

Modern Latin American History

HIST 4392-060, Monday-Wednesdays, 2:30-3:50 PM
3 Credit Hours (Online Synchronous)

A study of Latin America from independence in the 1820s up to the present. Subjects include nation-state formation in the 19th century; the role of peasants in Latin American society; Latin America's place in the global economy in the 19th and 20th centuries; dictatorship and human rights before and during the Cold War; and the political, economic, cultural, and social developments of Latin America since independence.

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Office Hours:
Mondays, 9:00-10:00 AM (Zoom)
Tuesdays 1:00-3:00 PM (Zoom)
Or by appointment

This course studies the peoples, cultures, and events of Latin America from the 1820s to the present. This course will allow students to understand the cultural, social, economic, and political complexities of societies and cultures in post-independence Latin America while providing points of comparison and contrast between Spanish and Portuguese America. We will trace the complexities of Latin American societies, politics, and cultures, from the beginning of independence movements to the rise of the “New Left” in the 21st century, from the abolition of slavery to indigenous rights struggles in the twentieth century, from the age of *caudillos* to the rise of military regimes, from women's struggles to the region's relations with the US, from economic issues to memory struggles, from Porfirio Díaz to Ché Guevara, from the *Zócalo* to the Plaza de Mayo, from samba and tango to reggaetón and Brazilian funk, Through the use of primary documents, secondary readings, film, music, and other materials, we will look at the ways societies, cultures, politics, and economies from the Rio Grande to the Tierra del Fuego operated and changed over time.

Learning Outcomes

This class is designed to help students develop knowledge in two areas: the content and contours of Latin American history in the modern, national period (1824-present), and the and broader analytical skills that historians use both in the profession and in their broader daily lives.

On the one hand, students will gain familiarity with the content and particulars of Latin American history. Students will learn about and be able to identify the various narratives of Modern Latin American peoples, cultures, and societies at the local, colonial, and global contexts from independence to the twenty-first century. Relying on primary source readings, students will apply the course content as they explain modern Latin American lives, experiences, and processes, identify key transformations, contexts, and consequences of lived experiences in modern Latin America, and analyze similarities and differences between the lived experiences of a variety of peoples across a wide range of locations in Latin America.

Consequently, based on the content, in this course:

- Students will identify key events, people and institutions in Latin American history from 1824 to the twenty-first century.

- Students will evaluate the impact of race, ethnicity, gender, and class in a Latin American comparative and global perspective.
- Students will differentiate the societies, cultures, and lives of nineteenth-century Latin America.
- Students will compare and contrast forms and consequences of social mobilization across a variety of cultural and social contexts in Latin America between 1810 and the present.
- Students will assess the early causes, methods, and everyday experiences of nation- and state-formation in the 19th century.
- Students will differentiate the political, economic and social transformations of the Modern Era through the sixteenth and seventeenth centuries.
- Students will compare and contrast race, society, and culture in Modern Latin America.
- Students will identify and analyze the political, economic and social transformations of the “long nineteenth century” from 1810 to 1929.
- Students will identify and analyze the political, economic and social transformations from the Great Depression through World War II.
- Students will identify and analyze the factors that led to, conditions of, and the lived experiences of societies in military regimes in the Cold War.
- Students will identify and analyze the ways that trauma, collective and historical memory, and human rights shape Latin American history and society.
- Students will identify and analyze the historical roots of Latin America’s political, social, economic, and cultural landscape in the 21st century.
- Students will illustrate the political, economic and social transformations in Latin America across the nineteenth and twentieth centuries.
- Students will examine the place of Latin America in hemispheric and geopolitical contexts across three centuries.
- Students will identify individuals, institutions, places, and processes and assess their roles in social, political, economic, and cultural changes and processes in modern Latin American history.
- Students will describe and assess role of individuals and groups in social changes and processes in Latin America and in historical processes more generally.

If the basic content serves as one of the two arms of knowledge in this course, students will also develop the broader tools and techniques to be able to understand, apply, analyze, and evaluate materials in the ways historians do. This course’s content will serve as a gateway to challenge students to analyze and discuss the ways we think about history and history-making processes more generally at the local, regional, and global levels. Relying on primary materials, students will formulate their own analyses and understandings of the history of different eras, peoples, and cultures. In the process, they will develop skills to use in this class, in classes as history majors more generally, and in their lives beyond college. Through classroom discussions, readings, written assignments, exams, and other components, students will also develop broader skills in critical analysis and expression, such as:

- Students will apply analysis of primary sources in order to develop historical investigation.
- Students will analyze primary sources and situate them in their broader social, political, cultural, and economic milieus in order to develop their ability to contextualize materials
- Students will interpret language and understand language as a window into relations of power, emotion, and bias in human interactions and institutions.
- Students will develop critical thinking skills that apply an ability to analyze, synthesize, and evaluate

information while improving creative thinking, innovation, and inquiry.

