

INTRODUCTORY MATERIAL  
IB HISTORY  
*HISTORY OF THE AMERICAS*

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Aims and Objectives

**Aims:** The aims of the history program at the higher and subsidiary level are to promote:

1. the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures.
2. a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
3. international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and and at different times
4. A better understanding of present through an understanding of the past
5. An appreciation of the historical dimension of the human condition
6. An ability to use and communicate historical knowledge and understanding
7. A lasting interest in history

**OBJECTIVES:** Having followed the program at higher or subsidiary level, candidates should be able to:

1. Demonstrate historical knowledge through the acquisition, selection and effective use of knowledge
  2. present clear, concise, relevant and well-substantiated arguments
  3. evaluate, interpret and use source material critically as historical evidence
  4. identify and evaluate different approaches to, and interpretations of, historical events and topics
  5. Explain the causes and effects of historical continuity and change.
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# THE *AMERICAS* GENERALIZATIONS

It may be considered appropriate to make five basic tentative generalizations concerning Latin America, when dealing with the colonial era.

1. The period cannot be dismissed as a period in which conquerors marched in, took control of lands and people, and were then evicted. There was too big a territory, too many people, and the people involved too diverse for so simple a conclusion
2. Spanish America's fortunes were bound with those of Spain. Events in the colonies reflected those of the homeland for almost three centuries, and went through three phases
  - a. discovery, exploration, and conquest
  - b. beginning in 1556 with resignation of Charles I and into Hapsburgs of 17<sup>th</sup> century
  - c. period under the Bourbons that saw a new energy infused into Spain, but too late to save the colonial Empire
3. To help understand the period, eliminate "*Anglo Logic*" from thought patterns and sees human events in terms of "villains"-The Spaniards.
4. To stop thinking the Spaniards topple the from a state of Utopian existence or destroy great Indian populations.
5. That Spain's record in America was a success or failure in the degree to which it furthered the material well-being of all the peoples of America (Indian, Mestizo, African, white)

## LATIN American RACIAL PATTERNS

### POSSIBLY SIX BASIC RACIAL PATTERNS

1. Indian: Guatemala, Peru, Bolivia, and Ecuador
2. Mestizo: Mexico, Honduras, Nicaragua, and El Salvador,  
Colombia  
Venezuela, Chile, Paraguay
3. African Ancestry: (with sizeable Mestizo population)  
Panama, Cuba, Dominican Republic, Coastal areas of  
several countries
4. Haiti: nearly all African background
5. Brazil; a mixture and blend unique to only Brazil
6. European: Argentina, Uruguay, and Costa Rico

# HISTORY OF THE AMERICAS

## COURSE SYLLABUS:

Textbook and class sources:

A History of Latin America: Benjamin Keen, Keith Haynes  
Houghton Mifflin Company -2004

A History of Modern America: Lawrence A. Clayton, Michael Conniff  
Thomson/Wadsworth 2005

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## COURSE OUTLINE

The purpose of the course is to trace the development of the nations that share the lands known as the “Americas” with the United States. These nations and their people are connected to the USA in a wide variety of ways. With the world becoming more and more interdependent it is for the benefit of all that a more complete and better understanding of each other is achieved. The major focus of the area will be on what we *Norté Americanos* refer to as *Latin America*. We will also spend a unit looking at our forgotten neighbor to the north. (that is Canada, in case you forgot). Most of the material on Canada will be worked in according to the time frame.

## UNIT ONE: COLONIAL INSTITUTIONS AND INDEPENDENCE

- ◆ Students should focus on the following issues:
  - The creation and operation the colonial system including social class structure, the economy, political organization, religion, interaction between the colony and homeland and international developments.
  - Which was more significant in the creation of colonial institutions, the experiences and memories brought from Europe or the environment and the indigenous cultures that the Europeans found in the Americas?
  - :
  - The causes for the move for independence and what facets of society led the movements.
  - Make comparison of the causes, course and effects of the independence revolutions in the American region; be able to make comparisons to the revolution in British North America.

