):  
Brazil and Central America Keen/Haynes, chs. 15 (pp. 376–392) and 18 10  
December: THE GREAT FEAR Burns, ch. 10; Keen/Haynes, chs. 19 (510–522;  
528–540) and 20, and review pp. 261–272 12 December: GROWTH OR DEVELOPMENT --  
APPROPRIATE INVESTMENT Exploration of E. Bradford Burns's distinction  
between economic growth and development. 14 December: LATIN AMERICA --  
GLOBALIZATION'S IMPACT ON A WORLD REGION Exploration of "globalization"  
and its impact on the peoples of contemporary Latin America.

Monday, 17 December: THIRD EXAM (7:30 – 9:30 a.m.) On all readings and  
discussions since the last exam.

## OLD EXAMINATION QUESTIONS

For study purposes, you may refer to the examination questions used in earlier  
versions of this course at the URL

<http://www.isu.edu/~owenjack/latam/oldques.html> (oldques.html)

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