- Students will develop communication skills that reflect the ability to apply, interpret, and express their own ideas through written, oral, and visual communication.
- Students will demonstrate a sense of social responsibility that reflects intercultural competence, an ability to empathize and reflect upon people of diverse backgrounds and lived experiences.
- Students will develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making and civic responsibility.

Texts and Readings

This course will approach the history of Modern Latin America through the use of a mixture of primary sources and a textbook. These resources will allow students to consider how history is produced, who produces it, and how it is used and interpreted in Latin America specifically and in history more generally. Most weeks, students will read one chapter from a textbook and a collection of primary sources from across Latin America [available on Canvas weekly]. Students will also be required to read two books featuring important, emblematic voices and experiences in Latin American history. On average, students are expected to read between 100-150 pages of materials (textbook and primary sources) each week. Required books for the course are:

Garrard, Virginia, Peter V.N. Henderson, and Bryan McCann. *Latin America in the Modern World*. Oxford: Oxford University Press, 2018.
ISBN: 978-0199340224

de Jesus, Carolina Maria. *Child of the Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair. 50th Anniversary Edition. New York: Signet, 2003.
ISBN: 978-0451529107

Arce, Luz. *The Inferno: A Story of Terror and Survival in Chile*. Translated by Stacy Alba Sklar. Madison: University of Wisconsin Press, 2004.
ISBN: 978-0299195502

Identifying and Applying Latin American History

To demonstrate familiarity with the content of Latin American history, students will be given a variety of opportunities to demonstrate their knowledge of Latin American history. These opportunities will come in two forms: quizzes and exams.

Quizzes (10% of final grade)

To illustrate familiarity with the content of the course, including the people, places, institutions, events, processes, and other important terms and ideas of Modern Latin American history, students will take a weekly quiz that draws on the materials contained in *Latin America in the Modern World* (Garrard et al) and on the weekly video lectures. These weekly supplementary lectures will be recorded “live” on Mondays during class time (2:30-3:50PM). Students are welcomed to attend these lectures so as to ask questions while they are recorded; however, attendance to the Monday lecture recordings is **not** required, and there will be no penalty for not being present during these recordings; just be sure to watch these videos sometime each week so as to be prepared for the quizzes.

While students are not required to attend the recording of the lectures, students **must** read the textbook each week based on the calendar at the end of the syllabus; failure to do so will leave students unequipped to pass these quizzes and will negatively affect their ability to do well on the exams, papers, and classroom

discussions. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, true/false, or ID terms in which students identify who, what, when, where, and the significance of the term. The information for the quizzes will come from *Latin America in the Modern World* and from short, supplementary video-lectures that will be available on Canvas. There will be 14 of these quizzes occurring each week and building on that week's reading from the textbook [see the chart of readings at the end of the syllabus] and supplementary video lectures. Each of these quizzes will be 1% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 10% of the final grade.

Exams (15% each = 30% of final grade)

Building on the lectures, discussions, weekly primary source readings, and textbook readings, students will combine recall and analysis on exams that will ask students to identify, analyze, contextualize, and compare and contrast broader historical processes and narratives in Latin America throughout the pre-contact and colonial periods. There will be two such exams: a mid-term exam in week 7, and a final exam in finals week. Each exam will be worth 15% of the final grade. Students will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

Assessing, Evaluating, and Discussing Latin American History

Most people who say history is “boring” think history is “just a bunch of names and dates.” This could not be further from the truth – history is the analysis, contextualization, and interpretation of the words, actions, and ideas of the past in order to understand their causes, their effects, and the ways change over time occur. With that understanding, historians not only understand what factors shaped the past, but also gain insight into how similar processes might unfold in other times or places, including in our present. As a result, historians rely upon the analysis of primary documents – letters, diaries, newspapers, government decrees, artwork, economic data, religious tracts, trial records, and much, much more – to analyze the past and draw broader arguments and conclusions about the past and its relationship to the present. Given this fact, analyzing primary sources is an integral part of history more generally, and of this class specifically.

