

Modern Latin American History

HIST 4392 – 3 Credit Hours

Mondays, Wednesdays, Fridays – 11:15AM-12:10PM

CAS 208

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.

Dr. Colin Snider

CAS 118

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Office Hours:

Mondays and Wednesdays, 1:00-2:00 PM

Fridays, 10:10-11:10AM

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 primary sources. 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. On average, students are expected to read between 50-75 each week, with some weeks having more reading and others less. Required books for the course are:

- Azuelo, Mariano. *The Underdogs*. Translated and edited by Gustavo Pellón. Indianapolis: Hackett Publishing, 2006.
ISBN: 978-087220-8346
- Barrios de Chungara, Domitila. *Let Me Speak! Testimony of Domitila, a Woman of the Bolivian Mines*. New York: Monthly Review Press, 1978.
ISBN: 978-0853454854
- Foote, Nicola. *Sources for Latin America in the Modern World*. Oxford: Oxford University Press, 2018.
ISBN: 978-0199340248
- Kucinski, Bernardo. *K*. Translated by Sue Branford. London: Latin American Bureau, 2013.
ISBN: 978-1899365777
- O'Connor, Erin E. *Mothers Making Latin America: Gender, Households, and Politics Since 1825*. New York: Wiley, 2014.
ISBN: 978-1118271445

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 (5% of final grade)

In order to demonstrate familiarity with the content of the course, including people, places, institutions, events, processes, and other important terms and ideas, students will take a weekly quiz that draws on the lecture materials provided in class. As a result, failure to attend class will leave students unequipped to pass these quizzes and will negatively affect their ability to do well on the exams. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, true/false, fill in the blank, or other formats. There will be 14 of these quizzes, occurring each week and building on that week's course material. Each of these quizzes will be 0.5% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 5% of the final grade.

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

Building on the information in lectures, course readings, and in-class discussions, students will combine recall and analysis on exams that will ask students to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in Latin America throughout the modern period. There will be two such exams: a mid-term exam due in week 8, 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

As most people who say history is “boring” will tell you, it is boring because “it’s just a bunch of names and dates.” This could not be further from the truth – history is the analysis and contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, the ways change over time occurs, and the relation between the past and the 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 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.

Primary Source Analyses (10% of final grade)

Throughout the semester, students will provide a weekly analysis of the primary sources they are reading for that week. This will come in the form of a formatted primary source analysis available on Canvas. There will be 14 of these analyses, commensurate with the weekly assignments [see the chart of readings at the end of the syllabus.] Each of these analyses will be worth 1% of the student’s final grade, and the professor will drop the student’s four lowest analysis grades, leaving 10 grades counted for 10% of the final grade.

Participation (10% 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 in the classroom. Failure to contribute either in small groups or in full-class discussion will result in a diminished grade for participation.

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 analysis and understanding of, and arguments about, the past is the keystone of history. Thus, there will be five (5) papers of 1250-1500 words throughout the course of the

semester. These papers will use the weekly primary source readings 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 prompts, and will answer one of the questions, drawing on the readings for each prompt (identified in the individual assignments). Students will then write a 1250-1500 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 five (5) of these papers throughout the semester, but students are **only required to do three (3) of the five (5) papers**. Students may choose to do four papers; 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 3, 6, 9, 12, 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

There is no current extra credit opportunity for this course, but the professor reserves the prerogative to offer (or not offer) extra credit as the semester progresses, depending on students' high degree of participation. The professor reserves the right to review this policy as the semester progresses.

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

Classroom Civility

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. Given the nature of group discussions and the diversity of populations you will encounter – in the readings and in the classroom among your peers – I ask that students practice 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 class, all comments 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, passive aggression, microaggressions, and other forms of antagonistic behavior 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.

Attendance and Makeup Policy

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, and in the Quiz grades, which make up 5% 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. Because students have multiple days to complete the exams, there will be no makeup opportunity for exams, and a missed exam will result in a zero.

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.

