

UT-Dallas Course Syllabus

COURSE INFORMATION

Modern Latin American History

HIST 3399.001

Spring 2022, T/TH 2:30-3:45

PROFESSOR CONTACT INFORMATION

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COURSE DESCRIPTION

This course is designed to give students an overview of the political, economic, social, and cultural history of Latin America from independence (roughly 1821) to the present, with the colonial backdrop as a foundation. Broadly speaking, class material will be presented in a chronological fashion, but within those broad chronological divisions, we will be examining material thematically and regionally by focusing on specific countries as examples. We will specifically focus on the different themes that affected the way societies were organized and developed during the nineteenth and twentieth centuries and how broad national trends affected individuals' lives. Specific themes include: independence movements, nation-building, liberal-oligarchical regimes, revolutionary movements, US-Latin American relations, and popular culture.

****Per UT Dallas directives, this class will meet remotely via Blackboard Collaborate on the eLearning platform until in person classes resume on February 8. Any changes to this policy will be communicated via email and through the announcement feature in eLearning.**

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Students will gain an overall understand of the narrative history of Latin America from the era of independence (roughly 1821) to present.
 - Students will demonstrate their ability to interpret and analyze historical essays as well as primary source material in the context of Caudillismo, nineteenth-century Liberal and Conservative conflicts, Populism, revolutions, the trend of national security states in the Cold War, economic crises, and contemporary culture and politics through written assignments and classroom discussions.
 - Students will demonstrate their ability to evaluate broad national and regional narratives to local trends in popular culture in Latin America.
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COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

RECOMMENDED TEXTBOOK

Lawrence A. Clayton, et. al. *A New History of Modern Latin America* 3rd ed. (Thompson Wadsworth, 2017). ISBN: 978-0520289024

E-Reserve Readings:

1. "A Protest to the King: The Caracas City Council Obeys but Does Not Execute," in Sarah C. Chambers and John Charles Chasteen (eds.) *Latin American Independence: An Anthology of Sources* (Hackett Publishing, 2010) pp. 44-50.
2. "Liberal Blueprint for the Spanish World: The Cadiz Constitution of 1812," in Sarah C. Chambers and John Charles Chasteen (eds.) *Latin American Independence: An Anthology of Sources* (Hackett Publishing, 2010) pp. 96-106.
3. Eric R. Wolf and Edward C. Hansen, "Caudillo Politics: A Structural Analysis," in *Society for Comparative Studies in Society and History*. Vol. 9, No. 2 (January 1967) pp. 168-179.
4. Santa Anna autobiography - excerpt
5. Anne Staples, "Policia y Buen Gobierno: Municipal Efforts to Regulate Public Behavior, 1821-1857" in William Beezley, et. Al. (eds) *Rituals of Rule, Rituals of Resistance: Public Celebrations and Popular Culture in Mexico* (SR Books, 1994) pp. 115-126.
6. "Liberalism and Its Limits: Guillermo Prieto on Patriarchy, Politics, and Provincial Peoples," in Erin E. O'Connor and Leo J. Garofalo (eds.) *Documenting Latin America: Gender, Race, and Nation* Volume II (Prentice Hall, 2011) pp. 55-61.
7. Ingrid E. Fey, "Peddling the Pampas: Argentina at the Paris Universal Exposition of 1889," in William H. Beezley (ed.) *Latin American Popular Culture: An Introduction* (SRBooks, 2000) pp61-86.
8. Matthew D. Esposito, "Death and Disorder in Mexico City: The State Funeral of Manuel Romero Rubio," in William H. Beezley (ed.) *Latin American Popular Culture: An Introduction* (SRBooks, 2000) pp87-104.
9. Maria del Rosario Rodriguez Diaz, "Mexico's Vision of Manifest Destiny during the 1847 War" in *Journal of Popular Culture*. Volume 35, No. 2 (Fall 2001) pp. 41-50.
10. "The Platt Amendment of 1901," in Michael LaRosa and Frank O. Mora (eds.) *Neighborly Adversaries: Readings in U.S.-Latin American Relations*, 2nd edition (Rowman & Littlefield, 2007) pp. 65-66.
11. Primary documents on the Mexican Revolution: "Land, Labor, and the Church in the Mexican Constitution" and "Revolutionary Corridos" in Nora A. Jaffary et. Al. (eds.) *Mexican History: A Primary Source Reader* (Westview Press, 2010) pp. 305-317.
12. Percy Alvin Martin, "The Career of Jose Batlle y Ordonez" in *The Hispanic American Historical Review*, Volume 10, No. 4 (November 1930) pp. 413-428.
13. "Maria Lacerda de Moura Advocates Women's Self Realization..." in Erin E. O'Connor and Leo J. Garofalo (eds.) *Documenting Latin America: Gender, Race, and Nation* Volume II (Prentice Hall, 2011) pp. 166-174.
14. Joseph Smith, "Brazil: Benefits of Cooperation," in Thomas M. Leonard and John F. Bratzel (eds.) *Latin America during World War II* (Rowman & Littlefield, 2007) pp. 144-161.
15. Latin America in WWII documents: "Confronting the Fascist Threat" and "The Bracero Program" in Robert H. Holden and Eric Zolov (eds.) *Latin America and the United States: A Documentary History* (Oxford, 2011) pp. 155-159.
16. "Eva Peron," in *Death, Disorder, and Dismemberment*
17. "Arevalo," in *Problems*