Thus, in addition to demonstrating familiarity with the content of Latin American history, students will also analyze that history, assessing primary documents, contextualizing them in the broader narrative of Latin American history, and providing their own arguments about and evaluation of Latin American history. These opportunities will help students simultaneously meet the learning outcomes of developing a knowledge of Latin America even while also developing students' own broader analytical skills used in this class, in the major, in college, and in life beyond college. These opportunities will come in three forms: short source analyses, participation via discussions, and papers.

Source Analyses and Reflections (10% of final grade)

Each week (excepting week 1), students will be expected to select **one**. They will read the primary sources in that case study and provide a weekly analysis of the primary sources they are reading for that week. Most weeks, these analyses will come in the form of a formatted primary source analysis [available on Canvas]; other weeks, this will come in the form of a broader reflection/short essay. There will be 13 of these analyses, commensurate with their weekly assignments [see the chart of readings at the end of the syllabus.] Each of these analyses will be 1% of the

student's final grade, and the professor will drop the student's three lowest analysis grades, leaving 10 grades counted for 10% of the final grade.

Online Participation (5% of final grade)

While analysis is an integral part of our understanding of the past, our understanding is also refined through dialogue and discussion with our peers. As a result, students will also engage in weekly discussions in both small and large groups. These discussions will occur via weekly online meetings for discussion. For these online meetings, we will meet via Zoom every Wednesday at our regularly-scheduled class time of 2:30-3:50. Such meetings will allow us to replicate some of the spontaneity, dialog, and collegiality of a face-to-face class and allow you to get to know one another. These meetings will also be opportunities for students to ask questions of the professor and to get further information in organic "mini-lectures" on that week's subject as needed.

These synchronous online meetings will make up 5% of the student's final grade. The more engaged students are in these meetings, the better their grade will be.

Failure to participate in the online discussions and class meetings in three individual weeks will result in a zero for this grade.

Papers (15% each = 45% of final grade)

Analysis of and insights into primary materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one's own understanding and analysis of, and arguments about, the past is the keystone of history. As a result, there will be four (4) papers of 1500-2000 words throughout the course of the semester. These papers will integrate the weekly primary source readings with the required texts (*Child of the Dark*; *The Inferno*) for students to compare and contrast, analyze, and assess broader historical lives, societies, cultures, and processes in modern Latin America. For each of these papers, students will be provided with 2-4 prompts, and will select and answer one, drawing on the readings for each prompt (identified in the individual assignments). Students will then write a 1500-2000 word essay answering the prompt in traditional essay format, with an introduction with a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format (students will be provided with formatting guidelines in the assignments). There will be four (4) of these papers throughout the semester, but students are **only required to do three (3) of the four (4) papers**. Students may choose to do all four; in this case, their lowest grade will be dropped. These papers will be worth 15% each, for a total of 45% of students' final grades, and will be due in weeks 4, 7, 11, and 15.

Note for papers:

- Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.

Extra Credit Policy

Because students have a chance to drop their two (2) lowest quiz scores, their three (3) lowest primary source analyses, and because they may write all 5 paper topics and drop the lowest grade, there is no current extra credit opportunity for this course.

Grades and Percentages

Based on the above assignments, students' final grades will be evaluated based on the following percentages and following a standard grading system (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59) both on the individual assignments and on the final grade:

Quizzes	10%
Exams (2 x 15%)	30%
Primary Source Analyses/Reflections	10%
Discussions & Participation	5%
<u>Papers (3 of 4 at 15% each)</u>	<u>45%</u>
TOTAL	100%

Email Policies

As this is an online course, I will check email regularly each day. You may expect a reply within 18 hours during the weekdays (Monday-Friday), and within 24 hours on the weekend (Saturday and Sunday). If you have a procedural question – about due dates, what the assignment requirements are, etc. – I strenuously encourage you to check the syllabus and the materials on Canvas, as your answer may be there and you can know immediately, rather than awaiting an email reply.

Finally, even in an online setting, university education occurs in a formal setting. When emailing your professors – me or any other faculty on campus – please greet them properly (e.g., “Dear Dr. Snider,” “Hi Professor Stadelmann,” “Good evening, professor,” etc.); avoid “Hey,” “I have a question,” “Can you tell me...?”, “Yo holmes,” “What’s up, homeslice,” etc. [and yes, I have seen all of these in emails before]. I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right not to reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at <https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/>.

