**COURSE DESCRIPTION:**

This course provides an introduction to modern Latin America history. We move chronologically through major economic, political, social, and cultural dynamics in the region, beginning with a consideration of the legacy of colonialism and the wars for independence in the 1810s-20s. We then move into the nineteenth and twentieth centuries, where our study is organized around **three major thematic lines**.

**First**, we look at diverse visions of the nation and models for development that emerged in different places and times and competed for national ascendance.

**Second**, we study the structures and practices of social relations at local, national, and international levels engendered by different development projects. How have groups with certain racial, gender, political, and other characteristics gained and maintained the power to dominate their nations? How have majorities often been marginalized from economic and political power?

**Third**, we explore a diversity of collective movements that have challenged structures and practices of exclusion and oppression. How have different groups in Latin America in particular historical contexts mobilized to transform their societies? On this question, we highlight key cases, such as the Mexican Revolution, the “Guatemalan Spring” of the 1940s-50s, and the Popular Unity government in Chile. We consider both domestic and international factors in the outcome of these projects for change. We end with a look at current political and social movements in the era of neoliberal global capitalism.

**LEARNING OBJECTIVES & ASSESSMENT:**

Students who successfully complete this course will gain a basic knowledge of significant people, places, events, and dynamics in nineteenth and twentieth century Latin American history. This will be assessed with a map quiz, a midterm, and a final exam. Students will improve critical thinking skills by working through historical questions in readings and group discussions. Students’ writing skills will improve through weekly thesis-driven essays. Required reading averages 50-80 pages per week. Required essay writing (not including exams) is between 12-16 pages.
** This course counts for History majors and minors, the Latin American Studies minor, the International Development Studies minor, and two of the required General Education groups: Group VI, Historical and Cultural Studies (H) & Group X, Indigenous and Global Perspectives (X).

**REQUIRED READING:**
- *Articles and book selections*. The bibliography of required reading in addition to the textbook appears at the end of this syllabus. This material is on Moodle.

**HIGHLY RECOMMENDED:**

**REQUIREMENTS AND GRADE COMPOSITION**

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<thead>
<tr>
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<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Map Quiz (Tu, 2/23)</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Midterm (Tu, 3/15)</td>
<td>200</td>
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<tr>
<td>Final (M, 5/13)</td>
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<tr>
<td>Essays (8/13 x 25 pts each)</td>
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<tr>
<td>2 Graded Essays (50 pts each)</td>
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<td>10%</td>
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<tr>
<td>Attendance + Participation</td>
<td>150</td>
<td>15%</td>
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<td><strong>TOTAL</strong></td>
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**GRADING SCALE:** Final Grades (converted from 1000 points possible)

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<td>C-</td>
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<td>F</td>
<td>59 &amp; lower</td>
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**DROP/ADD DEADLINES**

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<tr>
<td>2/2</td>
<td>last day to add classes via CyberBear without consent</td>
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<tr>
<td>2/12</td>
<td>last day to add/drop/change via CyberBear w/ partial refund</td>
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<tr>
<td>2/13-3/28</td>
<td>drop/add/change with form &amp; fee</td>
</tr>
<tr>
<td>3/29-5/6</td>
<td>drop/add/change by petition; granted only for legitimate, serious, documented reasons</td>
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**ATTENDANCE & PARTICIPATION**

100 points are given for attendance and 50 points for participation. To keep track of attendance, at the beginning of each class, I will pass around a sheet to be signed. *It is your responsibility to make sure you sign the sheet.* If your name is not on it, I will assume you were not there. Excused absences require either prior approval by me or documentation, eg. from a doctor or university official, submitted as soon as possible following the absence. One unexcused absence is allowed with no penalty. After that, each absence will be 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. You may demonstrate your interest and preparation in a variety of ways. Foremost, I will assess the frequency and quality of your contributions in class discussions and group activities. This is a subjective assessment on my part, worth up to 50 points. If speaking up in public is particularly difficult for you, I suggest coming by my office hours periodically to talk about course material.
MAP QUIZ & EXAMS

Separate handouts and/or class discussions will be provided for these requirements.

ESSAYS

Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week’s reading, each of which is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you are still responsible to do the reading for those weeks and to come to class prepared to discuss it. Be aware that one of the possible days for essay submission is the day of the midterm, so carefully choose which weeks you will and will not submit essays. Get started on the essays right away; not completing them will severely affect your grade. To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout, reproduced in condensed form below. To improve your writing, I strongly recommend a short book called Writing with Style by John Trimble.

