I. Scope and Focus of the Course

The history of Latin America and the Caribbean since 1492 presents an excellent laboratory for many of the socio-political and economic issues currently debated in many countries across the globe — the wealth and poverty of nations (why some countries are poor and others are rich); the role of the state versus that of the market in the development process; the role of geography; the problem of unequal development among racial groups, ethnic nationalities, and regions; the problem of inequity in distribution; the problem of dealing with the vicissitudes of the global system over which individual countries or regions have no control; the problem of dealing with public debts (especially external debts) accumulated over time; the role of the World Bank and the International Monetary Fund (IMF). All these and more are issues we grapple with as we study the development process in Latin America and the Caribbean since 1492. The knowledge we gain from the study is valuable intellectually and practically both in relation to Latin America and the Caribbean and to issues of current general concern across the globe. For the latter purpose, we make deliberate efforts to have a global context for the discussion of issues in Latin American and Caribbean history. Let us take the comparative data in Table 1 and Table 2 as a point of departure. The Gross National Income (GNI) and Gross Domestic Product (GDP) of Latin America and the Caribbean, 1700-2013, are compared with that of the United States and South Korea.

Our intellectual challenge is to study the history of Latin America and the Caribbean in order to be able to explain the differences we observe over time in the tables. The differences between the United States and Latin America and the Caribbean are particularly important. They will occupy much of our attention. The Tables do not show figures for 1400. But we do have a lot of information which shows the comparative levels of socioeconomic development in the sub-regions of the Americas between 1400 and 1492. That will be the starting point of our narrative. Six distinct periods of the narrative should be noted: 1400-1500; 1500-1820; 1820-1912; 1950-1980; 1990-2000; 2001-2013. Among other things, the role of the state versus that of the market will be a major focus of our investigation, so that we can offer some historical perspective for the ongoing intellectual and policy debates on the issue. The rise of Brazil (within BRICS: Brazil, Russia, India, China, South Africa) as a global economic power is also a major issue in our investigation and discussion.
Table 1: Comparative Gross National Income (Purchasing Power Parity dollars)  
(selected Countries in selected years)

<table>
<thead>
<tr>
<th>Country</th>
<th>Population (millions)</th>
<th>GNI ($ billion PPP)</th>
<th>GNI per capita ($ PPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>41</td>
<td>616.1</td>
<td>15,150</td>
</tr>
<tr>
<td>Brazil</td>
<td>195</td>
<td>2,129.0</td>
<td>10,920</td>
</tr>
<tr>
<td>Chile</td>
<td>17</td>
<td>2,380</td>
<td>13,890</td>
</tr>
<tr>
<td>Mexico</td>
<td>109</td>
<td>1,629.2</td>
<td>15,010</td>
</tr>
<tr>
<td>Peru</td>
<td>29</td>
<td>263.7</td>
<td>8,940</td>
</tr>
<tr>
<td>Cuba</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2.7</td>
<td>20.139</td>
<td>7,430</td>
</tr>
<tr>
<td>Latin America &amp; the Caribbean</td>
<td>578</td>
<td>6,329.6</td>
<td>10,951</td>
</tr>
<tr>
<td>USA</td>
<td>310</td>
<td>14,561</td>
<td>47,020</td>
</tr>
<tr>
<td>South Korea</td>
<td>49</td>
<td>1,417.9</td>
<td>29,010</td>
</tr>
<tr>
<td>South Korea</td>
<td>49</td>
<td>1,417.9</td>
<td>29,010</td>
</tr>
</tbody>
</table>


