

**Modern Latin America**  
**HIST 3358 – JO 4.102, CBW 1.201**  
**Spring 2006, T/TH 12:30-1:45**

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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. 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.

**Readings:** There are four required books for this course and all should be available in the campus bookstore.

Lawrence A. Clayton, et. al. *A History of Modern Latin America* 2<sup>nd</sup> ed. (Thompson Wadsworth, 2005).

William Beezley, et. al. (eds.) *The Human Tradition in Modern Latin America* (Wilmington, DE: SR Books, 1997).

William Beezley, et. al. (eds.) *Latin American Popular Culture: An Introduction* (Wilmington, DE: SR Books, 2000)

John Charles Chasteenn, et. al. (eds.) *Problems in Modern Latin American History: Sources and Interpretations* Revised Edition (Wilmington, DE: SR Books, 2004).

The four required books for this course are on reserve in the McDermott Library. Most are also available in paperback and/or in used copy through the University Bookstore and at Off-Campus Books. Most are also available at a significant discount through a variety of web-based book retailers.

**Class Requirements and Grading:** The grading in this course is based on class participation and reading response journals, a formal essay, a map quiz, a mid-term paper, and a final paper. The breakdown of the grading is as follows:

Participation/Journals	100 points
Formal Essay	100 points
Map Quiz	50 points
Mid-term Paper	100 points
Final Paper	100 points
Total	450 points

**Class Participation:** All students are expected to participate in class discussions by incorporating information from assigned readings and class lectures. Students' participation should be constructive and contribute to the overall discussion. Please consider quality as well as quantity in your class discussions.

**Journal Entries:** Students will be expected to complete and turn in journal entries for each chapter assigned in *The Human Tradition in Modern Latin America* and the *Latin American Popular Culture*. The papers should include a brief summary stating the author's main argument, followed by general points that tie the readings and lectures together. These papers should be typed and prepared prior to class meetings. Students will also prepare a response for each of the primary documents assigned from *Problems in Modern Latin American History* reader. These should include the most important points students have identified from the primary documents and a brief analysis of how the documents relate to lecture and other readings. Responses should be 2-4 typed pages, double-spaced. They do not need to be written as formal essays. Instead, think of them as a set of notes to provide quick reference to reading material for in-class discussions and in writing the mid-term and final papers.

Reading responses will be graded with a check/check + system and will be incorporated into the participation portion of the final grade. See my website for suggested topics for response papers.

**Formal Essay:** A major formal essay project will be due late in the semester. The project should be an in-depth essay analysis of primary and secondary readings of your choice. You will find a nice selection of readings already assigned for the class, which are suitable choices for the formal essay. You may also consult reputable outside sources. Due date for the formal essay is listed on the course schedule. Detailed instructions for the formal essay will be distributed later in the semester.

**Map Quiz:** A map quiz will be administered in class according to the course schedule attached. You will be quizzed on countries, capitals, and bodies of water. There is a map of Latin America attached to this syllabus to aid in studying.

**Mid-term and Final Papers:** The mid-term and final exam in this class will be take-home essay exams. I will provide students with questions in advance. Exams will be due on the days listed in the course schedule.

**FORMAL WRITING:** The formal essay, mid-term, and final papers must follow the format for formal academic writing. In addition to content, book reviews and formal

papers will also be graded for suitable grammar, appropriate style, and proper mechanics. All papers must be neatly printed in 12-point font, double-spaced, with page numbers in the top right corner. Your name, course number, assignment description, date, and my name should appear at the top left corner of the first page for journal entries. All book reviews and formal papers should include a cover page with the above information. Proper citations must be used in book reviews and formal papers. Please see Kate Turabian's *Manual for Writers of Term Papers, Theses and Dissertations* for correct citation styles. Please see Diana Hacker's *Rules for Writers* for a guide to grammar and stylistic concerns in formal writing (see also [www.dianahacker.com](http://www.dianahacker.com)). Links to writing guides are posted on my website

**Make ups:** No late papers will be accepted except in rare emergency circumstances and there is no make-up policy for in-class work. I WILL NOT ACCEPT E-MAIL ATTACHMENTS FOR FINAL VERSIONS OF JOURNAL ENTRIES, BOOK REVIEWS, OR FORMAL PAPERS. STUDENTS MUST TURN IN A **PAPER COPY** OF ALL ASSIGNMENTS TO ME. I will allow students one make-up on the weekly journals

**Note:** As in every class at the University of Texas at Dallas, scholastic dishonesty will not be tolerated. This includes, but is not limited to cheating, plagiarism, collusion, and falsifying academic records. For a description of plagiarism and academic dishonesty, and the university's policies on these offenses, see [www.utdallas.edu/student/sliffe/dishonesty.html](http://www.utdallas.edu/student/sliffe/dishonesty.html). Students engaged in any type of scholastic dishonesty will receive a failing grade in this course. NOTE: FULL CITATIONS MUST BE USED AS APPROPRIATE ON ALL FORMAL PAPERS. Any students who are unfamiliar with using citations should see me.

**IMPORTANT NOTICE TO UTD STUDENTS:** all course correspondence by e-mail must now occur through the student's UTD e-mail address. UT-Dallas provides each student with a free e-mail account that is to be used in all communication with university personnel. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. The Department of Information Resources at UTD provides a method for students to forward email from other accounts to their UTD address and have their UTD mail sent on to other accounts. Students may go to the following URL to establish or maintain their official UTD computer account: <http://netid.utdallas.edu>.

Every effort is made to accommodate students with disabilities. The full range of resources available through Disability Services can be found at [www.utdallas.edu/student/sliffe/hcsvc.html](http://www.utdallas.edu/student/sliffe/hcsvc.html).

