

0601H300

Latin History

Instructor: Dr. Jorge Hernandez-Fujigaki

Time: Monday through Friday (June 15, 2020 - July 17, 2020)

Office Hours: 2 hours (according to the teaching schedule)

Contact Hours: 60 (50 minutes each)

Credits: 4

Location: Huiquan Building

Office: Huiquan Building 518

Course Description

The purpose of this course is to survey the history of Latin American societies and cultures from shortly before the arrival of Europeans in the late 15th century to the present. Lecture topics include the nature of Native American societies, European conquest and settlement, the nature of Spanish and Portuguese colonial rule, independence movements in the early 19th century, efforts to create stable nations after independence, 20th century social, political, and economic patterns, and the role of the United States in the region. Videos will highlight such themes as urbanization, migration, gender, and identity. We have selected a small number of countries, time periods and comparative topics for more extended study. Taking five hundred years of the history of several countries in a semester could make any course schematic, simplistic and disjointed. To reduce these risks, students will be expected to keep abreast of assigned readings and to press the instructor for clear, illuminating answers to the questions these readings and lectures suggest.

Required Textbooks

Born in Blood and Fire: A Concise History of Latin America (Fourth Edition), John Charles Chasteen (2016).

Prerequisites

No prerequisites

Course Hours

The course has 25 sessions in total. Each class session is 120 minutes in length. The course meets from Monday to Friday.

Course Schedule

Please note that the schedule is meant to give an overview of the major concepts in this course. Changes may occur in this calendar as needed to aid in the student's development.

Week	Selected Discussion Topics	Readings
Week 1: 06/15-06/19	<p>Introduction/Discovery, Conquest, and Resistance</p> <p><u>Chapter 1</u> Pre-Columbian Americans The Reconquest of Moslem-held Lands in Spain Africa and the Slave Trade The Fall of the Aztec and Inca Empires The Birth of Spanish America</p> <p><u>Chapter 2</u> The Colonial Economies: Mining of Precious Metals (Gold and Silver); Rise of Commercial Crops (sugar) The Birth of New Spain (Mexico) and Peru Transculturation/The Merging and Converging of Europeans, Amerindians and Africans/Religious Syncretism between Christianity and Amerindian Religions Racial/Ethnic Miscegenation and the Birth of New Ethnic Groups in Latin America Colonial Rebellions: Quilombos & Palenques</p>	Chasteen: Chapter 1, “Encounter, ” & Chapter 2, “Colonial Crucible”
Week 2: 06/22-06/26 EXAM#1 (June 24 th)	<p>Discovery, Conquest, and Resistance (Contin.) Emerging Nation-States/ The Era of the Caudillos/American Expansionism in Mexico</p> <p><u>Chapter 3</u> The independence of Latin America Spanish-American Rebellions Begin, 1810–15 The Patriots’ Winning Strategy: Nativism The Monarchical Solution in Mexico, 1821 Simon Bolivar and Revolution in South America</p>	Chasteen: Chapter 3, “Independenc e” & Chapter 4, “Postcolonial Blues.”

	<p><u>Chapter 4</u> Liberals vs. Conservatives The Era of the Caudillo: Antonio López de Santa Anna & Juan Manuel de Rosas Resurgence of Nativism: Mexico & Argentina American Annexation of Mexican Territory: The Mexican American War, 1846-48</p>	
<p>Week 3: 06/29-06/30 07/01-07/03</p>	<p>The Era of the Caudillos (Cont.) /American Imperialism in Latin America & the Caribbean</p> <p><u>Chapter 5</u> Liberal Reforms in Mexico in the Mid-Nineteenth Century, Civil War, and Foreign Intervention Transportation Revolution: Steamships and Railroads Domingo Faustino Sarmiento (Argentina) & European scientific racism War of the Pacific (1879–84) or the Saltpeter War between Bolivia and Peru vs. Chile</p> <p><u>Chapter 6</u> The Great Export Boom: Sugar, Nitrates, Copper, Iron, Wheat, Coffee, Rubber, Bananas The United Fruit Company and the Birth of the “Banana Republics” in Central America American Investments, Railroad Construction in Mexico (1880s-) and Land Dispossession American Investments in the Extractive Industry of Northern Mexico Authoritarian Rule: Oligarchies and Dictatorships Mexico: Porfirio Diaz (1876-1911) The Spanish-American War (1898) and the Birth of American Empire European and U.S. Ethnocentric Views about Africans, Asians and Latin Americans. Eugenics and European Immigration to Latin America</p>	<p>Chasteen: Chapter 5, “Progress” and Chapter. 6, “Neocolonialism”</p>
<p>Week 4: 07/06-07/10</p> <p>EXAM #2 (July 8th)</p>	<p>American Imperialism in Latin America & the Caribbean (Cont.)/Resurgence of the National Movement (Nationalism)/ Import Substitution Industrialization</p> <p>Resurgence of Nationalism and Nativism The Mexican Revolution (1910-1920) Mexican Artists Diego Rivera and Frida Kahlo</p>	<p>Chasteen: Chapter 7, “Nationalism.”</p>