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Table 2: Ratio of GDP Per Head to USA GDP Per Head (US = 100), 1700-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Argentina</th>
<th>Brazil</th>
<th>Chile</th>
<th>Colombia</th>
<th>Cuba</th>
<th>Mexico</th>
<th>Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>1700</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>167</td>
<td>89.0</td>
<td>—</td>
</tr>
<tr>
<td>1800</td>
<td>—</td>
<td>91.4</td>
<td>—</td>
<td>—</td>
<td>112</td>
<td>50.0</td>
<td>—</td>
</tr>
<tr>
<td>1820</td>
<td>42.3</td>
<td>32.5</td>
<td>23.4</td>
<td>—</td>
<td>115.7</td>
<td>41.2</td>
<td>39.6</td>
</tr>
<tr>
<td>1850</td>
<td>50.9</td>
<td>28.9</td>
<td>25.9</td>
<td>19.4</td>
<td>138.3</td>
<td>23.9</td>
<td>34.0</td>
</tr>
<tr>
<td>1901</td>
<td>59.5</td>
<td>10.5</td>
<td>20.7</td>
<td>6.9</td>
<td>22.1</td>
<td>20.1</td>
<td>19.1</td>
</tr>
<tr>
<td>1912</td>
<td>68.4</td>
<td>11.2</td>
<td>23.6</td>
<td>7.3</td>
<td>23.3</td>
<td>21.1</td>
<td>21.3</td>
</tr>
<tr>
<td>1928</td>
<td>59.8</td>
<td>11.1</td>
<td>19.7</td>
<td>10.6</td>
<td>21.1</td>
<td>19.4</td>
<td>20.6</td>
</tr>
<tr>
<td>1960</td>
<td>38.0</td>
<td>10.5</td>
<td>13.2</td>
<td>8.7</td>
<td>11.1</td>
<td>17.8</td>
<td>15.7</td>
</tr>
<tr>
<td>1980</td>
<td>32.0</td>
<td>14.8</td>
<td>10.8</td>
<td>8.8</td>
<td>11.4</td>
<td>22.0</td>
<td>16.0</td>
</tr>
<tr>
<td>2000</td>
<td>21.9</td>
<td>10.5</td>
<td>14.0</td>
<td>7.2</td>
<td>7.9</td>
<td>16.4</td>
<td>11.4</td>
</tr>
<tr>
<td>2010</td>
<td>28.9</td>
<td>12.5</td>
<td>17.3</td>
<td>8.8</td>
<td>12.1</td>
<td>16.3</td>
<td>13.1</td>
</tr>
<tr>
<td>2013</td>
<td>—</td>
<td>27.3</td>
<td>39.0</td>
<td>22.0</td>
<td>34.3</td>
<td>29.9</td>
<td>25.7</td>
</tr>
</tbody>
</table>

II. Course Requirements

The course is made up of two lecture classes a week, as shown below. Students will be encouraged to ask questions and contribute to discussions at some point in the lecture classes. In order to facilitate understanding of the lectures and class discussions, students are requested to read closely the sections of the required readings relevant to the topics of each class (as shown below) before the class meets. **Students must read at least one of the texts listed for each class. Students are advised to attend all classes, and do so punctually.** Students' participation in class discussions and class assignments will account for 40 percent of the overall marks in the course, **10 percent of which is for attendance. Class Assignments Will be Given during Any Class Without Prior Notice. Students must, therefore, attend All Classes Punctually.** There will be a mid-term examination on October 8, 2015; it is a take-home examination to be returned to the professor on October 15, 2015. It carries 20 percent of the overall marks in the course. The other component of the course is a term paper of about twelve typed pages (double spaced), excluding footnotes and bibliography. The paper is to be based on a question chosen from among several questions drawn up by the professor. **However, students are also encouraged to design their own projects, which they must do in the early weeks of the course in consultation with the professor and the project must be approved by him.** The term paper/project is a thoroughly researched essay, formally written in flowing prose, and well documented with footnotes and references. The paper is to be submitted in class on or before December 10, 2015, and it carries 40 percent of the overall marks in the course.

III. Office Hours

The office hours are Wednesday 10 a.m.- 12 noon, in RRL 437. Students are advised to take advantage of the office hours to discuss with the professor issues in the course that are not clear to them. To see the professor, enter your name against one of the 15-minute long periods in the Office-Hour chart that will be circulated in class.

IV.A Required Textbooks for Students to Purchase

(Every student taking the course is expected to buy a copy of each of these books.)


IV.B Required and Recommended Textbooks Placed on Reserve:


V Sub-divisions and Period of Coverage

1. **Introduction** — geographical location of Latin America and the Caribbean; the nations of Latin America and the Caribbean in contemporary times; the socioeconomic and political characteristics of Latin America and the Caribbean in recent times; what the course sets out to achieve. *(September 1, 2015)*

2. **Latin America and the Caribbean before 1492** (that is, before the European intrusion initiated by Christopher Columbus in 1492) — geography; the peopling of the region (including discussion of the region's population size and distribution); economic and political organization. *(September 3, 2015)*

Reading:

3. **The Iberian peninsula, the Islamic World, and European expansion overseas:**
   European conquest and colonization of Latin America and the Caribbean; the construction of Spanish and Portuguese colonial economy and society in Latin America and the Caribbean; operation of the colonial economy in Spanish America: the political economy of Spanish subsistence and market production (especially gold and silver mining); the mobilization of Indian labor to meet both needs; the destruction of Indian populations in Latin America and the Caribbean. *(September 8, 2015)*