**Week 1**

January 10 Introduction to the Course/What is Latin America

January 12 Lecture 1: The Colonial Legacy  
Textbook: pp1-9

**Week 2**

January 17 Discussion/Journal 1:  
*Popular Culture* Chapter 1  
*Human Tradition*, Introduction  
*Problems* Chapter 1 (#s 3 & 4), Chapter 3 (#5)

January 19 Lecture 2: The Wars of Independence  
Textbook: Chapters 1-3

**Week 3**

January 24 Discussion/Journal 2  
*Human Tradition*, Chapters 1-2  
*Problems*, Chapter 2 (#1)

January 26 Lecture 3: The Emergence of the *Caudillo*  
Textbook: Chapters 4-5

**Week 4**

January 31 Discussion/Journal 3  
*Human Tradition*, Chapters 3 & 7  
*Problems*, Chapter 4 (#s 4, 5, & 6)

February 2 Lecture 4: The Consolidation of Liberal-Oligarchic Regimes  
Textbook: Chapters 8-9

**Week 5**

February 7 **MAP QUIZ**  
Discussion/Journal 4  
*Human Tradition*, Chapter 4 & 6  
*Popular Culture*, Chapter 3  
*Problems*, Chapter 5 (#5); Chapter 9 (#2)

February 9 Lecture 5: The Paradigm of Progress  
Textbook: Chapters 6 & 7

**Week 6**

February 14

Discussion/Journal 5

*Popular Culture*, Chapters 4, 5, & 6*Problems*, Chapter 6 (#s 2, 3, & 4)

February 16

Lecture 6: The U.S. and Latin America in the 19<sup>th</sup> Century

Textbook: Chapters 10, 11, 13, &amp; 14

**Week 7**

February 21

Discussion/Journal 6

*Human Tradition*, Chapter 5*Problems*, Chapter 7 (#s 3-7); Images pp 175-178

February 23

**MID-TERM PAPER DUE IN ARTS & HUMANITIES OFFICE  
BY 5:00 (JO 4.510)****Week 8**

February 28

Lecture 7: The Mexican Revolution

Textbook: Chapter 15

March 2

Lecture 8: Early Populism

Textbook: Chapter 12

**March 6-10****NO CLASS – SPRING BREAK****Week 9**

March 14

Discussion/Journal 7

*Human Tradition*, Chapter 8 & 10*Popular Culture*, Chapter 10*Problems*, Chapter 8 (#1)

March 16

No Class – Formal Paper Projects

**Week 10**

March 21

**FORMAL PAPER PROJECT REPORT DUE**

Lecture 9: Depression and War

Textbook: Chapters 16, 17, &amp; 18

March 23      Lecture 10: The Second Rise of Populism  
 Textbook: Chapter 19

**Week 11**

March 28      Discussion/Journal 8  
*Human Tradition*, Chapter 11  
*Popular Culture*, Chapters 7 & 11  
*Problems*, Chapter 9 (#4); Chapter 10 (#s 2 & 4)

March 30      Lecture 11: Intervention and Revolution  
 Textbook: Chapters 22-23

**Week 12**

April 4      Discussion/Journal 9  
*Human Tradition*, Chapter 12 & 13  
*Problems*, Chapter 8 (#5); Chapter 11 (#s 1-2); Chapter 12 (#2)

April 6      Lecture 12: National Security State  
 Textbook: Chapter 24

**Week 13**

April 11      Discussion/Journal 10  
*Human Tradition*, Chapters 14 & 15  
*Popular Culture*, Chapter 13  
*Problems*, Chapter 11 (#5); Chapter 12 (#3)

April 13      Lecture 13: Post 1980 Intervention  
 Textbook: Chapters 21 & 25

**Week 14**

April 18      **FORMAL ESSAY DUE BY 5:00**

April 20      Lecture 14: Latin America Today  
 Textbook: Chapter 26

**April 25      FINAL PAPER DUE BY 5:00**

## Guide for Reading Response Journals

Please consider the following suggestions when preparing your reading responses:

### Essays:

These will be secondary sources. Secondary works are written accounts that were recorded after the fact about an event in history (usually by a historian). Readings from the *Human Tradition* and the *Popular Culture* volumes are historical essays.

- What is the author's thesis?
- What evidence does the author use to support the thesis?
- How persuasive is the thesis and evidence? Do you agree/disagree with the author? Why?
- What sources did the author use in his/her argument? Is this important?
- Does the essay support or refute any information presented in lecture or your textbook?
- What is your overall analysis of the essay? Is it well-written, good information, interesting, useful?
- Does the essay contribute to a better overall understanding of the historical period being discussed?

### Primary Documents:

Primary documents are written accounts that were recorded at the time that an event was happening. Examples of primary documents are: newspaper reports, letters, journals, legal documents, etc. Interviews, transcripts, song lyrics, and images may also be primary sources. Readings assigned from the *Problems* volume are primary documents.

- Start with 1 – 2 sentences giving a brief summary of the reading. Your summary should include the most important points, and present them in a concise manner.
- When was the document written? Is this important? How does the document fit in the context of other events being covered in class?
- Who wrote the document? What do you know about the author from lectures or your text? Is there anything about the author's background that might explain his/her perspective?
- Who was the intended audience? Is this important in understanding the approach taken by the author? How might people have reacted to the document at the time it was written?
- Why did the author write the document? Did it have the intended effect?
- Did the author of the essay use this document (or similar documents) as a source? How might you use the document as a source in your own historical analysis?