18. "Church Committee" in *Problems*
19. Jerry W. Knudson, "Veil of Silence: The Argentine Press and the Dirty War, 1976-1983" in *Latin American Perspectives*. Volume 24, NO. 6 (November 1997) pp. 93-112.
20. "Never Again: Reports on Torturers in Argentina, Brazil, and Guatemala," in E. Bradford Burns and Julie A Charlip (eds.) *Consider the Source: Documents in Latin American History* (Pearson, 2007) pp. 154-158.
21. Documents on Central American violence

ASSIGNMENTS

Class Participation: Class participation will take place through a combination of in-class discussions and via the Discussion Board feature on eLearning. Discussion Board posts should be uploaded prior to the next discussion assignment. Each student should contribute 3-5 posts – original questions/comments and/or responses to other questions/comments on every discussion board. Ideally, your discussion board comments will continue any themes that arose during class participation/discussion exercises. Discussion questions are posted on eLearning to assist in topics for the Discussion Board as well as to serve as a guide in response papers.

Response Papers: A brief response paper is due for each (non-textbook) assigned reading on the date listed on the course schedule. Papers should be uploaded to the Response Paper link in eLearning BEFORE the start of class. These are the readings accessible through eReserve. The response paper should serve as an initial guide that can help you engage in the class participation and discussion board exercises. Your paper should be approximately one paragraph per assigned reading, including all readings except for the Clayton textbook. You should provide a brief summary along with some analytical thoughts connecting the reading to materials covered in the lecture.

**Late papers will not be accepted. Instead of allowing make-up work, your lowest two response paper scores will be dropped at the end of the semester.

Exams: The exams in this class will be take-home exams. They will be made up of various ID terms that must be defined and tied to specific examples from the assigned readings. I will provide students with exam questions and thorough instructions in advance. Those instructions MUST be followed or a failing grade on the exam may result. Exams will be due on the days listed in the course schedule. They must be typed and uploaded to the turnitin.com feature through eLearning.

NOTE: You must use only the readings that have been assigned as part of your discussion board and response paper assignments to answer the exam questions. You may not use outside sources of any kind on the take-home exams and ABSOLUTELY NO direct quotes are allowed from any sources. Any use of outside sources and any direct quotations will be considered academic dishonesty and will result in a failing grade on the exam. Any and all cases of academic dishonesty will be reported immediately to the Judicial Affairs Office.

