

**COLLEGE OF THE HOLY CROSS (<http://www.holycross.edu>)**  
**DEPARTMENT OF HISTORY ([../..../website/homepage/index.html](http://www.holycross.edu/website/homepage/index.html))**

**The History of Central American and the Hispanic Caribbean**  
**HIST 340**  
**Spring 2000**

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[\(http://www.artxpo.com/escalet/\)](http://www.artxpo.com/escalet/)

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**PURPOSE AND SCOPE:**

This course provides an introduction to the history of Central America and the Hispanic Caribbean (Cuba, Puerto Rico, Dominican Republic) since the early nineteenth century. It is organized around the concept of national political histories—that is, the formation of independent states after centuries of Spanish colonial rule. Within this framework we will also examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation. Nonetheless, the readings are intended to provide an overview of the principal historical themes in the literature on each of the countries covered.

Please notice that this course will rely heavily on student discussion of readings. I will provide an introductory lecture, but for the most part I will be eliciting, directing and reorienting class discussion by posing questions and suggesting themes and perspectives. Class sessions are for discussion of issues, questions, relationships, concepts, and approaches.

## **REQUIREMENTS:**

*Your participation* in this class constitutes a contract between you and myself. As part of this contract I expect you to follow the guidelines presented here and I in turn will do my best to convey to you, in a variety of manners, the most important themes in the study of Central American and Hispanic Caribbean history. Most important, I expect a reasonable degree of enthusiasm and interest from you. You will have to complete all requirements in order to receive a grade in this course. I expect you to come to all class sessions and be on time. I expect all students to participate in debates and discussions, and to feel free to bring in any additional materials, sources, or questions to class meetings.

*You can expect from me* : Useful written comments on your work but also oral and individual feedback. Careful guidance of class discussion in an open-ended but still directed fashion. Openness to consider new questions and different ways of understanding things. Respect for your opinions and experiences but also a careful prodding of your assumptions, biases and silences. Fair grading and evaluation and reasonable expectations as to what can be learned in one semester, despite the longer-than-average reading load. Most importantly: a passionate interest and concern for the peoples of the countries we will be talking about, and a live fascination with all aspects of history. I will also provide you with weekly questions that will guide your work and give you a sense of what I expect you to come away with at the end of the week.

*Participation* : Your participation in class activities, including attendance, will be an important component of your final grade. The short assignments that form part of the participation grade include short response papers. They should be about one page long and need not be typewritten. They should, however, reflect some thinking, coherent questioning, analysis or reflections upon some aspect of that weeks readings.

*Films* : I will schedule four or five films as part of this course. Some showings will be during class time, others will not. Attendance is required and encouraged.

## **DETERMINATION OF GRADE:**

- Two discussion papers (20% each)
- Final Exam (15%)
- Final discussion/research Paper (20%)
- Class participation, short assignments, presentations (25%)

Late papers and assignments will be penalized for each day of lateness at the rate of a third of a grade per day (B to B-, B- to C+, A to A-, etc).

In the calculation of the final grade of borderline cases improvement and dynamic class participation will be decisive factors. I consider all students equally capable of successfully completing the requirements for this class with an above average grade. In other words, I do not automatically assume that there cannot be "too many" A's (or C's, for that matter) in any class. I take into consideration the best and the worst that a particular class produces in determining the grade of all students.

Two Short Discussion Papers: I will provide the topics for these papers. Some will be based on class readings and discussion while others will involve some additional or individual work. These papers will need to be 6–7 pages in length and reflect your participation in class, your completion of readings, and your own analysis of the materials. They will be due as indicated in the handout that explains each project. They must conform to the history department's [handbook on the writing of papers](http://intranet.holycross.edu/departments/history/alauria/style.htm) (<http://intranet.holycross.edu/departments/history/alauria/style.htm>). The third paper will combine discussion of in-class readings and issues with open-ended research and a in-class report on a specific country. Each student will also be responsible for organizing class discussion once during the semester.

A significant part of your grade will be determined by your class participation, weekly written work and attendance. Students will often be asked to prepare 1–3 page reports on the readings and participate in presentations of the assigned materials. Sometimes these short assignments will be a summary or discussion of the readings. Other times I will ask you to answer specific questions.

#### **BOOKS FOR THIS COURSE:**

The following books have been ordered by the bookstore. Other readings will be available in a reading packet which will be made available to you for individual copying.

- Aviva Chomsky and Aldo Lauria-Santiago, eds. *Identity and Struggle at the Margins of the Nation-State: The Laboring Peoples of Central America and the Hispanic Caribbean*. Duke University Press.

- Ada Ferrer. *Insurgent Cuba : Race, Nation, and Revolution 1868–1898*. Univ of North Carolina Press.

- Cesar J. Ayala. *American Sugar Kingdom : The Plantation Economy of the Spanish Caribbean, 1898–1934*. Univ of North Carolina Pr;

- W. George Lovell. *A Beauty That Hurts : Life and Death in Guatemala Between the Lines*

- Mario Lungo, Arthur Schmidt (Editor), *El Salvador in the Eighties : Counterinsurgency and Revolution*. Temple Univ Press

- Lynn Horton. *Peasants in Arms : War and Peace in the Mountains of Nicaragua, 1979–1994*. Ohio Univ Pr

- Marifeli Perez-Stable. *The Cuban Revolution : Origins, Course, and Legacy*. Oxford Univ Press

- Jan Rogozinski. *A Brief History of the Caribbean: From the Arawak and the Carib to the Present*. Meridian Books

