Modern Latin America
HIST 5392-060
Tuesdays, 6-8:45
3 Credit Hours

This course offers an in-depth study of the scholarship in Latin American history from independence to the twenty-first century at the graduate level. It is designed to help graduate students simultaneously become familiar with the history and historiography of modern Latin American history from the beginning of independence movements in 1810 up to the present. At the same time, this course will help students explore the various types of history that historians embrace.

Dr. Colin Snider
CAS 118
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Objectives
This course uses the lens of 20th-century dictatorships to explore broader narratives and analytical or conceptual frameworks in the historiography of Latin America. Focusing on societies living before, during, and after dictatorship throughout the Americas, this class introduces students to many of the fundamental paradigms and analytical models that shape the field of history today, both within and beyond Latin America. Students will be introduced to a wide array of forms of historical analysis, interpretation, conceptualization, theorization, and sources currently used in the historical profession, and students will begin to identify and apply those sources to broader historical thinking and analysis. Core readings will be drawn from recent scholarship on dictatorship and post-dictatorship societies in modern Latin America in ways that simultaneously illustrate recent scholarly trends while addressing classic literature and questions that historians have confronted across the past several decades.

This class is designed to strengthen graduate students’ abilities to provide critical and original analysis of historical processes, events, and monographs, even while introducing them to the history and historiography of Modern Latin America at the local, regional, national, and global levels. Drawing on a variety of monographs across a number of countries and subfields in history, this class will sharpen graduate students’ abilities in critical thinking, analysis, and writing, even while the course also helps students better understand the peoples, culture, societies, and events of modern Latin American history and apply an understanding of Latin American history to the present at the local, national, and global levels. Additionally, students will identify the type of historian they are or hope to become and will gain analytical tools to achieve their intellectual, personal, and professional goals. Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Students will develop critical thinking skills that reflect 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 develop, interpret, and express their own ideas through written, oral, and visual communication.
- Students will develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Students will develop a sense of personal responsibility that the ability to connect individual choices,
actions, and consequences to ethical decision-making. More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, the student learning outcomes will accomplish the following:

- Students will understand the general social, cultural, and political history of Latin America throughout the 20th century and up to the present.
- Students will identify with the broad historiographical debates and issues that have defined Latin American history through the lens of authoritarian and post-authoritarian societies.
- Students will develop the ability to think critically about historical monographs, including the merits or demerits of their source base, the quality of their arguments, and their contributions to the broader field of historiography, in and beyond Latin America.
- Students will discuss the theoretical and conceptual frameworks that historians employ in analyzing historical processes.
- Students will identify the various forms of dictatorship, of democratic movements, and of the social actors, cultures, politics, and economies of authoritarian societies.
- Students will analyze the effects of dictatorship on post-authoritarian societies in areas including politics, social organizing, democratization, human rights, and collective memory.
- Students will analyze what Modern Latin American history reveals about world history and historical process.
- Students will identify how trends in Latin American history can inform our understanding of history, cultures, societies, and peoples in other parts of the world.
- Students will compare and contrast the ways in which different societies conceptualize and construct identities within terms of race, class, gender, ideology, and other categories of analysis.

**Required Readings**

Students are required to complete **all** the readings for the course. As this is a graduate readings seminar, students are expected to complete one book a week. For books available as an E-book, simply click on the link and log into the library through your Patriots credentials, and you will be able to read online or download a PDF of each book. These readings are:


Course Requirements

There are two major elements that will make the totality of students’ grade in this seminar-style course: I. participation via the submission of weekly discussion questions and active participation in and attendance at weekly online seminar meetings; and II. a 6500– to 8000-word historiographic essay on some component of dictatorship and/or post-dictatorship societies in modern Latin America.

I. Participation will make up 25% of students’ grade. Because of the events of the pandemic, this course will be held synchronously online, and students are expected to be present at online seminar meetings via Zoom every Tuesday from 6:00–8:45PM. Links to the weekly class meetings will be sent out via email in advance and will also be provided through Canvas.

