Instructor: Dr. Gregg French
Semester: Winter 2019
Class Times: Tuesdays and Thursdays, 3:00pm–4:30pm
Class Location: Beveridge Arts Centre 206
Course Website: http://acorn.acadiau.ca
Contact Information

Instructor: Dr. Gregg French  
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Office Location: Beveridge Arts Centre 408  
Office Hours: Thursdays, 4:30pm–5:30pm or by appointment

Official Course Description

The colonial policy of Spain and Portugal in the New World; the development of colonial society and the struggle for independence. Emphasis will be placed upon the major political and social problems encountered by the people of Mexico, Argentina, Brazil, and Chile since the early nineteenth century.

Course Outline

From a transnational perspective, this survey course will explore Latin American history from the pre-contact era to the present. In a lecture-seminar hybrid setting, students will encounter the major historical events that shaped the region, such as the conquest of the New World by the Spanish and Portuguese empires, the establishment of the institution of slavery, the colonial reforms of the eighteenth century, independence movements and the rise of regional strongmen, neocolonialism, U.S. incursions, revolutions, civil wars, and the emergence of the Pink Tide movement following the end of the Cold War. Students will engage with these topics from both top-down and bottom-up perspectives, and will also have the opportunity to analyze and critique a variety of primary and secondary sources throughout the semester.

HIST 2393.X2 will consist of two classes per week. During the first twenty minutes of each week, the instructor will lead a discussion about the previous topics that were addressed in the course, as well as any forthcoming assignments/evaluations. Attending this portion of the class will be essential to succeeding in HIST 2393.X2 and is an excellent opportunity for students to ask the instructor any questions that they may have about the course. Additionally, the final twenty minutes of each week will be dedicated to discussing any of the course readings that were not already addressed during the week’s lectures. This segment of the class provides students with an opportunity to increase their participation, as well as to debate and discuss the topics under examination in the course.
Course Outcomes

By the conclusion of this course, students will be able to:

- Clearly define the major developments that shaped Latin America from the colonial period to the present.
- Evaluate, analyze, and synthesize historical materials (primary and secondary sources).
- Identify the role of theory and methodology in the production of historical knowledge.
- Express ideas and arguments of the discipline clearly and persuasively in written and oral form.
- Organize and present evidence in a coherent manner.
- Cite references using The Chicago Manual of Style.
- Apply research, critical thinking, writing, and organizational skills to new tasks.

Textbooks/Readings Materials


Additional readings will be available electronically.

Course Requirements and Evaluations

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<tr>
<th>Requirement</th>
<th>Due:</th>
<th>Percentage</th>
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<tr>
<td>Map Quiz</td>
<td>January 17, 2019</td>
<td>10%</td>
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<tr>
<td>Primary Source Assignment</td>
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<td>Mid-Term Examination</td>
<td>February 12–14, 2019</td>
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<td>Current Events Assignment</td>
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<tr>
<td>Attendance and Participation</td>
<td>Full Semester</td>
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<td>Final Examination</td>
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Map Quiz

During our class on **January 17, 2019** we will be having a map quiz. Students will be given a blank map of Latin America and a list of twenty countries, cities, mountain ranges, and major bodies of water. Students will then be asked to properly label the map. Knowing where specific countries, cities, mountain ranges, and major bodies of water exist in Latin America will be essential to a student’s success in this course.

Primary Source Assignment

This assignment will provide students with an opportunity to come into contact with a primary source document, which will be posted online. In the assignment, students will be asked to interpret and analyze the document, place it in its appropriate historical context, and evaluate the document’s historical significance. The assignment should be approximately three pages in length and will be submitted on **January 31, 2019**.
Mid-Term Examination
The mid-term examination will occur over two days and will be made up of two parts. The first portion of the examination, which will occur in class on **February 12, 2019**, will offer students twelve identification questions (people, places, events, documents, theories) and students will be asked to select four. Students will then be asked to define the who, what, where, why, how, when, and historical significance associated with each identification question that the students selected.

The second portion of the examination, which will occur in class on **February 14, 2019**, will offer students three historical questions. Students will be asked to select one of these questions and will be expected to appropriately answer it in essay form.

Current Events Assignment
This assignment will enable students to make connections between the past and the present by reviewing current news reports and addressing how they relate to the topics under discussion in the course. Students will be expected to select ten different current events from newspapers, television reports, credible news websites, and magazine-format newspapers. They will then be asked to cite these sources correctly, using *The Chicago Manual of Style*, and to give a 200-word synopsis of each event. This assignment will be submitted on **March 28, 2019**.

Attendance and Participation
This course will be conducted as a lecture-seminar hybrid. Therefore, students will be expected to have their weekly readings completed prior to class on Tuesday afternoons and to participate when called upon. Students are also encouraged to ask questions and to stimulate discussions.

