Modern Latin America

HIST 3304.001
Spring 2019
Class Time: MWF 11-11:55
IH 164

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Office Phone: 361-825-5858

Office Hours: T and Th 2-4, F 12-1


Course Description

This course offers an introduction to the history of modern Latin America. Starting with the wars for independence from Spain and ending with the challenges facing Latin America in the early 21st century, we will examine the political, social and economic history of the region. We will focus particularly on the construction of the modern nation state and the grassroots movements that demanded political and economic inclusion. We will also look at the often-brutal responses with which these movements have been met. Particular attention will be paid to the themes of nation building, economic development, U.S. imperialism, authoritarianism, and popular struggle. In addition, we will examine how ideologies of gender, race and ethnicity helped shape these processes and movements. To get at these histories, we will analyze primary historical sources, as well as literature, music, film and oral histories.
Learning Outcomes

Students who successfully complete this course will:

- Demonstrate their comprehension of key historical processes in Latin America by synthesizing and analyzing information on exams.
- Demonstrate critical thinking by discussing and evaluating the arguments of academic articles.
- Develop oral communication skills by participating in discussions.
- Demonstrate the development of historical thinking through participation in class debates.

Required Texts and Supplies


Assignments

- Participation/Attendance 10%
- Reading Responses 20%
- Exam 1 15%
- Current Event Project 10%
- Debate Portfolio 25%
- Exam 2 20%

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

Participation/Attendance: This course combines both lectures and discussions. Students are expected to participate regularly in class by asking or answering questions and sharing their own interpretations of the readings and course material. Consequently, you should come to class prepared to discuss the readings assigned for that day. Bring any assigned readings and your notes to class every day.

Remember, the quality of your contributions, not the quantity, will help determine this part of your grade. What are quality comments? Good quality comments show me that you have done the reading and that you have thought about its implications/significance. Good quality comments make connections across lectures and readings.
I expect students to attend class every day, and I will keep track of attendance. More than three absences will affect this section of your grade. Use those three days wisely.

**Reading Responses:** For most class days, you will be required to write a reading response. The responses will be submitted online before class and/or be done in class. These low-stakes assignments are designed to help you gather your thoughts on the reading and organize the information we are learning in class. Additionally, they will give you a chance to practice the skills you will need for the exams and debate.

The write-ups will be graded as A (excellent), B (good), C (Average), D (present), F (absent). I will drop the three lowest daily write-up grades at the end of the semester.

**Debate Portfolio:** Each student will participate in one of the two debates we will have in class and must write a 6-8 page research paper investigating their assigned position. These papers, as well as your performance in the debate, should be based on both class materials as well as other primary or secondary sources. The paper will be due the day of your debate. We will discuss this assignment in more detail in class.

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<tr>
<th>Debate Essay</th>
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<td>Debate Performance</td>
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**Film Essay:** Students will write a short 3-4 page paper tracing the historical themes in a film we watch in class. Assignment guidelines will be distributed the date of the screening.

**Exams:** Your grade will also be based on two exams. The first exam covers the colonial period. The second covers the material starting with Post-Independence and ending with the present day.

**Map Quiz:** Finally, successful completion of a map quiz on Latin America is required to pass the class. I will offer one in-class map quiz on January 30th and a second one the day of the first mid-term. After that, you will have to come to my office hours to take the quiz.

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**Provisional Class and Reading Schedule**

**Week One: The Colonial World**

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<tr>
<th>January 14th, Monday</th>
<th>Introductions and Syllabus, Primary sources workshop</th>
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<td>January 16th, Wednesday</td>
<td>The Colonial World and the Bourbon Reforms Readings: Chasteen, 55-91</td>
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January 18th, Friday  Discussion: Tupac Amaru Rebellion  
Readings: Charlip, 26-32

**Week Two: Age of Revolutions**

January 21st, Monday  Haitian Revolution  
Reading: Primary Sources on (BB)