Course Outline

Week 1 (January 9-15): Introduction – Latin American in the Age of Revolution

Readings: Foote, Chapter 1; O'Connor, Chapter 1

Monday, January 9 – Introduction: Latin America's Route to Independence

Wednesday, January 11 – The Challenges of Nation-Building in Nineteenth-Century Latin America

Friday, January 13 – In-Class Discussion of O'Connor & Primary Sources

Primary Source Analysis 1 Due by 8:00 on Friday

Short Quiz 1 Due by 11:59PM on Sunday

Week 2 (January 16-22): Regionalism and Nation, 1830s-1850s

Readings: Foote, Chapter 2; O'Connor, Chapter 2

Monday, January 16 – Martin Luther King, Jr. Day; No Class

Wednesday, January 18 – Political Turmoil and Fragmentation in Spanish America

Friday, January 20 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 2 Due by 8:00 on Friday

Short Quiz 2 Due by 11:59PM on Sunday

Week 3 (January 23-29): The Challenges of Nation- and State-Formation, 1830s-1870s

Readings: Foote, Chapter 3; O'Connor, Chapter 3

Monday, January 23 – State Consolidation in Spanish America

Wednesday, January 25 – The Brazilian Empire

Friday, January 27 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 3 Due by 8:00 on Friday

Paper Option 1 Due by 8:00AM on Saturday

Short Quiz 3 Due by 11:59PM on Sunday

Week 4 (January 30-February 5): Everyday Life in 19th Century Latin America, 1830s-1870s

Readings: Foote, Chapter 4; O'Connor, Chapter 4

Monday, January 30 – Latin America in the Global Economy in the 19th Century

Wednesday, February 1 – Nineteenth-Century Society and Culture in Latin America

Friday, February 3 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 4 Due by 8:00 on Friday

Short Quiz 4 Due by 11:59PM on Sunday

Week 5 (February 6-12): “Order and Progress” – Modernity and Transformation, 1870s-1920s

Readings: Foote, Chapters 5, 6, and 7; O'Connor, Chapter 5

Monday, February 6 – Challenges to Modernity and Social Transformations

Wednesday, February 8 – The Age of Empire and Latin America

Friday, February 10 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 5 Due by 8:00 on Friday

Short Quiz 5 Due by 11:59PM on Sunday

Week 6 (February 13-19): Progress and Its Discontents in the Age of Empire, 1870s-1920s

Readings: Azuela, The Underdogs

Monday, February 13 – The Mexican Revolution

Wednesday, February 15 – Political Unrest and Transformations at the End of Latin America's
“Long 19th Century”

Friday, February 17 – In-Class Discussion of Azuelo's *The Underdogs*

Primary Source Analysis 6 Due by 8:00 on Friday

Paper Option 2 Due by 8:00AM on Saturday

Short Quiz 6 Due by 11:59PM on Sunday

Week 7 (February 20-26): Populism and Authoritarianism, Depression and War, 1930s-1950s

Readings: Foote, Chapters 8; O'Connor, Chapter 6

Monday, February 20 – Populism and Authoritarianism in Interwar Latin America

Wednesday, February 22 – Latin America and World War II

Friday, February 24 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 7 Due by 8:00 on Friday

Short Quiz 7 Due by 11:59PM on Sunday

Week 8 (February 27-March 5): The Challenges of Modernity, 1930s-1950s

Readings: Foote, Chapter 9

Monday, February 27 – New Perspectives on Race and Class in Latin America

Wednesday, March 1 – Latin America in the Early Cold War

Friday, March 3 – In-Class Discussion of O'Connor and Primary Sources

Midterm Exam due by 11:00AM on Wednesday

Primary Source Analysis 8 Due by 8:00 on Friday

Short Quiz 8 Due by 11:59PM on Sunday

Week 9 (March 6-12): Reform and Revolution, 1950s-1980

Readings: Foote, Chapter 10; O'Connor, Chapter 7

Monday, March 6 – The Cuban Revolution and Its Fallout

Wednesday, March 8 – The Rise of Right-Wing Authoritarianism, 1964-1976

Friday, March 10 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 9 Due by 8:00 on Friday

Paper Option 3 Due by 8:00AM on Saturday

Short Quiz 9 Due by 11:59PM on Sunday

Week 10 (March 13-19): SPRING BREAK

Week 11 (March 20-26): Counterrevolution and Dictatorship, 1950s-1980s

Readings: Kucinski, K and Truth Commission File on Ana Rosa Kucinski [Available on Canvas]

Monday, March 20 – In-Class Discussion of *K* and Truth Commission File on Ana Rosa Kucinski

Wednesday, March 24 – Writing Day; No Class

Friday, March 26 – Writing Day; No Class

Primary Source Analysis 10 Due by 8:00 on Friday

Short Quiz 10 Due by 11:59PM on Sunday

Week 12 (March 27-April 2): Life in Authoritarian Regimes, 1960s-1980s

Readings: Foote, Chapter 11; O'Connor, Chapter 8

Monday, March 27 – Life and Death in Authoritarian Regimes

Wednesday, March 29 – Human Rights and Memory in Authoritarian Regimes

Friday, March 31 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 11 Due by 8:00 on Friday

Paper Option 4 Due by 8:00AM on Saturday

Short Quiz 11 Due by 11:59PM on Sunday

Week 13 (April 3-April 9): The Late Cold War in Latin America, 1970s-1990s

Readings: Domitila Barrios de Chungara, Let Me Speak!