	<p><i>Indigenismo</i> – nationalist emphasis on indigenous roots in Mexico & Peru</p> <p>Import Substitution Industrialization or the Industrial “take-off” of Brazil, Mexico and Argentina</p> <p>The Nationalization of the Petroleum Industry in Mexico (1938)</p> <p>President Franklin Delano Roosevelt and the “Good Neighbour Policy”</p> <p>Outbreak of World War Two and Import Substitution Industrialization</p> <p>Dictators in Latin America: Fulgencio Batista (Cuba), Rafael Trujillo (Dominican Republic) and Fulgencio Batista (Cuba)</p>	
<p>Week 5: 07/13-07/17</p> <p>FINAL EXAM (July 16th)</p>	<p>Revolutions and Reactions</p> <p>Raúl Prebisch and the Dependency/Periphery Model</p> <p>Peronismo in Argentina</p> <p>Mexico and the Institutional Revolutionary Party</p> <p>Onset of the Cold War</p> <p>Organization of American States (OAS)</p> <p>Overthrow of Jacobo Arbenz in Guatemala</p> <p>Literature and the Cold War: Pablo Neruda (Chile)</p> <p>The Cuban Revolution (1953-1958)</p> <p>Cuban Missile Crisis (1962)</p> <p>Countercurrents: Liberation Theology</p>	<p>Chasteen: Chapter 8, “Reaction”</p>

Course Requirements

Tests. Students are required to take THREE exams. Each exam will be worth 30 points. The exams will be based on the material covered in the lectures and on the content of the reading assignments. Study questions for the examinations will be distributed in class prior to the exams. If you answer the study questions, you can use those answers to help you with the exams. Each test may involve a combination of multiple-choice, identifying, and essay questions. *The final exam will cover only material from the required chapters that were not included in the other tests.*

Participation (5%):

Participation is essential to building fundamental understanding of the subject matter. All students are expected to contribute actively to class activities by coming to class prepared.

Being prepared means the following:

- not assuming that participation simply means showing up for class

- be motivated and take responsibility for your own learning.
- thoroughly reading and studying all material before arriving to class
- paying careful attention to what classmates and teachers have to say
- taking notes during lectures, videos, and discussion
- actively contributing to class discussions
- being alert and paying attention throughout the entire period
- completing assignments on current topics

Attendance (5%)

Attendance is mandatory in this class. It would be recorded each class and forms part of students' participation record. Students should inform the instructor at the earliest opportunity if they need to ask for a leave. All absences may have negative effect on students' final grades. Any students with more than three unexcused absences will automatically fail the course.

Important Note: Attendance and class participation can affect borderline grades

Grading Policy

Exam 1 (June 24 th)	30%
Exam 2 (July 8 th)	30%
Exam 3 (July 16 th)	30%
Class Attendance	5%
Participation	5%

Procrastination

Postponing the readings to the night before a test makes it virtually impossible to put the ideas and events mentioned in the text into their proper historical context—this is largely the purpose of the lectures. While this course will not emphasize memorization of names and dates, some memorization is unavoidable, and it is easier to memorize one thing per day than fifty things in one night.

Problems

If you are feeling overwhelmed, find yourself falling behind, or are having any problems outside of class that are adversely affecting your performance in class, be sure to let me know. Do not wait until the end of this very short semester when it will be too late. I am more than willing to work with you to insure you do well in this class, but I need to know you are having difficulties. Come to see me, leave a message with the teaching assistant or send an email as soon as a problem arises and we can work something out. If you are struggling academically, I will gladly give you extra help.

“Face-to-Face” Interaction

I strongly urge all of you to come to my office hours even on the flimsiest of pretexts. I don't think I'm too intimidating and I honestly enjoy getting to know students.

Special Circumstances

If you have a specific physical or learning disability and require accommodations, please let the instructor know early in the semester so that your needs may be appropriately meet.

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.