January 23rd, Wednesday  Haitian Revolution  
Reading: TBA

January 25th, Friday  Discussion Workshop: Who writes history? Perspectives on the Haitian Revolution  
Reading: Excerpt from *Silencing the Past* (BB)

**Week Three: Independent Nations and Colonial Nations**

January 28th, Monday  Spanish Empire  
Reading: Chasteen 95-122

January 30th Wednesday  Portuguese Empire  
Reading: Chasteen 139-143

February 1st, Friday  Discussion: Who Won Independence?  
Reading:

**Week Four: Race and Nation**

February 4th, Monday  Slavery in Latin America  
Reading: Documents on Slavery in BB

February 6th, Wednesday  The Challenge of Building Nations  
Reading: Chasteen 127-160, Charlip 41-44

February 8th, Friday  Discussion: Latin American Liberals and Conservatives  
Reading: Chasteen, 149-176; excerpt from *100 Years of Solitude* (BB)

**Week Five: The Challenge of Nation-Building**

February 11th, Monday  *Mid-term 1*
February 13th, Wednesday  Order and Progress  
Readings: Chasteen 161-192

February 15th, Friday  Film  
Reading: Review Notes and find themes that illustrate 19th century Latin America

**Week Six: Neocolonialism and Imperialism**

February 18, Monday  Film  
Reading: TBA

February 20, Wednesday  Neocolonialism  
Readings: Chasteen 193-232

February 22, Friday  U.S. Imperialism  
Reading: Charlip 71-81

**Week Seven: The Mexican Revolution**

February 25, Monday  The Mexican Revolution  
Readings: Chasteen 233-248

February 27, Wednesday  The Mexican Revolution  
Readings: Charlip 87-98

March 1, Friday  Discussion: Art and Social Justice in the Mexican Revolution  
Readings: Primary Sources on BB  
*Film Essay due by 5 PM*

**Week Eight: Economic Collapse and the Rise of Populists and Dictators**

March 4, Monday  The Great Depression in Latin America  
Readings: Chasteen 249-266; Charlip 109-111

March 6, Wednesday  Trujillo in the Dominican Republic  
Reading: Excerpt from *Farming the Bones* (BB)

March 8, Friday  Discussion: Understanding the Roots of Dictatorship
Reading: Excerpts from *The Dominican Republic Reader* on BB

*Spring Break, March 11th-15th*

**Week Nine: Cuba**

March 18, Monday  
Cuba  
Readings: Chasteen 267-296; Charlip 112-114

March 20 Wednesday  
The Cuban Revolution  
Readings: Charlip 117-121, primary sources on BB

March 22, Friday  
Workshop on Role Playing  
Readings: Primary Sources on BB  
*Debate Sign Ups*

**Week Ten: Dirty Wars and Dictators in the Southern Cone**

March 25, Monday  
Bureaucratic Authoritarianism in the Southern Cone  
Readings: Chasteen 298-313

March 27, Wednesday  
Brazil’s Dirty War  
Reading: Excerpts from *Never Again* (also avail. on BB).

March 29, Friday  
Discussing the National Security State  
Reading: Excerpts from the Brazil Reader on BB

**Week Eleven: U.S. Intervention in Central America**

April 1, Monday  
The U.S. in Central America  
Reading: Chasteen, 314-324

April 3, Wednesday  
Contras, Sandinistas and the United States  
Reading: Charlip 123-128, 139-142; Excerpt from Sandino’s Daughters (BB)

April 5, Friday  
Discussion: Cold War Central America  
Reading: State Department Documents (BB)

**Week Twelve: Neoliberalism and its Discontents**

April 8, Monday  
Neoliberalism  
Readings: Chasteen, 329-355, Excerpt from “Beautiful Flowers of the Maquiladora” (BB)
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<th>Date</th>
<th>Activity</th>
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<tr>
<td>April 10, Wednesday</td>
<td>Zapatistas and the Indigenous Struggle for Dignity</td>
<td>Zapatista Communiqué (BB), Charlip 150-154</td>
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<td>April 12, Friday</td>
<td>Discussion: Understanding the Roots of Inequality and Proposing Solutions</td>
<td>Bacon (BB) and Galeano, “Introduction” (BB)</td>
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**Week Thirteen: Unexpected Alternatives to “Development”**