To receive 25 points, essays must, at a minimum, meet these criteria:

1. Be double-spaced, typed, and about 1 ½-2 pages. 1 ½ is minimum for credit. 3 is max.
2. Have a page number on all pages after the first. (Number on first page is optional).
3. Have a creative title that catches your readers’ attention, together with a subtitle that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know).
4. Be drawn from the reading for that week, and answer one of the questions presented about it, unless your own choice of topic was given as an option.
5. Have a clearly worded thesis statement or question somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
6. Be broken into paragraphs, each with a clear theme that relates to your overall argument.
7. Include a minimum of 2 citations to the reading for the week, with page numbers. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be in addition to, not a substitution for, the minimum 2 citations to the week’s reading. If you cite lecture notes, give the date.
8. Indicate your sources with the page numbers in the text, either with footnotes or MLA style citation – (Marti, 360). Only if you add something from a source not on the syllabus do you need to give full citation information.
9. Give an appropriate introduction to your sources in the body of your text, especially when you quote from them. (eg. “According to historian John French, “. . .”)
10. Follow all additional rules and guidelines presented in class discussions, handouts, or supplementary readings.
11. Be carefully edited and proofread. Misspellings, typographical errors, and excessive grammatical or stylistic errors will result in a 0.
OTHER COURSE POLICIES

• In the first weeks of the semester, I will ask you to sign a course contract, which reads:
  
  My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.

  If you do not wish to sign this agreement by 2/12, the last day to change registration on Cyberbear, you should drop the course.

• This course complies with the History Department policy which does not allow course drops after the 45th instructional day of the semester, except in documented dire circumstances as outlined in university policy: University of Montana Undergrad Advising on Drop-Add

• Keep all of your graded written work until the end of the semester (essays, exams).

• Get and use a umontana email account. I may send out group or individual messages during the semester with changes or information for which you are responsible.

• Many of the course readings are on Moodle. Please make sure you have access to reliable internet service and are able to use Moodle throughout the semester. You may also want to download the readings to a zip drive or hard drive to make sure you can access them when needed.

• No late assignments or make-up work will be accepted without prior approval from me or appropriate university documentation (presented in the timeliest fashion possible).

• Notify me of any relevant disabilities or athletic or other commitments as early as possible. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide appropriate accommodation.

• This course involves a considerable amount of formal writing. Assistance may be found at the University Writing Center [LA 144; 243-2266; University of Montana Writing Center].

• All students must practice academic honesty and adhere to Student Conduct Code: University of Montana student conduct code. Plagiarism or other academic misconduct may result in a failing grade and/or prompt further disciplinary action from the University. If you have questions about how to avoid plagiarism, see me, and/or consult the Mansfield Library’s webpage on plagiarism.

• It is your responsibility to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course. The end of the semester is not the appropriate time to meet with me about your work or grade.
SCHEDULE:

1) Tu, 1/26: Course Introduction

2) Th, 1/28: The Origins of Latin America

3) Tu, 2/2: Three Centuries of Iberian Colonial Rule
   ESSAY 1

4) Th, 2/4: Slavery and the Haitian Revolution
   Trouilloit, “Unthinkable History” pp. 70-107. [38 pp.]

5) Tu, 2/9: Movements and Wars for Independence
   ESSAY 2

6) Th, 2/11: Postcolonial Strife: Competing Visions of Nation-Building
   RDG: Chasteen, Ch. 4, “Postcolonial Blues,” pp. 119-147. [28 pp.]

7) Tu, 2/16: Civilization vs Barbarism: The Case of Argentina
   ESSAY 3

8) Th, 2/18: Centralism vs Federalism: The Mexican-American War and the Liberal Ascent
   RDG: Chasteen, Ch. 5, “Progress,” pp. 149-78. [29 pp.]
9) Tu, 2/23: The Liberal Era and Neocolonial Export Capitalism
   RDG: Chasteen, Ch. 6, “Neocolonialism,” (1st half), pp. 181-198. [17 pp.]
   ESSAY 4
   MAP QUIZ

    RDG: Chasteen, Ch. 6, “Neocolonialism,” (2nd half), pp. 199-214. [15 pp.]

