HIST 3212-001
MODERN LATIN AMERICA
TR 8:00-9:25
MITCHELL HALL: 203
Office Hours: TR: 10-11; 1:30-2:30 p.m. or by appointment
E-mail gduenas@memphis.edu
Phone: 678-3377

Syllabus
Course Description
This course surveys the history of Latin America since 1820, when most countries of the region obtained the political independence from Spain and Portugal and became a tortuous route towards state formation and economic independence. The course will examine the historical roots of economic development and social inequality in the region, as a whole. Through historic texts, the course explores the promises and shortcomings of nation-building in Latin America; the contradictions of liberalism; the increasing gap between the elites and the subaltern groups; the integration of the economy into the global system centered in Europe and the United States; urbanization and urban poverty; regional disparities and rural poverty; populism and popular culture; military dictatorship and repression; and contemporary prospects. We will concentrate on the historical trends of the nineteenth and twentieth centuries as they have evolved in Mexico, Argentina, Brazil the Andean Countries and Cuba, although other countries will not be excluded in the readings and lectures.

Objectives
This course aims for students to:
1. Understand the main social, political, economic and cultural issues of Modern Latin America
2. Develop the skills to discuss events and processes of Modern Latin America from an informed perspective
3. Have the opportunity to examine significant primary text in Modern Latin America, and develop the skills to draw sound conclusions from various primary sources.
4. Develop critical thinking and the capability to understand the cultural richness of societies different from the most industrialized ones.
5. Improve writing skills by writing analytical essays during the semester

Required Readings
- Gabriel Garcia Marquez, *The General in His Labyrinth* (Penguin Books)
- Online reading material

Course Format
This is primarily a reading and discussion course. Attendance and preparation are very important. For the most part I will lecture once a week followed by a group discussion of
assigned material. The readings will present a debate on a subject which we will continue in class. The reading and the thoughts it sparks in you are essential parts of the course. To learn from and enjoy this course, you must complete all assigned readings on time.

The lectures and readings are meant to complement one another although they will not always perfectly coincide. Typically each lecture will be at once factual and interpretative. The lectures provide you with additional historical material to work with in developing your own interpretations of events.

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Class Participation

“Think Pieces” and discussion

You will be expected to actively participate in all class discussions. Have the readings done before you come to class and be ready to discuss them. Don’t feel intimidated by a lack of background in history; often there is no one ‘right’ answer to the questions being discussed. Your discussion grade will be based on the quality of your participation; simply being there or saying “something” will not get you a high grade.

Part of your participation grade is the task of leading discussion (5 percent of this portion of your grade). You will be required to lead at least one discussion.

For every set of readings, you will be required to write an essay. These essays, discussing the major themes and issues of the readings, should be approximately 3-4 pages, and in the nature of a journal; that is, “think pieces” written analytically, but not necessarily formally. First person narrative is great. Be certain to refer in your essay to each of the assigned readings. A good approach is to identify and summarize the major points of each piece, its supporting premises and assumptions, and its conclusions. What themes resonated with you after you finished reading? What questions did they raise for you? Grades will be based upon the quality of your ideas and how effectively you present them. Papers are due each discussion day. Because they are meant to aid discussion, I will not accept papers from students who do not attend the discussion.

There are seven (7) “think pieces” and seven discussions to be graded; I will count only the top six grades in each. I tend to reward improvement, so if you do poorly at first but better as the semester unfolds, I will take this into account in determining your final grade.

Essays

Two Essays: Five pages long, based on the reading of Gabriel Garcia Marquez, *The General in His Labyrinth* and Mariano Azuela, *The Underdogs*.

The guidelines used for assigning grades to the essays are as follows:
A. Thesis is clear. The essay is well written and is supported with documented evidence and concrete examples.
B. Thesis needed refinement. Essay is unclear in spots and/or more specific evidence is needed to demonstrate the thesis.
C. Thesis is vague. Essay is difficult to follow because of grammatical and typographical errors, or faulty logic. A bare minimum of evidence is presented.
D. Thesis is very unclear. Essay is poorly written and not thought out. Student has only a rudimentary grasp of the historical issues and makes factual errors.
E. No thesis. Essay is largely incomprehensible and evidence is lacking. Student makes grandiose claims and commits serious factual errors.

Final Examination

The Exam will be three essay questions drawn from all course materials: lectures, reading assignments, discussions, and films. On the day of the exam you may bring to class with you one 8 1/2 by 11” study sheet with whatever information you wish on it. They must be in your own handwriting; they must not be typewritten, and they may not be photocopies. They will be collected with your exams. The final exam will be comprehensive.

