



## History 385.01E

### Latin America in the Modern Era



**Instructor:** Dr. Mark Moreno

**Class Meets:** Tues.-Thurs. 12:30 p.m., SS141

**Office Location:** Ferguson Social Sciences, #118

**Office Hours:** Tues.-Thurs., 2 p.m.--4:30 p.m.

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### COURSE INFORMATION

#### Course Description

Overview: After the independence of Spain's American colonies in the early nineteenth century, an age of political turmoil, civil wars, and foreign intervention ensued. Elites struggled to maintain colonial-era privileges, while emergent middle classes fought politically and often violently to acquire greater economic freedom and social mobility. While these struggles occurred, indigenous peoples resisted attempts by new governments to break up communal landholdings and ways of life, but often had to choose sides in violent political struggles, in order

to preserve those things. Racially mixed populations of European, Indian, and African backgrounds grew in influence, even as black Latin Americans struggled against recurrent prejudice. As the nineteenth century progressed, the United States grew in economic and military might, acquiring almost half of Mexico's territory and -- along with Great Britain -- heavily penetrated Latin American economies. In the 20<sup>th</sup> century, the U.S. loomed large in Latin America, with military interventions in Mexico, Cuba, Haiti, the Dominican Republic, and Nicaragua. The U.S. would also play a dominant role diplomatically, aiding in the Cold War overthrow of democratically elected governments in Guatemala and Chile; its policies also resulted in the Cuban and Nicaraguan socialist revolutions. In turn, the Cold War produced some of the world's most brutal and bloody dictatorships in Latin America. Revolution and political violence defined many aspects of 20<sup>th</sup> century Latin American history, before and during the Cold War. This class presents case studies in how nation-states are formed among diverse peoples, and obstacles to state formation. Latin American nations today are among the world's most efficient and healthy democracies; but the quest for peace, stability, and independent economies has been long, arduous, and tragic in the undertaking. That story will be told here.

### **Required Texts**

Brown, Michael F. et al., *War of Shadows: The Struggle for Utopia in the Peruvian Amazon* (University of California, 1993), ISBN: 978-0-5200-7448-4

Dawson, Alexander, *Latin America since Independence: A History with Primary Sources* (Routledge, 2011), ISBN: 978-0-4159-9196-4

Sarmiento, Domingo Faustino, *Facundo: Civilization and Barbarism* (University of California Press), ISBN 978-0-5202-3980-7

Skidmore, Thomas E. et al., *Modern Latin America, 8<sup>th</sup> Ed.* (Oxford University Press, 2012), ISBN: 978-0-1999-2923-8

Additional Materials will be posted on eCollege

### **Student Learning Outcomes**

By the end of the semester, students will recognize the historical parameters of modern Latin American, including the state-building process; knowledge of internal relations regarding race, class, and gender; and historical relations with the United States, and they will have the ability to effectively express their viewpoints on this topic in writing.

<b>COURSE REQUIREMENTS</b>
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**Participation and attendance:** Regular attendance is expected, as well as regular questions and comments from students. Ten points will be deducted for every three unexcused absences. Other lectures and film/video presentations will relate to class readings. Class time is meant for both

lecture and discussion, so participation is important whether class involves interaction or film/video presentations. Class time is not nap time, and the instructor reserves the right to dismiss disengaged students for the day.

**Plagiarism:** Taking work directly from other sources and presenting it as your own is a serious academic offense, and will automatically result in a “0” grade for your paper, and possibly for the class. In addition, students will need to meet with the instructor for explanation and will be subject to disciplinary action by the University. Modern (or postmodern) technology has made detection of plagiarism easier than ever before, and faculty members in most cases have adopted a “zero tolerance” policy for such actions. All work produced for this class must come directly from History 385.01E students, and be specific to History 385.01E for the Spring 2014 semester.

**Exams:** Two Blue Book exams – a midterm and a final – will be assigned in this class. Students will answer two out of three questions in standard essay form and in longhand.