In these weekly meetings, when students log into Zoom, students must use their Patriots accounts, and not a phone number or third-party email address. Students are also asked to have their cameras on so that we may best replicate the in-class experience. Keeping the camera on allows others to “read” reactions of their peers and interact in a more complete way. Please be mindful of your surroundings and ensure that your environment is respectful and not distracting to your colleagues. These meetings will not be recorded, so students absent will miss out on the course content; however, by not recording, students’ FERPA rights will also remain respected and protected.

For these weekly meetings, students must submit at least two questions or comments on the assigned readings no later than 7PM each Monday. These questions will serve as a basis for class discussion and will be posted on Blackboard. When submitting questions please put your name in parentheses at the end of each comment or question so you can be credited in the master list of comments. These questions will help guide our online discussions and will be made available in advance for students to refer to. Finally, for participation, students are expected to attend online every week. Three unexcused absences will result in a failing grade.

Participation also involves courtesy. I expect and anticipate healthy debate, and my classroom tends towards informality. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or unnecessary profanity will result in: 1. a warning; 2. expulsion from an individual class meeting; and 3. being dropped from the class.
II. **A historiographic essay** will make up the remaining 70% of your grade. This paper is to be 6500 to 8000 words in length (**not including footnotes and bibliography**). The paper is due at the end of the semester. This essay will analyze the state of research and scholarship on a particular country (e.g., El Salvador; Brazil; Uruguay; etc.) or subject (e.g., gender; human rights; state-society relations; etc.) regarding dictatorship and/or post-dictatorship societies in modern Latin America. To aid the student in selecting a topic or/and theme, students are expected to meet with Dr. Snider in **week 7** to select a topic. Students will turn in an annotated bibliography of the works they have selected in **week 11**. This annotated bibliography will be worth 15% of the total course grade, with the final paper making up the remaining 60% of the final grade. We will discuss what an annotated bibliography is (and is not) as the semester progresses. The final paper will be due on **Friday, December 11**. There will be a guide on an historiographic essay is, and some of the methods and strategies for writing one, available on Canvas.

**Grades**
Grading will occur on the traditional scale (A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%). Based on the assignments outlined above, your grade breaks down as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Participation</td>
<td>25%</td>
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<tr>
<td>Historiographic Essay’s Annotated Bibliography</td>
<td>15%</td>
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<td>Final Historiographic Essay</td>
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<td><strong>TOTAL</strong></td>
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**Suggested supplemental resources:**
For the final paper, students are required to use the Chicago style. Students seeking general guidelines, aid, or reminders of Chicago’s format may want to consult either of the two following guides to help you in formatting along these lines.


**Attendance and Makeup Policy**
Because this is a course that only meets once a week online, students must make every effort to be in present in online class meetings on Tuesdays. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (25% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. There are no exams that will require makeup in this course. However, students must put forth every effort to submit their assignments on time. Each day the assignment is late will result in a reduction of one-letter grade from the student’s paper. Assignments will not be accepted after 7 days late, and for any assignment that is more than 7 days late, the student will receive an **automatic zero** for the assignment. In the event a student needs a deadline extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that the granting of paper extensions remains the professor’s prerogative.
**Syllabus Notice**
The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes. 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](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)

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**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. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](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 (Sept. 12th) 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
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.uttler.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.uttler.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.uttler.edu/about/campus-
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 Fall 2020 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 Calendar

Week 1 (August 25) – Introduction

Week 2 (September 1) – Cold War Authoritarianism in Latin America

Related Readings

Week 3 (September 8) – Developmentalism, Revolution, and Dictatorship in the Cold War

Related Readings
Harmer, Tanya. *Allende’s Chile and the Inter-American Cold War.* Chapel Hill: University of North Carolina Press, 2011. [Chile]


**Week 4 (September 15)** – **Military (Anti-)Politics in Latin America**


**Related Readings**


**Week 5 (September 22)** – **Students, Social Movements, and Resistance to Dictatorship [with Special Guest Dr. Claudia Rueda, Texas A&M University–Corpus Christi]**


**Related Readings**


Alves, Maria Helena Moreira. *State and Opposition in Military Brazil.* Austin: University of Texas Press, 1985. [Brazil]

Alegre, Robert F. *Railroad Radicals in Cold War Mexico: Gender, Class, and Memory.* Lincoln, NE: University of Nebraska Press, 2014. [Mexico]


Week 6 (September 29) – State Violence, Repression, and Resistance in Latin America’s “Institutional Dictatorship”


Schedule individual Zoom meetings with Dr. Snider to discuss paper topics by this week.