Life in the Time of COVID-19

As we are all aware, things have fundamentally changed and altered our lives on a daily basis since the spread of the world’s largest pandemic in over a century. This class was originally designed as a face-to-face class, and as much as I love seeing students in a face-to-face environment and interacting directly with you, I also know that it is better for your health, your families’ health, and my health if we do our best to learn online while the world adapts in the mid-term and the vaccine begins to reach all of us. However, just because this class is online does not mean that I have sacrificed the rigor of the course, nor have I sacrificed my passion for the subject-matter or my desire to help each of you do the best you can and to succeed this semester.

Because these are such unusual times, and because COVID-19 is such a serious illness, I am aware that health can interrupt students’ educational experiences. I acknowledge the need for flexibility as we all continue to have to adapt on the fly to constantly-shifting circumstances. I have built flexibility into my approach and attitude this semester so that students are given the best chance to succeed, but in return I ask that you not exploit that flexibility.

As a result, students are expected to attend the weekly online meetings and discussions discussed above. If for health reasons you cannot attend the Wednesday discussions, I understand; however, students who miss a class will be expected to submit a short reflection on the supplementary video lectures available on Canvas in order to provide their own contribution on the material and to

illustrate the ways they are engaging with, thinking about, and learning Latin American history.

For our Zoom meetings and for the optional attendance of the weekly lecture recordings, I will always supply a link well in advance under the Announcements on Canvas. When you log into Zoom, **you must use your Patriots account; students trying to access the meeting from their phones will be unidentifiable and thus will be expelled from the class and will be counted absent for the day.** You can log into Zoom through your Patriots ID. When we meet for the weekly Wednesday discussions, we will typically break into small groups (via breakout rooms) for group discussions before gathering in a larger group to discuss that week's readings and for me to answer any questions students may have. These Wednesday meetings will **not** be recorded, and students' privacy and FERPA rights will remain protected. Again, these meetings are for us to meet and talk like students and historians normally would in times outside of a pandemic.

Finally, because these are live discussions, when you join on Zoom, I ask that you have your camera on. While this is not required, it allows your peers to "read" your body-language; additionally, as Zoom's audio occasionally has "hiccups," it helps me to make sure everybody gets a chance to speak and have their questions answered. You need not worry about appearance – I expect students to look no differently than they would if they were coming to class on campus. Do be mindful of your surroundings, and ensure that they are not inappropriate. For those of you living with family, do not worry – there is a mute button so we can't hear what's going on around you until you unmute to talk. And do not worry about pets making sounds (indeed – I especially welcome people "sharing" their pets on Zoom).

As mentioned above, the purpose here is to ensure you have the best opportunities to engage with history and succeed in the class, so if you have any concerns, please do not hesitate to reach out to me by email or during office hours (which will also be conducted by Zoom).

"Netiquette" and Online Classroom Civility

As most of us know, one of the challenges of the internet is that anonymity and having an audience can lead to bad behavior, bad-faith arguments, and incivility online. As a result, this class insists that students practice "netiquette," or etiquette online, that maintains the courtesy, empathy, and willingness to listen respectfully to the arguments and ideas of your colleagues, even if you are not fully in agreement.

"But what do you mean by courtesy, empathy, or respectfully?" you might be asking yourself. Good question! In this online class, all comments—electronic or otherwise—must be classroom appropriate.

"OK, but what is 'classroom appropriate'?" Another good question! First, let's go over what it does *not* mean. It does not mean that students cannot express unpopular opinions. It does not mean that there cannot be disagreement in the class. It does not mean that class must engage in groupthink. It does not mean that students should blindly parrot what they read or hear.

What it *does* mean is practicing reasoning and logical argumentation. It means being civil and listening with respect. Insults, snide comments, name-calling, cutting someone off, derogatory tones, sarcasm, ridicule, cussing, vulgarity, personal attacks, racial slurs, misogynistic remarks, etc. will not be allowed. If you are unsure about what counts as disrespectful, consult the instructor or simply recall the Golden Rule: treat others as you would want to be treated. The instructor will act as the

final word on what is or is not classroom appropriate.

As historians, it is our duty to try to understand differing viewpoints from the past as we come to a broader understanding of human societies, cultures, institutions, and behaviors. But our task does not stop in the past – the same effort to understand and empathize must be applied to our colleagues and peers in the present as well. Failure to follow netiquette guidelines for the class will negatively effect students’ attendance and participation grade, and violators may be ejected from the class and its online forums. You may also consult UT-Tyler’s policies and guidelines for netiquette at <https://uttyler.instructure.com/courses/9399/pages/netiquette>.