## UNIT TWO: THE NEW AMERICANS AND THE EVOLUTION OF POLITICAL INSTITUTIONS IN THE NINETEENTH CENTURY – POST INDEPENDENCE PERIOD

- ◆ Students should focus on:
  - The effects of the independence movement and revolution.
  - The structure of the new governments (definition of purpose, function and powers then and into the 20<sup>th</sup> century).
  - Disparate evolution and function of political parties
  - Role of the executive and emergence of the *caudillo*, peaceful vs. forceful transfers of power.
  - Definitions of rights and who shall have them

## **UNIT THREE: NEOCOLONIALISM -THE NEW AMERICAS AND THE INDUSTRIAL AGE**

### **ECONOMIC AND SOCIAL CHANGES-RESPONSES TO INJUSTICES AND INEQUITIES OF THE NINETEENTH CENTURY CHANGES**

- ◆ Students should focus on the following:
  - Why the development of agriculture and mineral production with importation of manufactured goods became the pattern in Latin America
  - How nations acquire a dominant or dependent economic role in the world market
  - Comparison of the racial, ethnic and national minorities to economies and culture
  - Comparison of the social and political theories of the second half of the 19<sup>th</sup> century (Marxism, Evolutionary Socialism, Social Darwinism, Feminism, Populism, Progressivism, Christian Democracy)
  - Why was there a social revolution in Mexico and not the US
  - Effectiveness of the various reform movements in the Americas (goals, successes, failures).

## **UNIT FOUR; TRANSITION TO THE 20<sup>TH</sup> CENTURY**

### **DEVELOPMENTS OF THE LATE 19<sup>TH</sup> CENTURY AND SUCCESSES DO NOT CARRY THROUGH TO THE 20<sup>TH</sup>**

- ✓ Students should focus on
  - social and economic changes as the turn of the century
  - political developments up to WWI
  - the turn away from 19<sup>th</sup> century “liberalism”
  - international developments
  - coming of WWI
  - aftermath and impact of WWI
  - troubles of the 1920s
  - The Inter-War period
  - Social problems brought about by the international turmoil in the Inter-War period – rise of Fascism, Stalin and the Soviet Union
  - The economic crisis of the *Great Depression*

## **UNIT FOUR: THE MEXICAN REVOLUTION – PART I**

Students should focus on the following:

- Factors leading up to the revolution
- Why the Mexican Revolution stands out
- Different factions involved
- why period of violence lasted so long
- symbols . principles and ideals of the revolution
- successes and failures of revolution
- be able to tell the revolutionaries from the reformers

## **UNIT SIX: THE MEXICAN REVOLUTION PART II**

- ✓ Students should focus on
  - Key Individuals of last stage
  - important developments –
  - constitution of 1917 – effects and actual implementation
  - successes and failures of the revolution

## **UNIT SEVEN: 20<sup>TH</sup> CENTURY RISE OF NATIONALISM**

- ◆ Students should focus on:
  - The prevailing social, economic and political conditions in the early years of the 20<sup>th</sup> century
  - Rise of nationalistic feeling
  - Growing resentment of the United States and reasons for it
  - Political reactions and developments
  - conditions leading to WWII

## **UNIT EIGHT: ABC'S OF EARLY 20<sup>TH</sup> CENTURY**

- ✓ Students should focus on:
  - Conditions in the three countries - Argentina, Brazil, and Chile
  - Significance of these three countries.
  - US foreign policy in regards to them
  - Political, economic and social developments
  - the key individual, Perón, Garza, and Ibanez
  - legacy of the populist rulers

## **UNIT NINE: TWENTIETH CENTURY REVOLUTIONS**

- ✓ Students should focus on
  - common conditions that led to so many revolutions
  - role of the US in preventing or enticing the revolution
  - overall goals of revolutionaries
  - international implications
  - successes or failures and the reasons for either
  - present conditions

## **UNIT TEN: CUBA**

- ✓ Students should focus on
  - the movement for Cuban independence in 19<sup>th</sup> century
  - Spanish – American War and its results
  - US influence in Cuba the first part of the 20<sup>th</sup> century
  - rise to power and government of Batista
  - Influence of the US *Good Neighbor Policy*
  - Post WWII conditions
  - Emergence to power of Fidel Castro
  - US- Cuban relations since Castro gains power
  - changes in Cuba after fall of communism
  - present conditions and outlook for the future

