

Modern Latin America
HIST 3358 – JO 4.102
Spring 2005, Wednesdays 7:00-9:45 pm

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 Office Hours: Wednesday 6:00-7:00
 Or by appointment

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.

John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America* (New York: W.W. Norton & Company, 2001).

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

E. Bradford Burns, *The Poverty of Progress: Latin America in the Nineteenth Century* (Berkeley: University of California Press, 1980)

Mark B. Rosenberg, et. al. (eds.) *Americas: An Anthology* (New York: Oxford University Press, 1992).

Additional readings will be assigned from the Internet Modern History Sourcebook, accessible at: <http://www.fordham.edu/halsall/mod/modsbook.html>. Other additional readings may be distributed in class.

In addition to the above readings, you will read one monograph of your choice related to Latin America in the twentieth century. Monographs must be chosen by October 30 and must be approved by me.

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 two book reviews, class participation and reading response journals, a map quiz, a mid-term paper, and a final paper. The breakdown of the grading is as follows:

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| Book Reviews | 100 points (50 points each) |
| Participation/Journals | 100 points |
| Map Quiz | 50 points |
| Mid-term Paper | 100 points |
| <u>Final Paper</u> | <u>100 points</u> |
| Total | 450 points |

Book Reviews: Two book reviews will be due during the semester (see attached course schedule for due dates). The first book review will be on *The Poverty of Progress* by Burns. The second book review will be on a scholarly monograph of your choice relating to Latin American history. Monographs for the second book review may relate to any relevant topic in Latin American history in the twentieth century and must be approved by me in advance.

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* book as well as documents in the *Americas* reader and documents from the Internet Modern History Sourcebook. Journal entries should be 2-4 typed pages, double-spaced. Please see the attached Guide to Reading Response Journals for specific instructions. Journal entries 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.

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: Book reviews, 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).

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.**

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/slfe/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/slfe/hcsvc.html.

PLEASE NOTE: I reserve the right to make changes to the following course schedule as needed. All changes will be announced in class with sufficient notice.

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| Jan. 12 Lecture/ Discussion | Introduction to the Course What is Latin America? The Colonial Legacy |
| Jan. 19 Read: Journal 1: | The Independence Era Chasteen, Chapters 1-3 Rosenberg, 2.3, 2.4, 2.5, 2.6 (Essays) Rosenberg, 8.2 (Primary Document) IMHS (Colonial Latin America): (Primary Documents) <ul style="list-style-type: none"> • Henry C Lea (1829-1909): The Inquisition in 17th-Century Peru: Cases of Portuguese Judaizers • Hubert Howe Bancroft: Burial of an Archbishop-Viceroy in Mexico City, 1612 |
| Lecture: | The Wars of Independence Challenges to New Nations |
| Jan. 26 Read: Journal 2: | Nation-Building in the 19th Century Chasteen, Chapter 4 Beezley, Chapters 1-2 (Essays) Rosenberg, 2.8 (Primary Document) IMHS (19C Latin America): (Primary Documents) <ul style="list-style-type: none"> • Alexander Von Humboldt: Problems And Progress in Mexico, c. 1800 • Simón de Bolívar: Message to the Congress of Angostura, 1819 |
| Lecture: | The Emergence of the <i>Caudillo</i> |
| Feb. 2 Read: Journal 3: | The Triumph of Liberalism Chasteen, Chapter 5 Beezley, Chapters 3, 7 (Essays) Rosenberg, 2.9 (Essay) Domingo Sarmiento, <i>Civilization and Barbarism</i> (Excerpt on Reserve) IMHS (19C Latin America): (Primary Documents) <ul style="list-style-type: none"> • Francisco Bilbao (1823-1865): from <i>America in Danger</i>, 1862 • F. Hassaurek: How to Conduct a Latin-American Revolution, 1865 |
| Lecture: | The Consolidation of Liberal-Oligarchic Regimes |
| Feb. 9 Read: Journal 4 | MAP QUIZ The Paradigm of Progress Chasteen, Chapter 6, 149-161 Beezley, Chapters 4, 6 Documents TBA |