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<td>April 15, Monday</td>
<td>Drug Wars</td>
<td>“Playing the Drug Card” (BB); Chasteen 324-328</td>
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<td>April 17, Wednesday</td>
<td>Immigration</td>
<td>Excerpts from The Beast (BB)</td>
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<td>April 19, Friday</td>
<td>Discussion: The Immigrant Experience</td>
<td>Excerpts from the Death of Josseline (BB)</td>
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**Week Fourteen: Challenges in the 21st Century**

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<td>April 22, Monday</td>
<td>Socialism for the Twenty First Century</td>
<td>Chavez and Morales on BB</td>
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<td>April 24, Wednesday</td>
<td>The Pendulum Swings to the Right</td>
<td>NACLA Articles and U.S. telegrams on BB</td>
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<tr>
<td>May 26, Friday</td>
<td>Debate Group Meetings/ No Class</td>
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**Week Fifteen: Final Exam**

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<th>Date</th>
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<tr>
<td>April 29, Monday</td>
<td>Review/ Final Thoughts</td>
<td>TBA</td>
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<td>May 1st, Wednesday</td>
<td>Exam 2</td>
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**The debates will be held during the Final Exam time, your essays will be due at that time as well**

I reserve the right to modify the following schedule as needed throughout the course.
Class Policies

Office Hours
I strongly encourage you to come visit me during my office hours. If you are struggling with the material, come see me. If you are having problems that affect your ability to turn in your work, come see me. If you do not understand an assignment, come see me. If you love Latin American History and want to talk about it more, come see me. I want to help you get the most out of this class, but I cannot help you if you do not come see me. So, stop by my office hours, or make an appointment.

Classroom Conduct
One of the goals of this course is to help you develop their oral communication skills. In order to do this, it is absolutely essential that we all work to create a safe and respectful space in which people can craft arguments and debate ideas. It is necessary that we ground our opinions in evidence, either from the readings, from the lectures or from some other source related to the class. Undoubtedly, there will be disagreement, but so long as we respect differing opinions and refrain from personal attacks, these exchanges will both illuminate the past and help us develop our own interpretations of it.

Your everyday behavior also affects the classroom atmosphere. Arriving late, talking with your neighbors, using the internet, checking your cell phone and/or studying for other classes distracts both your peers and your instructor and will affect your participation grade. If you are caught engaging in any of these behaviors, I reserve the right to ask you to leave and count you as absent for the day.

I discourage the use of laptops or tablets. You may use them only with advance permission, obtained during office hours. All cell phones and other electronic devices must be turned off at the beginning of class.

Late Work
Assignments will be penalized 1/3 of a letter grade for each day they are late (e.g. if the assignment was due on Monday and you turn it in two days late, on Wednesday, the highest grade you can earn will be a B+).

If you find that you need an extension, you must request it at least two days before the assignment is due.

Academic Dishonesty
In this class, plagiarism is defined as taking somebody else’s work and words and passing them off as your own. In practice, this means copying more than three words from a source without using quotation marks or using information from a source without proper citation. As such, plagiarism is cheating. Plagiarism is a serious academic offense, and it will not be tolerated in this class. If you are caught plagiarizing you will automatically receive an F for the entire course.
Always cite your work. In this class, we will use Chicago style footnotes. All of the work (with the exception of the daily write-ups) that you submit must follow Chicago style citation formats. Essays that do not use the Chicago format will be penalized accordingly. We will discuss this in class, but more information on Chicago style and plagiarism can be found in the History Area Style Guide at http://cla.tamucc.edu/history/graduate.html

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure.
13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).