## **UNIT ELEVEN: MILITARY RULE/DICTATORSHIP**

- ✓ Students should focus on
  - the issues leading up to the rise of military rule
  - widespread growth of military dictatorship
  - how fear of communism fed rise
  - overthrow of elected “socialist governments”
  - Influence of the US *Good Neighbor Policy*
  - Post WWII conditions
  - US reaction to “reform” government
  - US relations in Latin America
  - movement leading to return to democratic government
  - present conditions and outlook for the future

## **UNIT TWELVE: THE COLD WAR TO THE PRESENT-**

- ✓ Students should focus on the following areas and topics:
  - Change in world power structure following WWII
  - conflict between the two superpowers
  - emergence of the *Third World*
  - areas of conflict
  - the development of the arms race
  - political changes and developments
  - breakdown of the Soviet system
  - fall of communism
  - realignment of the world structure

### **IT WILL ALWAYS BE HELPFUL TO KEEP THE FOLLOWING POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENT POINTS MIND**

- ◆ Students should focus on the following areas and topics:
  - Dependency theories and economic fallacies about developing countries
  - Castro and his impact on Cuba, the Caribbean and the rest of the region of the Americas
  - Political, social, and cultural role of religion in the Americas and the world
  - The varieties of land reform and industrialization in the Americas: relative successes and failures.
  - Political upheaval in nations of the Americas: Argentina, Chile, Brazil, El Salvador, Nicaragua, and Panama (the recent changes in Mexico )
  - Discussion of the concept of progress: alternative definition, goals vs. realities, advantages and liabilities.
  - Success or failure of alternative modes of development: capitalism, corporatism and socialism
  - Us involvement in both political and economic development: effects, successes and failures
  - The prospects for the future of the nations of the Americas
  - The role and impact of the immigrants moving into Latin America and the Caribbean.

## TERMS

Encomienda – Grant of Indians to soldiers of the Crown, was in effect a

grant of the land on which they lived.

This gave the *encomienderos* definite rights over the Indians.

It also include the responsibility of providing for their spiritual and physical needs.

Hacienda – Large landed estate that became one of the fundamental institutions of Latin America. The hacienda was a complex social organization that was nearly self-sufficient. It provided income for its owner along with prestige and social position. In theory, it offered the workers a place of security and a sense of a place to belong.

Plantation – A feature primarily found in Brazil and the Caribbean. The plantation was a large agricultural holding with its primary goal and function the production of one specific crop as a cash commodity. The nature of the crops produce required large numbers of laborers, thus the need for importation of slaves. The plantation also laid the groundwork for the *dependency economic cycle* to become a basic feature on many Latin America economies

## KEY TERMS AND THEORIES

**Dependency Theory:** – perspective on Latin American political and economic history developed by Latin American scholars in the 1970's and the 1980's; argues that the Latin American countries have not been able to pursue independent development goals because their economies are tied to and dependent on the growth of other nations, particularly the industrialized economies of North America and Western Europe. Some proponents of this view also maintain that economic dependency leads almost inevitably to political authoritarianism.

**Modernization Theory** - theory developed by North American scholars in the late 1950's and early 1960's which proposed that the economic growth and industrialization had been delayed in Latin America and the Caribbean, but would eventually occur there as it had in the United States. Proponents of this view also argued that the process of growth and industrialization would bring about political democracy and greater social equity in the region.

*This idea that you can simply use the US as a model for behavior and results in the region of Latin America has been a major source of misunderstanding, failure and despair for centuries*

**Encomienda** - originally the right to collect tribute from the Indians, a *repartimiento* meant the right to exact labor from them (Indians). The two institutes soon became almost identical, and the terms are used interchangeably. The granting of an *encomienda* soon became a standard reward or grant to the Spanish settling in the New World

*These "grants" were held by the descendants of the original owners for centuries and resulted in the virtual enslavement of much of the native population.*

**cabildo** - a town council at the lowest administrative level in colonial Spanish America; some cabildos were centers of resistance to royal authority in the independence struggles.