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| Feb. 16 *** | Foreign Intervention in the 19th Century FIRST BOOK REVIEW DUE E. Bradford Burns, <i>The Poverty of Progress</i> Chasteen, Chapter 6, 161-end Beezley, Chapter 5 IMHS (19C Latin America): <ul style="list-style-type: none"> • Channing Arnold & Frederick J. Tabor Frost: The Rule of Porfirio Diaz, 1909 • Maria Eugenia Echenique: The Emancipation of Women (1876) |
| Read: Journal 5 | |
| Lecture: | The U.S. and Latin America in the 19 th Century |
| Feb. 23 | Mexico: The Premature Revolution |
| Read: Journal 6 | Chasteen, 7 Essay TBA Rosenberg, 9.1, 10.1, 10.2, 10.3, 10.4, 10.5 |
| Lecture: | The Mexican Revolution |
| March 2 | MID-TERM PAPER DUE Deadline to select monograph for second book review |
| Read/Discuss: | Beezley, Chapter 9 – No Journal Response due |
| Lecture: | Early Populism |
| March 9 | NO CLASS – SPRING BREAK |
| March 16 | Depression and War |
| Read: Journal 7 | Chasteen, Chapter 8, 213-226 Beezley, Chapters 8, 10 Rosenberg, 9.3, 9.4 |
| Lecture: | Latin America in World War II |
| March 23 | Alternatives to Liberalism |
| Read: Journal 8 | Chasteen, Chapter 8, 227-end Beezley, Chapters 11, 12 Rosenberg, 6.1 |
| Lecture: | Office of Inter-American Affairs Documents (to be distributed in class) The Second Rise of Populism |

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| March 30 | Revolution and Intervention in the 20 th Century |
| Read: | Chasteen, Chapter 9, 245-253 |
| Journal 9 | Beezley, Chapter 13 Rosenberg, 7.3, 7.4 IMHS (20C Latin America): <ul style="list-style-type: none"> • Juan Domingo Perón (1895-1974): Justicialism • Eva Duarte de Perón: <i>History of Perónism</i>, excerpts, 1951 • Inter-American Committee: Problems of Latin American Economies, 1965 |
| Lecture: | Latin American Revolutions |
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| April 6 | The Rise of the National Security State |
| Read: | Chasteen, Chapter 9, 253-end |
| Journal 10 | Beezley, Chapter 16 Rosenberg, 6.3 7.6, 8.5, 9.8, 11.1, 11.4, 11.6 |
| Lecture: | Military Responses to Communism |
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| April 13 | Alternatives in the 1990s |
| Read: | Chasteen, Chapter 10 |
| Journal 11 | Beezley, Chapter 14, 15 Rosenberg, 7.7, 8.4, 11.7, 11.8, 11.9 |
| Lecture: | The Rise of Neoliberalism and Democracy |
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| April 20 | Contemporary Latin America |
| *** | SECOND BOOK REVIEW DUE |
| Read: | Chasteen, Chapter 11 |
| Journal 12 | Essay TBA Rosenberg, 5.5, 5.6, 12.2, 12.4, 12.5, 12.8 |
| Lecture: | New Faces of Latin America |
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| April 27 | FINAL PAPER DUE |

Guide for Reading Response Journals

Outside readings (non-textbook readings) will be assigned every week in this class. These will come from the Rosenberg reader and from the Internet Modern History Sourcebook website (IMHS). Others will be available on reserve at the library or distributed in class. Each week, your outside reading assignment will consist of at least one essay and several primary documents. Please prepare a typed response journal entry for each week's outside reading assignment. Each journal entry should be approximately 2-4 pages, double-spaced. NOTE:

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).

- 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.

- 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?

Guide for Writing Formal Book Reviews:

Book reviews are designed to test your knowledge of the arguments and evidence presented in a monograph, and also to challenge you to critique the work. Book reviews should be typed and prepared prior to the due date. Each book review should be three to five typed pages in length. The review should begin with an introductory paragraph which briefly states the thesis of the AUTHOR of the monograph as well as a concise summary of his or her main evidence. The introductory paragraph should conclude with the YOUR thesis statement or the basic critique/opinion of the work.

Following the introduction, you should include at least one paragraph detailing the evidence that the author uses to frame the book's thesis. This evidence should be well-organized and detailed in the book review. Then the book review should include three to five paragraphs outlining your argument and evidence. In this part of the book review, you should consider several questions? How well did the author support his or her argument? How persuasive was that argument? How important were the author's main points? Was the author's research thorough, or did the book leave out important issues that have been covered in the text book? Was the writing style clear and concise, or was the book difficult to read? The book review should end with a succinct concluding paragraph.

NOTE: You may read the Burns monograph and the second monograph of your choosing at your leisure. It is your responsibility to finish the reading in time to meet the due dates included on the course schedule. DO NOT wait until the last minute.

Latin America



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