11) Tu, 3/1: A Response to the Inequities of Neocolonialism: The Mexican Revolution I
    RDG: Chasteen, Ch. 7, “Nationalism,” (first half), pp. 217-229. [12 pp.]
    Flores Magon, Land & Liberty, Part 1, pp. 1-31. (intro text by Dave Poole, with
    excerpts from Flores Magón’s writings) [32 pp.]
    ESSAY 5

12) Th, 3/3: Consolidating a Nationalist Agenda: The Mexican Revolution II

13) Tu, 3/8: Democratic Openings and National Development Models (ISI)
    RDG: Chasteen, Ch. 7, “Nationalism,” (second half), pp. 229-246. [17 pp.]
    ESSAY 6

14) Th, 3/10: Catch up/Breathe/Review

15) Tu, 3/15: MIDTERM
    ESSAY 7

16) Th, 3/17: Making Sense of Populism: The Rise of Perón in Argentina
    RDG: Chasteen, Ch. 8, “Revolution,” (beginning), pp. 249-256. [8 pp.]
    James, “Perón and the People,” in The Argentina Reader, pp. 269-295. [26 pp.]

17) Tu, 3/22: The Advent of the Cold War in Latin America
    RDG: Chasteen, Ch. 8, “Revolution,” (middle), pp. 257-264. [7 pp.]
    Dulles, “The U.S. & Latin America,” (Declaration of Caracas), in Chasteen &
    Tulchin, pp. 319-323.
    ESSAY 8

18) Th, 3/24: Democratic Reform in Guatemala and the U.S. Response
    RDG: Schlesinger & Kinzer, Bitter Fruit, in LaRosa & Mora, pp. 149-158. [9 pp.]
19) **Tu, 3/29: The Cuban Revolution**
   RDG: Chasteen, Ch. 8, “Revolution,” (end), pp. 264-273. [9 pp.]
   
   **ESSAY 9**

20) **Th, 3/31: Guerrillas, Christians, and the U.S. Alliance for Progress: The 1960s-70s**
   RDG: Chasteen, Ch. 8, “Countercurrents: Liberation Theology,” pp. 274-277. [3 pp.]
   “The Alliance for Progress,” in Rosenberg, ed., pp. 78-82. [4 pp.]

   [Tu, 4/5 & Th, 4/7: Spring Vacation]

21) **Tu, 4/12: The Chilean Popular Unity**
   Burns & Charlip, “Chile,” pp. 250-52. [3 pp.]
   
   **ESSAY 10**

22) **Th, 4/14: Authoritarian Regimes in the Southern Cone**
   RDG: Chasteen, Ch. 9, “Reaction,” (1st half), pp. 279-296. [17 pp.]

23) **Tu, 4/19: Transitions to Democracy, New Social Movements, Politics of Memory and Human Rights**
   
   **ESSAY 11**

24) **Th, 4/21: Civil War, Genocide, and Revolution in Central America**
   RDG: Chasteen, Ch. 9, “Reaction,” (2nd half), pp. 296-309. [9 pp.]
   Keen, “Central America” (selections), pp. 437-49. [12 pp.]

25) **Tu, 4/26: Neoliberalism and Its Critics: The Case of the Zapatistas**
   RDG: Chasteen, Ch. 10, “Neoliberalism,” pp. 311-329. [14 pp.]
   Burns & Charlip, “Neoliberalism” [4 pp.]
   Subcomandante Marcos, Selections from *Our Word Is Our Weapon* [38 pp.]:
   Part I (declarations), pp. 13-17, 43-51, 115-23; Part II (fiction), pp. 289-93, 346-55.
   
   **ESSAY 12**
26) Th, 4/28: *Early Twenty-First Century Trends I*

27) Tu, 5/3: *Early Twenty First Century Trends II*

ESSAY 13

28) Th, 5/5: Review

FINAL EXAM: Fri, May 13, 8-10 am


Luis Ignacio (LULA) da Silva, President of Brazil, 2002-2011
REQUIRED READINGS (in addition to the Chasteen textbook)


“The Alliance for Progress,” in Rosenberg, et. al., eds. Americas, pp. 78-82.


---------. “Chile,” pp. 250-252.
---------. “Latin America Swings Left,” pp. 296-309.


Dulles, John Foster. “The United States and Latin America in the Cold War” (Declaration of Caracas), in Chasteen and Tulchin, eds., Problems in Modern Latin American History, pp. 319-323.