Attendance and Makeup Policy

Because this is an online course, students are expected to participate regularly. Failure to do so will be reflected in the Discussion & Participation grade, which makes up 10% of a student’s final grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professor. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible. Students also must put forth every effort to submit their papers on time. Each day a written assignment is late, the assignment’s grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event a student needs an assignment extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor’s prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus in areas such as readings, due dates, and other matters. In the event such changes occur, deadlines and due dates will *never* be moved forward, and students will be given ample warning to any possible changes well in advance.

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Academic Integrity

Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;

- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment

Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 25) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second

class meeting of the semester. (Revised 05/17)

Student Absence for University-Sponsored Events and Activities If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Campus Carry We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for 2020-2021 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course.

Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Course Outline

Week 1 (January 11-17): Introduction – Latin American in the Age of Revolution

Readings: Garrard et al, Prologue and Ch. 1

- The Roots of Independence, 1780-1809
- Spanish America's Paths to Independence, 1810-1824
- Brazil's Path to Independence, 1808-1822
- Contexts and Challenges at the Dawn of Nations, 1820s

Week 2 (January 18-24): Regionalism and Nation, 1830s-1850s

Readings: Garrard et al, Ch. 2

- The Challenges of Nation-Building
- Political Turmoil and Fragmentation in Spanish America
- The Age of Empire in Brazil
- Caudillos and Society

Week 3 (January 25-31): The Challenges of Nation- and State-Formation, 1830s-1870s

Readings: Garrard et al, Ch. 3

- State Consolidation in Spanish America
- The Late Brazilian Empire
- Race, Nation, and The War of the Triple Alliance
- The Octopus Begins to Spread Its Tentacles: Hemispheric Relations

Week 4 (February 1-7): Everyday Life in 19th Century Latin America, 1830s-1870s

Readings: Garrard et al, Ch. 4

- Latin America in the Global Economy in the 19th Century
- Nineteenth-Century Society and Culture
- Slavery and Its Abolition, 1830s-1880s

Paper Option #1 Due by 9:00 AM, Friday, February 5

Week 5 (February 8-14): “Order and Progress” – Modernity and Transformation, 1870s-1920s

Readings: Garrard et al, Ch. 5

- Challenges to Modernity in the Late-19th Century
- Social Transformations and Urban Life

Week 6 (February 15-21): Progress and Its Discontents in the Age of Empire, 1870s-1920s

Readings: Garrard et al, Chs. 6 and 7

- The Age of Empire and Latin America
- The Mexican Revolution
- Political Unrest and Transformations at the End of Latin America's “Long 19th Century”

Week 7 (February 22-28): Populism and Authoritarianism, Depression and War, 1930s-1950s

Readings: Garrard et al, Ch. 8

- Populism in South America
- Authoritarianism in the Caribbean Rim
- Latin America and World War II

Paper Option #2 Due by 9:00 AM, Friday, February 26

Week 8 (March 1-7): The Challenges of Modernity, 1930s-1950s*Readings: Garrard et al, Ch. 9*

- New Perspectives on Race and Class in Latin America
- Latin America in the Early Cold War

Week 9 (March 8-14): SPRING BREAK**Week 10 (March 15-21): Reform and Revolution, 1950s-1980***Readings: Garrard et al, Ch. 10; de Jesus, Child of the Dark*

- Revolution and Reform in Bolivia
- Guatemala's Ten-Year "Spring"
- Third Way Politics and Political Polarization
- The Cuban Revolution

Week 11 (March 22-28): Counterrevolution and Dictatorship, 1950s-1980s*Readings: Garrard et al, Ch. 11*

- The Rise of Bureaucratic Authoritarianism: Brazil
- The Rise of Bureaucratic Authoritarianism: Chile
- The Rise of Bureaucratic Authoritarianism: Argentina and Uruguay
- Alternative Forms of Dictatorship: Peru and Mexico

Paper Option #3 due by 9:00 AM, Friday, March 26**Week 12 (March 29-April 4): Life in Authoritarian Regimes, 1960s-1980s***Readings: Arce, The Inferno*

- Democratic Latin America in the Age of Authoritarianism: Colombia & Venezuela
- Life and Death in Authoritarian Regimes
- Human Rights Struggles and Memory in the Age of Authoritarianism

Week 13 (April 5-April 11): The Late Cold War in Latin America, 1970s-1990s*Readings: Garrard et al, Ch. 12*

- The (Counter-)Revolution Moves North: Central America in the 1980s
- The Last Revolution of the Cold War: Peru and the Shining Path, 1980-2000