*5% of the student’s grade will be based on their attendance. The remaining 10% of the student’s grade will be based on their participation.*

Final Examination
The final examination will be held during the **April Exam Period**. Similar to the mid-term examination, the first portion of the examination will offer students twelve identification questions (people, places, events, documents, theories) and students will be asked to select four. Students will then be asked to define the who, what, where, why, how, when, and historical significance associated with each identification question that the students selected.

The second portion of the examination will offer students three broad historical questions. Students will be asked to select one of these questions and will be expected to appropriately answer it in essay form.
**Late Penalties**

If a student fails to submit the primary source assignment or the current events assignment on the appropriate due date, 5% will be immediately deducted from the overall grade of the paper. For every day that the assignment is late, after that initial day, the student will be penalized an additional 2% per day.

In regards to the map quiz, mid-term examination, and final examination, a student will receive a grade of 0% if they fail to complete these evaluations.

**Understanding Plagiarism and Academic Integrity**

**Plagiarism is a serious academic offense. According to the online Oxford English Dictionary, plagiarism is defined as:**
- The action or practice of plagiarizing; the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another.

**Plagiarism also includes:**
- Having a friend write a paper for you or using someone else's as your own.
- Submitting a paper or assignment for more than one class!
- Downloading or buying a term paper from the web.
  Stated in simpler terms, plagiarism is stealing. Attempting to pass off others' work as if it were your own is fraud and grounds for academic discipline.

**Academic Integrity**

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

* Please note this information was retrieved directly from: [https://libguides.acadiau.ca/plagiarism](https://libguides.acadiau.ca/plagiarism)
**Accessible Learning / Accommodations**

If you are a student with a documented disability who anticipates needing support or accommodations, please contact Dr. Abu Kamara, Coordinator, Accessible Learning Services at 902-585-1291, abu.kamara@acadiau.ca or Marissa McIsaac, Accessibility Officer at 902-585-1520, disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall.

**Diversity Statement**

The study of history provides instructors and students with an opportunity to examine how inequalities have been systematically ingrained into communities. The first step towards addressing diversity is recognizing that equality does not exist. Despite the beliefs of neo-liberal pundits and countless government charters, we are not all equal. Every one of us is a distinct entity with our own experiences that shape the way we perceive the world. However, when we enter a community of inquiry with an open mind, we can create a safe space for individuals of all races, genders, socio-economic classes, religions, sexual orientations, physical and mental abilities, ages, and ethnicities to come together and better understand how the past has shaped the present.

I intend to create a safe and productive learning environment for every student enrolled in HIST 2393.X2. In exchange, I ask that all of you respect the views and opinions of your fellow classmates, and if you have any suggestions on how to increase the inclusivity of the course, please feel free to contact me at any time.

Additionally, we must acknowledge that Acadia University exists on the unceded territory of the Mi’kmaq people.
Lecture Schedule

Week 1
January 8–10, 2019
• Introduction: The Study of Latin American History
    ▪ Chapter 1: Welcome to Latin America

Week 2
January 15–17, 2019
• The Pre-Contact Worlds and Early Encounters
    ▪ Chapter 2: Encounter
    ▪ Chapter 1: Chronicles of the Encounter
  o Map Quiz (January 17, 2019)

Week 3
January 22–24, 2019
• Controlling Hearts and Minds: The Crown, Church, and Inquisition in Latin America
    ▪ Chapter 3: Ruling New World Empires (p. 91–121)
    ▪ Chapter 2: Colonial Transculturation

Week 4
January 29–31, 2019
• Race and Slavery in Colonial Society
    ▪ Chapter 6: A New People and Their World
  o Due: Primary Source Assignment (January 31, 2019)
Week 5
February 5–7, 2019
• The Colonial Economy and the Reforms of the Eighteenth Century
    ▪ Chapter 3: Colonial Crucible

Week 6
February 12–14, 2019
• Mid-Term Examination
  o No assigned readings.

Week 7
February 19–21, 2019
• Reading Week
  o No assigned readings.

Week 8
February 26–28, 2019
• Independence and Creating Nations from a Colonial Past
    ▪ Chapter 4: Independence
    ▪ Chapter 3: A Taste of Independence

Week 9
March 5–7, 2019
• Life in Nineteenth Century Latin America
    ▪ Chapter 5: Postcolonial Blues
    ▪ Chapter 4: Creating National Identities

Week 10
March 12–14, 2019
• Export Economies and Authoritarian Rule
    ▪ Chapter 7: Neocolonialism
    ▪ Chapter 6: Reactions Against Neocolonialism
Week 11
March 19–21, 2019
- Populist Politics and Import Substitution Industrialization
    - Chapter 8: Nationalism
    - Chapter 9: Latin American Cities in the Twentieth Century

Week 12
March 26–28, 2019
- Challenging the Bipolar World: Latin America and the Cold War
    - Chapter 9: Revolutions
    - Chapter 8: Cold War Visions
  - **Due: Current Events Assignment (March 28, 2019)**

Week 13
April 2–4, 2019
- “At War with the Past”: Latin America in the Post-Cold War Era
    - Chapter 11: Neoliberalism and Beyond
    - Chapter 10: Speaking for Themselves