## COURSE ORGANIZATION AND SCHEDULE:

### Unit 1: [Jan 18,20,] Formation of Colonial Societies 1500–1898

\* Rogozinski, \_parts\_ 1,3  
 \* For Thursday:  
 \* Map Exercise--identify all the principal countries, cities, and physical features of the Caribbean/Central America region [exercise will be done in class on a blank map] Use \_some\_ of the following maps to prepare. Browse at will--lots of interesting information here.  
 \* [Central American and the Caribbean--Political]  
 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/americas/America\\_Caribbean\\_pol.97.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/americas/America_Caribbean_pol.97.jpg))  
 \* [Central American and the Caribbean--Satellite]  
 (<http://www.odci.gov/cia/publications/factbook/figures/802635.jpg>)  
 \* [Individual Country Maps]  
 (<http://www.wheretostay.com/islands/maps/index.html>)  
 \* [Central America--Political]  
 (<http://maps.excite.com/img/tra/mag/map/centam.gif>)  
 \* Individual Maps  
 \* [The start of the Caribbean Plantation in the Guyanas]  
 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/americas/British\\_Guiana.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/americas/British_Guiana.jpg))  
 \* [Roads and Rails of Cuba's sugar economy in 1920]  
 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/historical/Cuba\\_1919.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/historical/Cuba_1919.jpg))  
 \* [Puerto Rico 1920]  
 ([http://www.lib.utexas.edu/Libs/PCL/Map\\_collection/historical/Porto\\_Rico\\_1920.jpg](http://www.lib.utexas.edu/Libs/PCL/Map_collection/historical/Porto_Rico_1920.jpg))  
 \* [Disaster and Resource Maps of Central America]  
 (<http://cindi.usgs.gov/events/mitch/atlas/index.html>)  
 \* [Individual countries including some relief maps]  
 (<http://geography.miningco.com/education/geography/library/maps/blindex.htm?TMog=331107328113452m&Mint=72884395713618&FFV=1#c>)  
 \* Outline some of the most important forces that have shaped the long-term history of this region (1-2 pages) [please hand in on Tuesday]

### Unit 2: [Jan 25,27] Land, Labor and Production during the Nineteenth Century

- \* Chaps by Lauria-Santiago and Charlip in Chomsky and Lauria-Santiago
- \* Ayala, chaps, 1-2
- \* Rogozinski, chaps. 14-15
- \* Bethell, chaps. 1 and 2 [Photocopy]
- \* For this week:
  - \* Prepare for brief discussion of Bethell and Rogozinski on Tuesday
  - \* Prepare for discussion of Ayala, L-S, and Charlip chapters Thursday

### **Unit 3: [Feb 1,3,8] Nation, Race and Colonialism in Cuba, 1860s–1900**

- \* Ferrer, entire

### **Unit 4: [Feb 10,15,17] Empire of Liberty or Empire of Sugar? US Capital in the Caribbean 1900–1930s**

- \* Ayala, chaps 3-end
- \* Chap by Carr in Chomsky and Lauria-Santiago
- \* [First paper assignment--due Monday Feb 28 4pm](firstpaper.htm)
- \* For Tuesday: be prepared to talk about the second half of Ayala
- \* Thursday: Brief Lecture on Cuba 1898-1930, complete discussion of Ayala and discuss Carr
- \* \*\*Please remember our goal: the consistent completion of reading and weekly assignments by all will do away with the final exam!\*\*
- \* \*\*Useful Links\*\*
  - \* [Historical Graphics - Political Cartoons Photographs and Advertising]  
(<http://www.boondocksnet.com/gallery/index.html>)
  - \* [Imperialism in the Making of America]  
(<http://www.boondocksnet.com/moa/index.html>)
  - \* [OrishaNet](<http://www.seanet.com/~efunmoyiwa/ochanet.html>)
  - \* [Welcome to Egbe Lukumi](<http://www.egbelukumi.com/>)
  - \* [A Splendid Little War]  
(<http://www.smplanet.com/imperialism/splendid.html#It>)
  - \* [The Timetable History of Cuba Index Page](<http://www.historyofcuba.com/>)
  - \* [From the diary of General Maximo Gomez]  
(<http://www.historyofcuba.com/history/gomez.htm>)
  - \* [Spanish American War](<http://www.spanam.simplenet.com/>)

### **Unit 5: [Feb 22,24] Peasants and Workers in the Social and Political History of the Region**

- \* Chaps by Gould, Alvarenga, Forster, Chomsky, and Turits in Chomsky and Lauria-Santiago
- \* Rogozinski, chaps. 16-17

### **Unit 6: [Feb 29, Mar 2] Colonialism and Autonomy in Puerto Rico**

- \* James Dietz, \_Economic History of Puerto Rico\_ , Chaps. 2-5.

### **Unit 7: [Mar 14,21,23] Neo-Colonialism and the origins of the Cuban Revolution**

- \* Perez-Stable, entire.
- \* [Cuba assignment!!](cuba.htm)

#### **Unit 8: [Mar 28,30,4] Historical Origins of the Civil War in Guatemala**

- \* Bethel, chap. 4 [Reserve]
- \* Lovell, entire
- \* [Cuba paper assignment](cuba.htm)

#### **Unit 9: [April 6,11,13] Successes and Failures of the Sandinista Revolution**

- \* Horton, entire
- \* Bethell, chap 7 [Reserve]
- \* [Final Paper Assignment!](thirdpaper.htm)

#### **Unit 10: [April 18,25,27] Revolution and Counter-insurgency in El Salvador**

- \* Bethell, chap. 5 [Reserve]
- \* Lungo, entire