*They were similar in nature the independent feelings of the regional cortes in Spain. The feeling of regionalism and independence from central authority becomes a major issue in many Latin American nations after independence. The cabildo was the one area of government where the Creoles could attain a position of leadership.*

**caudillo** - chief or leader; term applied to a "strong man" or dictator, often a military officer or ex-officer, who dominated local politics, sometimes gaining national prominence. The post independence period was an era of caudillos throughout Spanish America and continuing in most areas into the mid-twentieth century

- criollo (creole)** - Spanish for creole; in colonial Spanish America, a native-born white as distinguished from a white person born in Spain. Criollos held a superior status to non-whites but inferior to that of those born in Spain. In the eighteenth century criollos became a focus of resistance to royal authority.
- Hacienda** (estancia in Argentina; Fazenda in Brazil)  
 large agricultural estate in Spanish America. The hacienda system was sometime semi feudal in nature, with the owner (which could be a family or an institution, such as a church or convent) controlling tracts of land of various sizes, sometimes very large. The growth of haciendas throughout Spanish America led to the development of a native-born elite.
- Mercantilism** - system of economic control imposed on the American colonies by Spain and Portugal; relied on exploiting wealth (including gold and silver) from the colonies and monopolizing trade in an attempt to maintain a continuing trade surplus for the mother country. Trade among the colonies or with other European countries was discouraged, limiting local economic development
- Peninsulares** - white persons born in Spain. The colonial period was characterized by struggles for power and prestige between the criollos and the peninsulares. The peninsulares held a privileged position in both social status and government positions.
- Mestizo** - person of mixed European and native ancestry. Initially a small percentage of society, by 1825 mestizo constitutes over one-quarter of Spanish society and today form the majority in many of the former Spanish colonies.
- Mulatto** - person of mixed white and African ancestry. In 1825, mulattos in combination with black descendants of Africans constituted over half the population of Brazil. Mulattos make a large percentage of the islands, Brazil, and other areas where plantations and slavery existed.
- Corregidores** - regional administrators who collected taxes and tariffs and enforced royal decrees in Spanish America. They often received no salary and had to get by on what they could extract from their areas above what the crown demanded. Some of the worst examples of abuse and cruelty were committed by the corregidores. They were replaced by intendants in the reforms of the late 18<sup>th</sup> century
- Intendants:** local governors responsible directly to the monarch; part of a reformed system of colonial administration imposed by the Bourbon King Charles II in the late 18<sup>th</sup> century as means of reasserting royal control over the colonies. Most intendants were peninsulares rather than criollos, adding to the tension between the criollos and royal authority
- engenho** - (en -ZHANE - yo) from the Portuguese for “engine”; refers to a type of sugar cane plantation with an on-site mill that dominated the economy of Northeastern Brazil during the colonial period. The Spanish word *engenio* refers to these plantations in the Spanish colonies.
- Bandeirante**- Active in Brazil particularly 1650-1750 these were individual or bands of

That penetrated the interior of Brazil to explore, capture Indians for use for slaves or to search for gold. These roving bands did find the first valuable mineral deposits in Brazil but for most of their existence their main activity was capturing slaves.

**Mita** – A forced labor system in which the Indian was required to labor for the state. It is most often associated with Indian labor in the Andean mines.

**Repatriamiento** - A labor institution in Spanish America in which a royal judge made a temporary allotment of Indians for a given task.

**Oligarchy** – The rule by a privileged few for their own benefit demonstrating little or no responsibility toward the many

**Patrimonialism** – A system in which the landowner exerts authority over his followers as one aspect of property ownership. Those living on his land fall under his control. He rules the estate at will and controls all contact with the outside world. This term describes the hacienda system

### **Advanced New World Civilizations:**

**Maya:** The most advanced of the New World civilizations; sometimes referred to as the “*Greeks of the New World*”. Located primarily on the Yucatan Peninsula, by the arrival of the Europeans the cities and communities basically abandoned. The Maya were not subdued by the Spanish until 1769 however.

**Aztec:** Located in the central Mexican Valley. Built great cities and controlled the region of central Mexico through war and conquest. Human sacrifice was an important part of religion and society. The surrounding tribes aided Cortez

**Inca:** Centered around present day Peru. Controlled the Pacific coast of South America from Colombia to Northern Chile. The “*Great Administrators*”, the empire was superbly organized (so well that it actually worked against the Inca). Also the great builders and engineers of the New World