

*Course Syllabus*

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**COURSE INFORMATION**

**Modern Latin America**  
**HIST 3358.001 – CN 1.304**  
**Spring 2007, T/TH 1:00-2:15**

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**PROFESSOR CONTACT INFORMATION**

Dr. Monica Rankin  
JO 5.408  
(972) 883-2005  
Mobile: (972) 822-5375  
[mraink@utdallas.edu](mailto:mraink@utdallas.edu)  
[www.utdallas.edu/~mraink](http://www.utdallas.edu/~mraink)

Office Hours: W 6:00-7:00; TH 11:30-12:30 or by appointment

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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.

**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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**REQUIRED TEXTBOOKS AND MATERIALS**

Lawrence A. Clayton, et. al. *A History of Modern Latin America* 2<sup>nd</sup> ed. (Thompson Wadsworth, 2005). ISBN: 0-534-62158-9

William Beezley, et. al. (eds.) *The Human Tradition in Modern Latin America* (Wilmington, DE: SR Books, 1997). ISBN: 0-8420-2613-4

William Beezley, et. al. (eds) *Latin American Popular Culture: An Introduction* (Wilmington, DE: SR Books, 2000) ISBN: 0-8420-2711-4

John Charles Chasteenn, et. al. (eds.) *Problems in Modern Latin American History: Sources and Interpretations* Revised Edition (Wilmington, DE: SR Books, 2004). ISBN: 0-8420-5061-2

Other readings (TBA) will be distributed in class.

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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.

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## ASSIGNMENTS

**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 class discussions. Formal class discussions will take place on most Tuesdays. Reading assignments out of the Beezley and Chasteen books will correspond thematically to the previous day's lecture. Students should use their reading responses as the basis for class discussion.

**Reading Response:** Students will prepare a reading response journal for each secondary reading assigned from the Beezley and Chasteen volumes. (Please note: no response papers are required from the Clayton text.) 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 the Chasteen volumes. These responses 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 approximately 2-4 typed pages, double-spaced (or 1-2 good paragraphs per reading). 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 + (or pass/fail) system and will be incorporated into the participation portion of the final grade. See my website for suggested topics for response papers.

### Guide for Reading Response Journals

Outside readings (non-textbook readings) will be assigned every week in my classes. These are listed on the course schedule and on the course websites. Books are available on reserve at the library. Students are to prepare reading response journals for all non-textbook reading assigned in class. Reading responses should be considered INFORMAL writing. Think of them as a set of notes for the assigned readings. I will look for evidence that you have completed the reading and that you have processed the information in an analytical way. I WILL NOT grade for style, grammar, and writing format. Nevertheless, you may find it helpful to practice good writing techniques on the reading response

journals in preparation for the formal writing assignments due periodically throughout the semester. Specific suggestions for each reading are posted on the course websites. General points to consider include the following:

**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(s) use this document (or similar documents) as a source? How might you use the document as a source in your own historical analysis?

**Formal Group Project:** A major formal group project will be due late in the semester and will account for a large portion of the final grade in this course. The project should be an in-depth analysis of some aspect of popular culture as it relates to topics covered in this course. Group findings will be presented in the final weeks of the semester in a format of your choice (formal presentation, short video, artwork, etc.) Topics and outlines are due on March 20 for instructor approval. Group size should range from 3-5 people and presentations should be no longer than 15 minutes. You will find a nice selection of readings already assigned for the class, which are suitable sources for the project. Other sources will be available through the McDermott Library

Reserve system. You may also consult reputable outside sources. Due dates for the formal projects are listed on the course schedule and will be assigned to specific groups at a later date. Detailed information about the formal group project will be distributed later in the semester.

**Exams:** The exams in this class will be take-home exams. They will comprise 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. Exams will be due on the days listed in the course schedule.

**Writing Format:** All journal entries and exams must be typed with 12-point font and all pages should be stapled. Exams must be double-spaced, journals may be either double or single spaced. 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 exams should include a cover page with the above information. 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. Please see Kate Turabian's *Manual for Writers of Term Papers, Theses and Dissertations* for a guide to grammar and stylistic concerns in formal writing (see also [www.dianahacker.com](http://www.dianahacker.com)). You may also see my website for general writing tips. All exams must be uploaded to TURNITIN.com by midnight on the due date.