Monday, April 3 – The (Counter-)Revolution Moves North: Central America in the 1980s

Wednesday, April 5 – Democratization and Militarization in South America, 1980s

Friday, April 7 – In-Class Discussion of *Let Me Speak!*

Primary Source Analysis 12 Due by 8:00 on Friday

Short Quiz 12 Due by 11:59PM on Sunday

Week 14 (April 10-April 16): Neoliberalism and Democratization, 1980s-2000s

Readings: Foote, Chapters 12 and 13; O'Connor, Chapter 9

Monday, April 10 – The Rise of a Neoliberal Order, 1970s-1990s

Wednesday, April 12 – From Cold War to a War on Drugs to a War on Terror, 1980s-2000s

Friday, April 14 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 13 Due by 8:00 on Friday

Short Quiz 13 Due by 11:59PM on Sunday

Week 15 (April 17-23): New Identities, New Politics, and Familiar Struggles, 2000s-2021

Readings: Foote, Chapter 14; O'Connor, Chapter 10

Monday, April 17 – Latin America's "New Left" in the 21st Century

Wednesday, April 19 – "Adonde Vamos?" Latin America, 2010s-2023

Friday, April 21 – In-Class Discussion of O'Connor and Primary Sources

Primary Source Analysis 14 Due by 8:00 on Friday

Paper Option 5 Due by 8:00AM on Saturday

Short Quiz 14 Due by 11:59PM on Sunday

Finals Week (April 24-28)

Final Exam due by 8:00 AM on Wednesday, April 26

Weekly Reading Chart

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

	Readings
Week 1	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 1 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 1
Week 2	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 2 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 2
Week 3	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 3 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 3
Week 4	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 4 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 4
Week 5	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 5, 6, and 7 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 5
Week 6	<ul style="list-style-type: none"> • Mariano Azuelo, <i>The Underdogs</i>
Week 7	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 8 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 6
Week 8	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 9
Week 9	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 10 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 7
Week 10	<ul style="list-style-type: none"> • Spring Break [work on Kucinski's <i>K</i> and the Truth Commission Report File available on Canvas]
Week 11	<ul style="list-style-type: none"> • Bernardo Kucinski, <i>K</i> • Truth Commission Report File on Ana Rosa Kucinski [available on Canvas]
Week 12	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 11 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 8
Week 13	<ul style="list-style-type: none"> • Domitila Barrios de Chungara, <i>Let Me Speak!</i>
Week 14	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 12 and 13 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 9
Week 15	<ul style="list-style-type: none"> • Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 14 • O'Connor, <i>Mothers Making Latin America</i>, Chapter 10

Weekly Deadlines

	Primary Source Analyses	Exams and Papers	Content Quizzes
Week 1	Friday, January 13		Sunday, January 15
Week 2	Friday, January 20		Sunday, January 22
Week 3	Friday, January 27	Paper 1 – Saturday, January 28	Sunday, January 29
Week 4	Friday, February 3		Sunday, February 5
Week 5	Friday, February 10		Sunday, February 12
Week 6	Friday, February 17	Paper 2 – Saturday, February 18	Sunday, February 19
Week 7	Friday, February 24		Sunday, February 26
Week 8	Friday, March 3	Midterm Exam – Wednesday, March 1	Sunday, March 5
Week 9	Friday, March 10	Paper 3 – Saturday, March 11	Sunday, March 12
Week 10	Spring Break	Spring Break	Spring Break
Week 11	Friday, March 24		Sunday, March 26
Week 12	Friday, March 31	Paper 4 – Saturday, April 1	Sunday, April 2
Week 13	Friday, April 7		Sunday, April 9
Week 14	Friday, April 14		Sunday, April 16
Week 15	Friday, April 21	Paper 5 – Saturday, April 22	Sunday, April 23
Finals Week		Final Exam – Wednesday, April 26	

NOTE:

- All primary source analyses (due every Friday) should be submitted by 8AM
- All papers are due by 9AM on their respective due dates
- Content Quizzes (due every Sunday) should be submitted by 11:59PM
- The Midterm and Final Exams will be due by 8AM on their respective due dates