GRADING POLICY

The grading in this course is based on two exams, response papers, and class participation via E-Learning discussion boards. The breakdown of the grading is as follows:

Mid-term Exam	100 points
Final Exam	100 points
Response Papers	100 points (10 ea)
<u>Discussion Board/Participation</u>	<u>100 points</u>
Total	400 points

ACADEMIC CALENDAR:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on eLearning.

Week 1

January 20 Introduction to the Course

Week 2

January 25 Lecture 1: The Colonial Legacy
Textbook: pp1-9

January 27 Lecture 2: The Wars of Independence
Textbook: Chapters 1-3

Week 3

February 1 Response 1 & Discussion Board
E-Reserve Reading #1 (A Protest to the King)
E-Reserve Reading #2 (Liberal Blueprint)

February 3 Lecture 3: Introduction to the *Caudillo*
Textbook: Chapters 4-5

Week 4

February 8 Response 2 & Discussion Board
E-Reserve Reading #3: (Caudillo Politics)
E-Reserve Reading #4 (Santa Anna)

February 10 Lecture 4: Introduction to Liberalism
Textbook: Chapters 8-9

Week 5

February 15 Lecture 5: Liberal-Oligarchic Regimes
Textbook: Chapter 6

February 17 Response 3 & Discussion Board
E-Reserve Reading #5 (Policia y Buen Gobierno)
E-Reserve Reading #6 (Liberalism and Its Limits)

Week 6

February 22 Lecture 6: Positivism and Progress
Textbook: Chapter 7

February 24 Response 4 & Discussion Board
E-Reserve Reading #7 (Peddling the Pampas)
E-Reserve Reading #8 (Death and Disorder)

Week 7

March 1 Lecture 7: The U.S. and Latin America in the 19th Century
Textbook: Chapters 10, 11, 13, & 14

Response 5 & Discussion Board (due Thursday but you may complete early)
E-Reserve Reading #9 (Mexico's Vision of Manifest Destiny)
E-Reserve Reading #10 (The Platt Amendment)
***Material for exam 1 ends here

March 3 Lecture 8: The Mexican Revolution
Textbook: Chapter 15

Week 8

March 8 Response 6 & Discussion Board
E-Reserve Reading #11 (Mexican Revolution)

March 10 **MID-TERM EXAM**
Due by Midnight via link on E-Learning

Week 9

March 22 Lecture 9: Early Populism
Textbook: Chapter 12

March 24 Response 7 & Discussion Board
E-Reserve Reading #12 (Batlle y Ordonez)
E-Reserve Reading #13 (Maria Lacerda de Moura)

Week 10

March 29 Lecture 10: Depression and War
Textbook: Chapters 16, 17, & 18

March 31 Response 8 & Discussion Board
E-Reserve Reading #14 (Brazil in WWII)
E-Reserve Readings #15 (Latin America in WWII documents)

Week 11

April 5 Lecture 11: The Second Rise of Populism
Textbook: Chapter 19

April 7 Response 9 & Discussion Board
E-Reserve Reading #16 (Eva Peron)

Week 12

April 12 Lecture 12: Intervention and Revolution
Textbook: Chapters 22-23

April 14 Response 10 & Discussion Board
E-Reserve Reading #17 (Arevalo)
E-Reserve Reading #18 (Church Committee)

Week 13

April 19 Lecture 13: National Security State
Textbook: Chapter 24

April 21 Response 11 & Discussion Board
E-Reserve #19 (Veil of Silence)
E-Reserve #20 (Never Again)

Week 14

April 26 Lecture 14: Post 1980 Intervention
Textbook: Chapters 21 & 25

April 28 Response 12 & Discussion Board
E-Reserve #21 (Documents on Central American violence)

Week 15

May 3 Lecture 15: Latin America Today
Textbook: Chapter 26

May 5 Informal Discussion Final Review

May 10 FINAL EXAM DUE
Due by midnight via link on eLearning

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.