Week 14 (April 12-April 18): Neoliberalism and Democratization, 1980s-2000s*Readings: Garrard et al, Ch. 13*

- Democratization, 1980s-1990s
- The Rise of a Neoliberal Order
- From a Cold War to a War on Drugs to a War on Terror

Week 15 (April 19-25): New Identities, New Politics, and Familiar Struggles, 2000s-2021*Readings: Garrard et al, Ch. 14*

- Latin America's "New Left"
- New Social Actors in the Twenty-First Century
- "Adonde Vamos?": Latin America at the Start of the Third Decade of the 21st Century

Paper Option #4 Due by 9:00 AM, Friday, April 23**Finals Week (April 26-30)**

Weekly Reading Chart

Below is a chart to remind you which readings are due each week

	Textbook Reading	Primary Source Reading
Week 1 (1/11-1/17)	<i>Latin America in the Modern World</i> , Prologue and Chapter 1	None
Week 2 (1/18-1/24)	<i>Latin America in the Modern World</i> , Ch. 2	Week 2 Primary Source Readings (Available on Canvas)
Week 3 (1/25-1/31)	<i>Latin America in the Modern World</i> , Ch. 3	Week 3 Primary Source Readings (Available on Canvas)
Week 4 (2/1-2/7)	<i>Latin America in the Modern World</i> , Ch. 4	Week 4 Primary Source Readings (Available on Canvas)
Week 5 (2/8-2/14)	<i>Latin America in the Modern World</i> , Ch. 5	Week 5 Primary Source Readings (Available on Canvas)
Week 6 (2/15-2/21)	<i>Latin America in the Modern World</i> , Ch. 6 <i>Latin America in the Modern World</i> , Ch. 7	Week 6 Primary Source Readings (Available on Canvas)
Week 7 (2/22-2/28)	<i>Latin America in the Modern World</i> , Ch. 8	Week 7 Primary Source Readings (Available on Canvas)
Week 8 (3/1-3/7)	<i>Latin America in the Modern World</i> , Ch. 9	Carolina Maria de Jesus, <i>Child of the Dark</i>
Week 10 (3/15-3/21)	<i>Latin America in the Modern World</i> , Ch. 10	Week 10 Primary Source Readings (Available on Canvas)
Week 11 (3/22-3/28)	<i>Latin America in the Modern World</i> , Ch. 11	Week 11 Primary Source Readings (Available on Canvas)
Week 12 (3/29-4/4)	None	Luz Arce, <i>The Inferno</i>
Week 13 (4/8-4/12)	<i>Latin America in the Modern World</i> , Ch. 12	Week 13 Primary Source Readings (Available on Canvas)
Week 14 (4/15-4/19)	<i>Latin America in the Modern World</i> , Ch. 13	Week 14 Primary Source Readings (Available on Canvas)
Week 15 (4/22-4/26)	<i>Latin America in the Modern World</i> , Ch. 14	Week 15 Primary Source Readings (Available on Canvas)

Weekly Deadlines

	Primary Source Analyses or Reflections	Exams and Papers	Content Quizzes
Week 1			Sunday, January 17
Week 2	Wednesday, January 20		Sunday, January 24
Week 3	Wednesday, January 27		Sunday, January 31
Week 4	Wednesday, February 3	Paper 1 – Friday, February 5	Sunday, February 7
Week 5	Wednesday, February 10		Sunday, February 14
Week 6	Wednesday, February 17		Sunday, February 21
Week 7	Wednesday, February 24	Paper 2 – Friday, February 26	Sunday, February 28
Week 8	Wednesday, March 3	Midterm Exam – Friday, March 5	Sunday, March 7
Week 9	Spring Break		Spring Break
Week 10	Wednesday, March 17		Sunday, March 21
Week 11	Wednesday, March 24	Paper 3 – Friday, March 26	Sunday, March 28
Week 12	Wednesday, March 31		Sunday, April 4
Week 13	Wednesday, April 7		Sunday, April 11
Week 14	Wednesday, April 14		Sunday, April 18
Week 15	Wednesday, April 21	Paper 4 – Friday, April 23	Sunday, April 25
Finals Week		Final Exam – Wednesday, April 28	

NOTE:

- All primary source analyses (due every Wednesday) should be submitted by 9AM
- All papers are due by 9AM on their respective due dates (Fridays)
- Content Quizzes should be completed by the end of the day (11:59PM) each Sunday