**Participation/Discussion:** Alternating students will turn in semi-weekly reading summaries and lead discussions based on class textbooks, especially the primary sources in *Latin America Since Independence*, select sections of *War of Shadows*, and class handouts.

**Semester Project:** Students will produce a research paper of eight to 10 pages utilizing primary and secondary sources. There will be discussion on this paper during the first month of class, and instructions will also be posted during that time. It is due the second to last week of class.

## **Grading**

Attendance, Participation and Discussion = 100 points

Exams = 200 points total

Discussion Assignments = 100 points total

Research Project = 100 points

Total = 500 points possible

Percentages and grades:

90-100% = A range

80-90% = B range

70-80% = C range

60-70 = D range

Below 60% = F

<b>TECHNOLOGY REQUIREMENTS, ACCESS, and NAVIGATION</b>
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Required: High-speed Internet access, a word processor, and a printer for some assignments

This course is facilitated online with eCollege, the online system used by Texas A&M University-Commerce. You can get started at <https://tamuccommerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

All relevant course materials – including the syllabus – can be found in eCollege.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor**

Email through the online learning system is the best way to contact the instructor outside of class. Students should expect a response within 24 hours on weekdays.

### **Writing and Library Support**

For assistance with writing, students are encouraged to make appointments with the University Writing Center:

<http://web.tamu-commerce.edu/http/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

*Electronic Devices:* No smartphones are to be active during class time. The use of laptops and electronic notebooks will be prohibited for any student not using them for note-taking or other activities directly related to class. The instructor reserves the right to revoke such privileges, and to dismiss disengages students from class. It is important to be focused on the subject matter during lectures, discussions, and film/video presentations.

*Plagiarism:* As stated above, it is easy to detect and provokes the ire of faculty members like almost nothing else, and it is against University policy.

### **University Specific Procedures:**

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the “Code of Student Conduct” in *Student Guide Handbook*.)

**Statement of Non-Discrimination:**

**A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.**

<b>COURSE OUTLINE / CALENDAR</b>
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*This schedule is subject to slight revision during the course of the semester*

Lecture/Discussion Schedule

Week 1: Introduction

- In the Beginning: The King
  - The Wars for Independence
- Readings: *Latin America Since Independence* (Sections TBA); *Facundo*

Week 2

- Entering the Modern World
- The New Republics, Mexico and South America
- First Discussion

Readings: *Latin America Since Independence*, *Modern Latin America*, *Facundo*

Week 3

- The Age of Strongmen

Readings, *Latin America Since Independence* and *Modern Latin America* (sections TBA);  
*Facundo*

Week 4

- Gender and the State: The Colonial and National Eras
- Making New Citizens: Argentina
- Second Discussion

Week 5

- Race and Nation: Indigenous Peoples
- Case Study: Mexico

Week 6

- Race and Nation: Black Latin Americans
  - Case Study: Brazil
  - Third Discussion
- Readings: *Latin America Since Independence* (sections TBA); *Modern Latin America* (sections TBA)

Week 7

- **Midterm**

Week 8

- Cuba: From Colony to Independence
  - Race and Nation in Cuba
  - Film, “We Were Strangers”
- Readings: *Latin America Since Independence* (sections TBA); *Modern Latin America* (sections TBA)

Week 9

- The Mexican Revolution, 1910-1940
- Fourth Discussion

Readings: *Latin America Since Independence* (sections TBA); *Modern Latin America* (sections TBA)

Week 10

- The Mexican Revolution

Readings TBA

Week 11

- Race and Nation, 20<sup>th</sup> Century
- Global Depression and World War II
- Fourth Discussion

Week 12

- Post War: Argentina and Peru
- The U.S. and Guatemala
- The Cuban Revolution

Readings: Start *War of Shadows*

Readings TBA

Week 13

- Research Projects Due
- The 1960s: Cold War in Central America
- The Shining Path in Peru

Readings: *War of Shadows* (all), others TBA

Week 14

- Film on Guatemalan Genocide
- Last Discussion: *War of Shadows*, the Shining Path

Week 15

**Final Exam**