Related Readings


McCormick, Gladys I. The Logic of Compromise in Mexico: How the Countryside Was Key to the Emergence of Authoritarianism. Chapel Hill: University of North Carolina Press,
Week 7 (October 6) – Coercion and Consent in Dictatorship Societies

Related Readings

Week 8 (October 13) – Human Rights Struggles, Transnational Mobilization, and Dictatorship
Related Readings
Bruey, Alison J. *Bread, Justice, and Liberty: Grassroots Activism and Human Rights in Pinochet’s Chile*. Madison, WI: University of Wisconsin Press, 2018. [Chile]
Wright, Thomas C. *State Terrorism in Latin America: Chile, Argentina, and International
**Week 9 (October 20) – Gender, Sexuality, Culture, and Dictatorship**


**Related Readings**


Cowan, Benjamin. “‘Why Hasn’t This Teacher Been Shot?’ Moral-Sexual Panic, the Repressive Right, and Brazil’s National Security State.” *Hispanic American Historical Review* 93:2 (August 2012): 403-436. [Brazil]


**Week 10 (October 27) – The Instruments of Terror in Dictatorship**


**Related Readings**


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**Week 11 (November 3) – Violence (Left and Right) and Society in Authoritarian Times**


*Annotated Bibliography due by noon on Friday, November 6*

**Related Readings**


Binford, Leigh, Lesley Gill, and Steve Striffler, eds. *Fifty Years of Peasant Wars in Latin America*. 15

Week 12 (November 10) – Democratizing in Post-Dictatorship Societies
Related Readings


**Week 13 (November 17) – Memory and Narrating State Violence**


**Related Readings**


**Berryman, Phillip E.** *Report of the Chilean National Commission on Truth and Reconciliation.* South Bend, IN: University of Notre Dame Press, 1993. [Chile]


**Ferrara, Anita.** *Assessing the Long-Term Impact of Truth Commissions: The Chilean Truth and Reconciliation Commission in Historical Perspective.* New York: Routledge, 2014. [Chile]


**Gómez-Barris, Macarena.** *Where Memory Dwells: Culture and State Violence in Chile.* Berkeley: University of California Press, 2008. [Chile]


**Macón, Cecilia.** *Sexual Violence in the Argentinean Crimes Against Humanity Trials: Rethinking Victimhood.* Lanham, MD: Lexington Books, 2016. [Argentina]


**Schneider, Nina, ed.** *The Brazilian Truth Commission: Local, National and Global Perspectives.*

**Week 14 (November 24) – THANKSGIVING BREAK**

**Week 15 (December 1) – The Shifting Landscapes of Memory Struggles**


**Related Readings**


Atencio, Rebecca J. *Memory’s Turn: Reckoning with Dictatorship in Brazil.* Madison, WI: University of Wisconsin Press, 2014. [Brazil]


Latorre, Guisela. *Democracy on the Wall: Street Art of the Post-Dictatorship Era in Chile.* Columbus: The Ohio State University Press, 2019. [Chile]

Lazzara, Michael J. *Civil Obedience: Complicity and Complacency in Chile since Pinochet.* Madison: University of Wisconsin Press, 2018. [Chile]


**Finals Week (December 8) – Narrative, Archives, and the Historian in Post-Dictatorship Settings**


**Historiographic Essay due at noon on Friday, December 11**

**Related Readings**


Lazzarra, Michael J. *Luz Arce and Pinochet’s Chile: Testimony in the Aftermath of State Violence.* New York: Palgrave Macmillan, 2011. [Chile]


Neumann, Klaus, and Janna Thompson, eds. *Historical Justice and Memory.* Madison, WI: University of Wisconsin Press, 2015. [Latin America]
