

## ***UT-Dallas Course Syllabus***

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**COURSE INFORMATION**  
**Modern Latin American History**  
**HIST 3399.001 – AD 2.232**  
**Fall 2018, M/W 4:00-5:15**

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### **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.

### **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.

### **REQUIRED TEXTBOOKS AND MATERIALS**

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

Lyman Johnson (ed) *Death, Dismemberment, and Memory: Body Politics in Latin America* (Albuquerque: University of New Mexico Press, 2004) ISBN: 0-8263-3201-3

James A. Wood (ed.) *Problems in Modern Latin American History: Sources and Interpretations* 4th Edition (Wilmington, DE: SR Books, 2014). ISBN: 978-1-4422-1860-4

Other readings will be posted on the McDermott Library's E-Reserve system. The password to access E-Reserves will be announced in class.

### E-Reserve Readings:

1. Eric Van Young, "Agustin Marroquin: The Sociopath as Rebel," in William Beezley and Judith Ewell (eds.) *The Human Tradition in Modern Latin America* (SR Books, 1997) pp. 3-26.
2. "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.
3. "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.
4. 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.
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. John L. Offner, "McKinley and the Spanish American War," in *Presidential Studies Quarterly*. Volume 34, No. 1 (March 2004) pp. 50-61.
11. "The Platt Amendment of 1901," in Michael LaRosa and Frank O. Mora (eds.) *Neighborly Adversaries: Readings in U.S.-Latin American Relations*, 2<sup>nd</sup> edition (Rowman & Littlefield, 2007) pp. 65-66.
12. 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.
13. 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.
14. "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.
15. 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.
16. 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.
17. 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.

18. Marjorie Agosin, "Irma Muller," in *Human Tradition in Modern Latin America* William Beezley and Judith Ewell (eds.) (SR Books, 1997) pp. 225-238.
19. "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.
20. Linda Robinson, "Peace in Central America?" in *Foreign Affairs* Volume 66, No. 3 (1987/88) pp. 591-613.
21. Documents on 1980s violence: "The Esquipulas II Accords" and "A school of the Americas Study Manual" in Robert H. Holden and Eric Zolov (eds.) *Latin America and the United States: A Documentary History* (Oxford, 2011) pp. 324-329.

\*\*Note: There is a website for this course with pertinent information such as the syllabus, lecture questions, recent news stories on Latin America, and lecture questions. I will also post copies of all handouts such as exams and study guides. Any important announcements will be posted on the course homepage. Finally, you will find some specific discussion questions on the website to guide you through the non-textbook readings every week. You may use any/all of the discussion questions as a guide for taking notes to prepare for quizzes and class discussions.

The 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.

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#### ASSIGNMENTS

**Class Participation:** We will have one formal class discussion each week and your active participation in this discussion will be a significant portion of your grade. 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 class discussions. Reading assignments out of the Johnson and Wood/Chasteen books and the E-Reserves will correspond thematically to the previous day's lecture. Students should use their quiz notes as the basis for class discussion.

**Weekly Quizzes:** At the beginning of days designated for formal class discussions, we will start with a brief **open note (NOT open book)** quiz. All students are strongly encouraged to take thorough notes on the assigned readings as these notes may be consulted during the weekly quizzes. You may use the questions listed on the discussion link to our course website as a general note-taking guide. Oftentimes quiz questions will be modified versions of the questions listed on that site. **NOTE:** The quiz will begin promptly at the start of class time and will last for no more than 10 minutes. Students arriving late to class will not be allotted additional time to complete the weekly quiz. No make-ups will be allowed on weekly quizzes, but I will drop your lowest 2 quiz scores at the end of the semester.

See [www.utdallas.edu/~mrankin](http://www.utdallas.edu/~mrankin) for quiz study questions.

**Map Quiz:** There is a map quiz scheduled early in the semester. Study guides will be posted on the course website. You will need to be able to locate Latin American countries and their capitals, plus major bodies of water. This is not open note or open book so begin studying early.

**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 TURNITIN.com.

**NOTE:** You must use only the readings that have been assigned as part of your weekly quiz 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.

**Writing Format:** Exams must follow the format for formal academic writing. In addition to content, exams will also be graded for suitable grammar, appropriate style, and proper mechanics. Formal citations are not necessary in exams, and no direct quotes are allowed. Please do not use outside sources on exams. Your notes, textbooks, and other reading assignments are sufficient to write a proper exam. Any use of outside sources will be considered academic dishonesty. You should make obvious from where you are taking your examples in the exams, and all examples should come from readings that have been assigned in class. All exams must be uploaded to TURNITIN.com by midnight on the due date.

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#### **GRADING POLICY**

The grading in this course is based on two exams, a map quiz, weekly quizzes, and class participation. The breakdown of the grading is as follows:

Mid-term Exam	100 points
Final Exam	100 points
Map Quiz	50 points
Weekly Quizzes	100 points
<u>Class Participation</u>	<u>100 points</u>
Total	450 points

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#### **COURSE & INSTRUCTOR POLICIES**

I will distribute a sign-in sheet to track attendance. It is important to attend class regularly to listen to lectures and participate in class discussions. It is not possible to “make-up” class participation. If you are not physically (and mentally) present in the classroom, it will affect your participation grade. Of course, please refrain from disruptive and rude behavior.