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## GRADING POLICY

Participation	100 points
Map Quiz	50 points
Formal Project	100 points
Exam 1	100 points
Exam 2	100 points
<u>Final Exam</u>	<u>100 points</u>
Total	550 points

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## COURSE & INSTRUCTOR POLICIES

There is no formal attendance policy in this class, but I will pass around a sign-in sheet at the beginning of every class to assist in tracking class participation. Students arriving late will not be allowed to sign in. 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. Furthermore, past experience has proven that students who attend class regularly tend to earn higher grades. I frequently include information in my lectures that is not necessarily covered in your reading. It behooves you to be present to listen to lectures and participate in class. Finally, please refrain from disruptive behavior such as arriving late, departing early, talking, sleeping, reading the newspaper, etc. (I reserve the right to add to this list as needed).

No late assignments will be accepted and there is no make-up policy for in-class work. I will drop one response journal 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.

A paper copy (typed) of all journal responses must be turned in at the end of class on the due date. Journals will not be accepted early or late. 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. There are NO EXCEPTIONS to this rule.**

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#### **Field Trip Policies**

There are no field trips scheduled for this course.

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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**

January 9 Introduction to the Course/What is Latin America

January 11 Lecture 1: The Colonial Legacy  
Textbook: pp1-9

**Week 2**

January 16 Discussion/Journal 1:  
*Popular Culture* Introduction and Chapter 1  
*Human Tradition*, Introduction  
*Problems* Chapter 1 (#s 3 & 4), Chapter 3 (#5)

January 18 Lecture 2: The Wars of Independence  
Textbook: Chapters 1-3

**Week 3**

January 23 Discussion/Journal 2  
*Human Tradition*, Chapter 1  
*Problems*, Chapter 2 (#1)  
Lecture 3: Introduction to the *Caudillo*

January 25 FILM: *Camilla*  
Textbook: Chapters 4-5

**Week 4**

January 30 Discussion/Journal 3  
*Human Tradition*, Chapters 3 & 7  
*Problems*, Chapter 4 (#s 4, 5, & 6)

February 1 Lecture 4: The Consolidation of Liberal-Oligarchic Regimes  
Textbook: Chapters 8-9

**Week 5**

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

February 8 Lecture 5: The Paradigm of Progress  
Textbook: Chapters 6 & 7

**Week 6**

February 13

Discussion/Journal 5

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

February 15

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

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

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

February 20

**EXAM 1****Due by Midnight to TURNITIN.com**

February 22

Lecture 7: The Mexican Revolution

Textbook: Chapter 15

**Week 8**

February 27

Discussion/Journal 6

*Human Tradition*, Chapter 5*Popular Culture*, Chapter 10*Problems*, Chapter 8 (#4); Additional documents TBA

March 1

Lecture 8: Early Populism

Textbook: Chapter 12

**March 5-9****NO CLASS – SPRING BREAK****Week 9**

March 13

Discussion/Journal 7

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

March 15

Lecture 9: Depression and War

Textbook: Chapters 16, 17, &amp; 18

**Week 10**

March 20

**FORMAL PROJECT APPROVAL DEADLINE**

Discussion/Journal 8

*Popular Culture*, Chapters 7 & 11*Problems*, Chapter 10 (#4); Additional documents TBA

March 22	Lecture 10: The Second Rise of Populism Textbook: Chapter 19
<b>Week 11</b> March 27	<b>EXAM 2</b> <b>Due by Midnight to TURNITIN.com</b>
March 29	Lecture 11: Intervention and Revolution Textbook: Chapters 22-23
<b>Week 12</b> April 3	<b>FORMAL PROJECTS</b> Journal 9 <i>Human Tradition</i> , Chapter 12 & 13 <i>Problems</i> , Chapter 8 (#5); Chapter 11 (#s 1-2); Chapter 12 (#2)
April 5	Lecture 12: National Security State Textbook: Chapter 24
<b>Week 13</b> April 10	<b>FORMAL PROJECTS</b> Journal 10 <i>Human Tradition</i> , Chapter 14 <i>Popular Culture</i> , Chapter 13 <i>Problems</i> , Chapter 11 (#5); Chapter 12 (#3)
April 12	Lecture 13: Post 1980 Intervention Textbook: Chapters 21 & 25
<b>Week 14</b> April 17	<b>FORMAL PROJECTS</b> Journal 11/Make-up Journal <i>Human Tradition</i> , Chapters 15-16 <i>Problems</i> , Chapter 8 (#6); Chapter 13 (#s 3&4)
April 19	Lecture 14: Latin America Today Textbook: Chapter 26
<b>April 26</b>	<b>FINAL EXAM DUE</b> <b>Upload to TURNITIN.com by midnight</b>

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## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the

Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.  
([http://www.utdallas.edu/Business\\_Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

*These descriptions and timelines are subject to change at the discretion of the Professor.*