Grades

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20 percent</td>
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<tr>
<td>Think pieces</td>
<td>20 percent</td>
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<tr>
<td>Map Quiz</td>
<td>5 percent</td>
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<tr>
<td>Final Exam</td>
<td>25 percent</td>
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<tr>
<td>Essays</td>
<td>30 percent</td>
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Academic Misconduct and Sanctions

As a student in this course, you are required to uphold academic integrity in all aspects of the course, especially on examinations and papers, and thus are cautioned to follow the letter and the spirit of the standards outlined in the Code of Student Rights and Responsibilities (available online at http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF). Cheating, plagiarism, forgery, and falsification are serious offenses and will be dealt with according to the procedures outlined in the Code. Sanctions for academic dishonesty may include lowered or failing grades on assignments or the course, probation, loss of privileges, and suspension or expulsion from the University.
The Policy about Academic Misconduct of the Department of History at The University of Memphis (available online at http://history.memphis.edu/misconduct_policy.html) contains definitions of terms such as "cheating" and "plagiarism," procedures for dealing with violations, and sanctions which may be imposed. By taking this course you are obligated to adhere to this policy and are subject to the stated penalties for any violations of academic integrity.

Papers, reviews, projects, and other written work submitted for credit in another class either at The University of Memphis or elsewhere may not be submitted for credit in any class within the Department of History. The Department regards the submission of such work as academic misconduct, an attempt to earn credit for work that was not actually done for the class, and it will result in the same sanctions as prescribed for other academic misconduct.

Course Outline

Jan 15
Introduction

Jan 17
Colonial Legacy
Reading Assignment due:
Reader: Ch I Legacies of Colonialism pp. 1-21
Textbook, pp 29-91 skim

Jan 22
Discussion of readings
• “Think Piece” No 1

Jan 24
The Independence of Spanish America
Film: The Buried Mirror
Reading Assignment due:
Textbook pp 93-117
Reader: Ch II Independence and Its Consequences, pp 23-34

Jan 29
The Independence of Spanish America
Reading Assignment
Start reading The General in his Labyrinth

• Map Quiz: You will be given a blank map of Latin America and asked to identify all countries and their capitals
Jan 31
Discussion of readings
  • “Think Piece” No. 2

Feb 5
The Aftermath of Independence
Reading assignment due:
Textbook pp 119-147
Reader: Ch II Independence and Its Consequences, pp 34-44

  • First Paper is due today

Feb 7
The Search for political order 1830-1850: Time for Caudillos
Reading assignment
Textbook 149-77
Reader: Ch IV Caudillos pp 77-101

Feb 12
Discussion of readings
  • “Think Piece” No 3

Feb 14
Church and State relations
Reading assignment
Reader: Ch V Liberalism and the Catholic Church pp 103-120

Feb 19
Discussion of readings
  • “Think Piece” No. 4

Feb 21
Positivism and Progress
Reading Assignment:
Textbook: pp 149-174

Feb 26
Race and Slavery
Reading Assignment
Reader: Ch III, Slave Culture, pp 49-66

Feb 28
Race and Nation Building
Reader: Ch VI, Race and Nation Building pp. 127-148
Spring Break: March 3-9

March 11
Class Discussion
  • “Think Piece” No 5

March 13
Women and Society in 19th Century
Reading Assignment
Reader: Ch XI Women and Social Change, pp 203-219

March 18
Neocolonial Economies
Reading Assignment
Reader: Ch VII Neocolonialism, pp 149-171
Textbook: Ch 5

March 20
Class Discussion
  • “Think Piece” No. 6

March 25
The Mexican Revolution
Reading Assignment
Textbook pp. 213-220
Start reading The Underdogs

March 27
The Mexican Revolution
Finish reading The Underdogs
November Thu 9
Class Discussion
  • Second Paper is due today

April 1
Economic Nationalism and Social Reforms
Reader: Ch VIII Nationalism, pp181-190
Textbook: pp. 220-21; 233-235; 252-53

April 3
The rise of Mass Politics
Reading Assignment:
Textbook, pp 213-243
Reader: Ch X Populism and the Working Class, pp 227-249
April 8
Discussion of readings
   • “Think Piece” No 7

April 10
The Cuban Revolution
Reading Assignment:
Textbook pp 260-280
Reader: Ch XI Social Revolution, pp.251-258

April 15
Revolution and Counterrevolution in Chile
Reading Assignment:
Textbook pp. 280-305
Reader: Ch XI pp.265-274

April 17
Latin America Goes Global
Reading Assignment:
Reader: Ch XIII, Globalization pp 303-322
Textbook pp 179-211

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Final Examination: T, Apr 29, 8:00 - 10:00am