No late assignments will be accepted and there is no make-up policy for in-class work. I will drop two quizzes from the final grade for each student in lieu of allowing late work or make-ups. I will **NOT** accept final versions of any assignments as e-mail attachments unless previous arrangements have been made.

All formal exams must be uploaded to TURNITIN.com by midnight on the due date.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be **NO** substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences and/or sensitivities.

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**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 the course website: [www.utdallas.edu/~mrankin](http://www.utdallas.edu/~mrankin)

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**Week 1**

- August 20 Introduction to the Course
- August 22 Lecture 1: The Colonial Legacy  
Textbook: pp1-9

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**Week 2**

- August 27 Lecture 2: The Wars of Independence  
Textbook: Chapters 1-3
- August 29 Quiz 1 & Discussion  
*Death* Chapter 1  
E-Reserve Reading #1 (Van Young)  
E-Reserve Reading #2 (A Protest to the King)  
E-Reserve Reading #3 (Liberal Blueprint)  
*Problems* Chapter 1, #2 (Simon Bolivar)

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**Week 3**

- September 3 Labor Day – NO CLASS
- September 5 Lecture 3: Introduction to the *Caudillo*  
Textbook: Chapters 4-5

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**Week 4**

- September 10 Quiz 2 & Discussion  
*Death*, Chapter 4  
E-Reserve Reading #4: (Caudillo Politics)  
*Problems*, Chapter 3, #s 4 & 5 (Sarmiento & Santa Anna)
- September 12 **MAP QUIZ**  
Lecture 4: The Consolidation of Liberal-Oligarchic Regimes  
Textbook: Chapters 8-9

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**Week 5**

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

*Problems*, Chapter 4, #4 (Bilbao); Chapter 7, #2 (Freyre de Jaimes)

September 19 Lecture 5: The Paradigm of Progress  
Textbook: Chapters 6 & 7

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**Week 6**

September 24 Quiz 4 & Discussion  
E-Reserve Reading #7 (Peddling the Pampas)  
E-Reserve Reading #8 (Death and Disorder)  
*Problems*, Chapter 5, #s 2 & 4 (Sarmiento, Azevedo)

September 26 Lecture 6: The U.S. and Latin America in the 19<sup>th</sup> Century  
Textbook: Chapters 10, 11, 13, & 14

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**Week 7**

October 1 Quiz 5 & Discussion  
E-Reserve Reading #9 (Mexico's Vision of Manifest Destiny)  
E-Reserve Reading #10 (McKinley and the Spanish American War)  
E-Reserve Reading #11 (The Platt Amendment)

October 3 **MID-TERM EXAM**  
**Due by Midnight to TURNITIN.com**

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**Week 8**

October 8 Lecture 7: The Mexican Revolution  
Textbook: Chapter 15

October 10 Quiz 6 & Discussion  
*Death*, Chapters 5&6  
E-Reserve Reading #12 (Mexican Revolution)

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**Week 9**

October 15 Lecture 8: Early Populism  
Textbook: Chapter 12

October 17 Quiz 7 & Discussion  
E-Reserve Reading #13 (Batlle y Ordóñez)  
E-Reserve Reading #14 (Maria Lacerda de Moura)  
*Problems*, Chapter 6, #3(Freyre)

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**Week 10**

October 22      Lecture 9: Depression and War  
Textbook: Chapters 16, 17, & 18

October 24      Quiz 8 & Discussion  
*Death*, Chapter 7  
E-Reserve Reading #15 (Brazil in WWII)  
E-Reserve Readings #16 (Latin America in WWII documents)

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**Week 11**

October 29      Lecture 10: The Second Rise of Populism  
Textbook: Chapter 19

October 31      Quiz 9 & Discussion  
*Death*, Chapters 8 & 9  
*Problems*, Chapter 7, #4 (Peron) Chapter 8, #2 (Peron)

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**Week 12**

November 5      Lecture 11: Intervention and Revolution  
Textbook: Chapters 22-23

November 7      Film: Eva Peron

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**Week 13**

November 12    Film & Discussion: Eva Peron

November 14    Quiz 10 & Discussion  
*Death*, Chapter 10  
*Problems*, Chapter 6, #5 (Arevalo) Chapter 9, #1 (Che Guevara);  
Chapter 10, #3 (Church Committee)

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**November 19 & 21      Fall Break - NO CLASS**

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**Week 14**

November 26    Lecture 12: National Security State  
Textbook: Chapter 24

November 28    Quiz 11 & Discussion  
E-Reserve #17 (Veil of Silence)  
E-Reserve #18 (Irma Muller)  
E-Reserve #19 (Never Again)  
*Problems*, Chapter 12, #3

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**Week 15**

December 3    Lecture 13: Post 1980 Intervention  
Textbook: Chapters 21 & 25

December 5    Quiz 12  
E-Reserve #20 (Central America Peace)  
E-Reserve #21 (Documents on 1980s violence)  
*Problems*, Chapter 12, #6

Informal Discussion: Latin America Today  
Textbook: Chapter 26

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**Date TBA    FINAL EXAM DUE on the final exam date scheduled by the university**  
**Upload to TURNITIN.com by midnight**

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**COMET CREED**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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**UT DALLAS SYLLABUS POLICIES AND PROCEDURES**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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