Reading:
- Charlip and Burns, *Latin America*, pp. 18-21, 33-64.
4. **Mining and the plantation economies of Spanish and Portuguese America** — the creation of slave-based economies and societies: socioeconomic institutions; property and income distribution; creation of interest groups in relation to political power distribution and the direction of state policies; implications for socioeconomic and technological development.  *(September 10, 2015).*

**Reading:** Burkholder & Johnson, *Colonial Latin America*, pp. 122-190, 282-338.

5. **The creation of slave-based plantation economies and societies in the Caribbean** and the implication for socio-economic and technological development in the 17th and 18th centuries.  *(September 15, 2015).*

**Reading:**

6. **The achievement of political independence in Latin America:** class structure of politically independent Latin American nations; economic and political power distribution among Latin American social classes and the intensification of external-oriented economic activities in the 19th century.  *(September 17, 2015).*

**Reading:**
- Charlip and Burns, *Latin America*, pp. 65-218

7. **The plantation economies and societies of the Caribbean in the 19th century** — consequences of emancipation; migration from Asia; problem of expansion of world sugar production.  *(September 22, 2015).*

**Reading:**
- Richardson, *Caribbean in the wider world*, pp. 38-77;

Eric Williams, *From Columbus to Castro*, pp. 328-391;

8. The effects of *World War I, The Great Depression, and World War II* on the economies and societies of Latin America and the Caribbean; the drive for industrialization through import substitution: some conceptual issues. (To include a discussion of why the United States industrialized in the 19th century and Latin America did not.) (September 24 & 29, 2015).

Reading:

Bulmer-Thomas, *Latin America Since Independence*, pp. 165-207;

Charlip and Burns, *Latin America*, pp. 219-240.


Reading:


**MID-TERM EXAMINATION:** Take-home Examination; questions will be distributed on October 8, 2015 and Type-written Answers to be submitted in class on October 15, 2015.

**Fall Term Break, October 5-6, 2015.**
10. **Neoliberalism and Economic Development in Latin America**: Elimination of trade restrictions, Deregulation, Privatization of state owned enterprises, and the development process, with emphasis on the recent rise of Brazil.  
*(October 20, 22, 27, 29, November 3 & 5, 2015)*.

**Reading:**  


Charlip and Burns, *Latin America*, 298-323;

11. **The Cuban revolution and the socialist approach to socioeconomic development in Latin America and the Caribbean**. *(November 10, 12, 17 & 19, 2015)*.

**Reading**: Perez, *Cuba*, pp. 77-290, 291-329.  


13. **U. S. relations with Latin America and the Caribbean** — past, present and future: *(December 1, 3, 8 & 10 2015)*.

**Reading:**  
Charlip and Burns, *Latin America*, pp. 165-176;

VI  Suggested Further Reading (Placed on Reserve)


4. Cambridge History of Latin America (all volumes; available in the library).


10. Andrew Maguire and Janet W. Brown (eds.), Bordering on Trouble: Resources and Politics in Latin America (Bethesda, Maryland, 1986).


BOOK CHAPTERS AND JOURNAL ARTICLES ON ELECTRONIC RESERVE


   (i) Friedrich Katz, "Introduction: Rural Revolts in Mexico," pp. 3-17;


(i) Alfred W. Crosby, "Conquistador y Pestilencia: The First New World Pandemic and the Fall of the Great Indian Empires," pp. 35-50;


(iv) D. A. Brading and Harry E. Cross, "Colonial Silver Mining: Mexico and Peru," pp. 129-156;


(i) Alfred Stepan, "Political Leadership and Regime Breakdown: Brazil," pp. 125-152;


(iii) David McCreery, "Debt Servitude in Rural Guatemala, 1876-1936," pp. 238-257;

(v) Thomas E. Skidmore, "Toward a Comparative Analysis of Race Relations since Abolition in Brazil and the United States," pp. 328-350;


(i) Luigi Manzetti, "The Evolution of Agricultural Interest Groups in Argentina," pp. 585-616;

(ii) Mario De Franco and Ricardo Godoy, "The Economic Consequences of Cocaine Production in Bolivia: Historical, Local, and Macroeconomic Perspectives," pp. 375-406;


(vii) Florence E. Mallon, "Indian Communities, Political Cultures, and the State in Latin America, 1780-1990," pp. 35-53;


(x) Jose Murilo De Carvalho, "Brazil, 1870-1914: The Force of Tradition," pp. 145-162;


(i) Steve J. Stern, "Feudalism, Capitalism, and the World-System in the Perspective of Latin America and the Caribbean," pp. 829-872;


(iii) Steve J. Stern, "Reply: 'Ever More Solitary'," pp. 886-897;


8. OTHER JOURNAL ARTICLES:


