

# Modern Latin American History

HIST 4392-001

Monday-Wednesday-Friday, 10:10-11:05 AM

HPR 257

3 Credit Hours

Dr. Colin Snider

BUS 118

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Office Hours:

Mondays 11:15 AM-12:45 PM

Wednesdays 4:00-5:30PM

Or by appointment

## Course Description

This course traces the evolution of the countries of Latin America from the era of the colonial wars of independence to the modern period.

More specifically, this course looks at 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 21<sup>st</sup> 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.

## Objectives

This class is designed to get students to generally understand the various narratives of Modern Latin American peoples, societies, cultures, politics, and economics at the local, national, and global contexts from the dawn of independence to the twenty-first century. Simultaneously, this course will foster students’ abilities to analyze and think about history and history-making processes more generally at the local, regional, and global levels. The class will use a variety of sources, including primary sources, secondary monographs, film, music, art, and other media to teach students how to analyze historical processes and to formulate their own analysis and understanding of the history of different eras, peoples, and cultures. Finally, this class will help students apply an understanding of history to current

events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Broaden students' understanding of how to pursue historical investigation.
- Develop students' ability to read primary sources and understand the hidden social, cultural, political, economic, and other contexts they contain.
- Develop students' ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- 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.
- 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, this course will teach students to:

- Identify key events, people and institutions in Latin American history since 1810.
- Evaluate the impact of race, gender, class, and ethnicity in a Latin American comparative and global perspective.
- Explore the causes, methods, and consequences of social mobilization across a variety of cultural and social contexts in Latin America between 1810 and the present.
- Trace the political, economic and social transformations of the “long nineteenth century” from 1810 to 1929.
- Trace the political, economic and social transformations from the Great Depression through World War II.
- Understand the explanations for, conditions of, and lived experiences under, military regimes in the Cold War.
- Understand the ways that trauma, collective and historical memory, and human rights shape Latin American history and society.
- Examine the place of Latin America in hemispheric and geopolitical contexts.
- Understand the impact of the historical development on contemporary issues.
- Understand the role of individuals and groups in social changes and processes in Latin America.

### **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. Books for the course will be available in the bookstore. Unless otherwise stated, all books listed below are **required** readings. Additional supplementary readings may also be included on Canvas. Required texts are:

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

ISBN: 978-0199340224 [Recommended]

Foote, Nicola. *Sources for Latin America in the Modern World*. Oxford: Oxford University Press, 2018.

ISBN: 978-0199340248

Azuela, Mariano. *The Underdogs*. New York: Penguin Classics, 2008.

ISBN: 978-0143105275

Wallace Fuentes, Myrna Yvonne. *Most Scandalous Woman: Magda Portal and the Dream of Revolution in Peru*. Norman, OK: Oklahoma University Press, 2017.

ISBN: 978-0806157474

Kucinski, Bernardo. *K*. London: Latin American Bureau, 2013.

ISBN: 978-1899365777

de Chungara, Domitila B. *Let Me Speak! Testimony of Domitila, a Woman of the Bolivian Mines*. New York: Monthly Review Press, 1978.

ISBN: 978-0853454854

### Assignments

Learning is a process that takes place in a variety of ways over days, weeks, months, and years. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. Given that we will be working thoroughly with primary sources from a variety of viewpoints, time is set aside each week for students to discuss the readings, both in small groups and as a collective whole. Therefore, student attendance and participation are required. Students who miss more than four classes will receive a zero for their participation.

Additionally, students who are tardy will be counted as absent every time they are tardy after **two** (2) tardy arrivals. It is the professor's prerogative to determine whether an absence can be excused, and all excused absences must be properly documented. Attendance and Participation make up 15% of the final grade. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course and will factor into the Attendance and Participation grade as well.

Because of the work we will be doing with primary sources throughout the semester, students are expected to read anywhere from 50-250 pages of primary and/or secondary readings a week throughout the semester. Discussions between students themselves and together with the professor will be a regular feature of the course, and so students must complete the assigned readings outside of the classroom. These readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills. Readings are due on the date they are listed on the syllabus.

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given two types of writing assignments. The first of these is a series of eight (8) short primary source analyses based upon the weekly readings. These are relatively short assignments, in which students are to consider a primary document from the week's readings and to provide a brief analysis of it. The form for these short analyses is available on Canvas. Students are welcome to pick which source from the week's readings that they may analyze. These analyses will also serve as instruments in classroom discussion. Collectively, these primary source analyses are worth 15% of the student's final grade.

Please Note: Primary source analyses are *always* due on Wednesdays.

The other writing assignment will be two mid-length research papers on a topic of the student's choice. Students will not have to do outside research; rather, they will construct an original subject and argument that draws on their own selection of primary sources that we will be reading throughout the semester. The first of these two papers will be due at the midpoint of the semester, and the other will be due at the end of the semester. Each paper should be 2000-2500 words in length, and each paper will make up 20% of the student's grade, for a total of 40% of the student's final grade. Students will also have an opportunity to meet with the professor well in advance of due-dates in order to discuss possible paper topics and sources they can use. All papers will be submitted electronically through Canvas, with the professor providing specific instructions as the due date approaches. Students are welcome to submit drafts of their papers at any time before the due date as well, and they are also strenuously encouraged to use the Writing Center (located in BUS 202; phone – 903-565-5995).

Finally, students will take two exams during the semester. Students who miss an exam without prior excuse will receive a zero (0) on the exam. Upon the student's request, it is the professor's prerogative whether to permit the unexcused student to take a make-up exam. Each exam is worth 15% of your final grade. Collectively, these exams are thus worth 30% of

your total grade for the course. In the event a student misses the first exam for an emergency, it is the professor's prerogative whether or not to permit the unexcused student to take a make-up exam. Make-up exams will be taken in person at 8AM on the final Monday (April 22) of the semester; there will be no exceptions to this date and time.

Below is the breakdown of how grades will be determined, based on a standard grading scale (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 59 or lower):

Research Essay #1	20%
Research Essay #2	20%
Attendance and Participation	15%
Primary Source Analyses	15%
Midterm Exam	15%
<u>Final Exam</u>	<u>15%</u>
TOTAL	100%

### Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues. Students who are habitually tardy will be counted as absent for the day and will have their tardiness factored into their attendance and participation grade.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Be civil:** Given the importance of discussion to the class, and the heterogeneity of views of people, be civil in conversation. Disagreement will be tolerated, but it should be rooted in evidence and interpretation of evidence, and not on extraneous factors. All are welcome to express their ideas in class, and none should feel excluded or shut down in conversations and discussions. If students turn towards aggression, hostility, or antagonism, the professor reserves the right to remove them from the class and/or factor their behavior in their final attendance and participation grade.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This

has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

### **Attendance and Makeup Policy**

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than four unexcused absences will result in a failing grade on attendance and participation (10% of the total grade), and students who arrive tardy more than twice will be counted as absent. In cases of **emergency** (e.g., 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. It is in the professor's purview to determine what does or does not constitute an emergency. Students must also provide documentation in order for an absence to be excused. At the professor's prerogative, makeup exams will be available in the case of an emergency. Students also must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one letter-grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper 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; however, students will be given ample warning to any possible changes.

### **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>

### **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>

### **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](http://www.uttyler.edu/tobacco-free).

### **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 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.

### **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.

### **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)

# Course Outline

## PART I – Latin America’s “Long Nineteenth Century”

### **Week 1 – Intro**

Monday, January 14: Intro

Wednesday, January 16: Paths to Independence, 1780s-1824

Friday, January 18: A Nation for Whom? Nation-State Building in Latin America, 1820s-1830s

### **Week 2 – The Challenge of State Formation in 19<sup>th</sup> Century Latin America**

Monday, January 21: **Martin Luther King, Jr. Day – NO CLASS**

Wednesday, January 23: The Age of *Caudillismo* in Latin America

*Primary Source Analysis Opportunity #1*

Friday, January 25: The Challenges of Nation-State Formation in Latin America

*In-Class Discussion of Primary Sources*

### **Week 3 – Society and Nation in 19<sup>th</sup> Century Latin America**

Monday, January 28: An Empire Amidst Republics: The Brazilian Empire, 1822-1840s

Wednesday, January 30: Society and Culture in the Early National Period

*Primary Source Analysis Opportunity #2*

Friday, February 1: Citizenship & Exclusion in Nineteenth-Century Latin American Society & Democracy

*In-Class Discussion of Primary Sources*

### **Week 4 – Latin America’s *Fin de Siècle***

Monday, February 4: Consolidating the State in Latin America, 1850s-1890s

Wednesday, February 6: Social Transformations in Latin America’s *Fin de Siècle*

*Primary Source Analysis Opportunity #3*

Friday, February 8: A Turbulent Turn of the Century

*In-Class Discussion of Primary Sources*

### **Week 5 – The Mexican Revolution**

Monday, February 11: *¡Revolución!* 1910-1920

Wednesday, February 13: Culture and Society during *Revolución*

*Primary Source Analysis Opportunity #4*

Friday, February 15: The Dreams and Costs of Revolution in Mexico

*In-Class Discussion of Azuela’s The Underdogs*

**Week 6 – The End of Latin America’s “Long Nineteenth Century”: 1890s-1929**

Monday, February 18: Social Mobilization and Politics in Latin America

Wednesday, February 20: The End of an Empire: Brazil’s First Republic, 1889-1930

*Primary Source Analysis Opportunity #5*

Friday, February 22: Latin America at the end of the “Long 19<sup>th</sup> Century”

*In-Class Discussion of primary sources*

**Week 7 – Populism and Nationalism in Latin America, 1920s-1940s**

Monday, February 25: The Rise of Populism – The 1920s and 1930s

Wednesday, February 27: Populism and the People(?) – 1930s-1940s

Friday, March 1: The Lived Experiences of the Populist Era

*In-Class Discussion of Most Scandalous Woman*

**Week 8 – Shifting Politics in the Postwar Era**

Monday, March 4: Of Democracy and “Development” in Postwar Latin America

Wednesday, March 6: Latin America in the Early Cold War

*Primary Source Analysis Opportunity #6*

Friday, March 8: The Face of “Modernity” – Life in the 1950s

*In-Class Discussion of primary sources*

**Week 9 – SPRING BREAK****Week 10 – Polarization, Politics, and Society in Latin America, 1950s-1960s**

Monday, March 18: The Cuban Revolution

Wednesday, March 20: Latin American Radicalization...

*Primary Source Analysis Opportunity #7*

Friday, March 22: ...and Right-Wing Reaction

**Week 11 – NO CLASS****Week 12 – The Rise of Bureaucratic Authoritarianism**

Monday, April 1: Dictatorship and “Democracy” In South America

Wednesday, April 3: Governance and Repression in the Cold War

*Primary Source Analysis Opportunity #8*

Friday, April 5: Latin America’s Cold War, 1960s-1970s

*In-Class Discussion of Bernardo Kucinski’s K and Primary Sources on Ana Rosa Kucinski [available on Canvas]*

**Week 13 – Life Under Dictatorship**

Monday, April 8: The (Counter)-Revolution Moves North: Civil Wars in Central America, 1979-1996

Wednesday, April 10: Resistance and Survival in Authoritarian Regimes

*Primary Source Analysis Opportunity #9*

Friday, April 12: Trauma, Memory, and the Legacies of Authoritarianism

*In-Class Discussion of Primary Sources*

**Week 14 – The Uneven 80s: Civil War and Democratization in Latin America**

Monday, April 15: The Long Legacy of Repression – Democratization and Memory, 1980s-2000s

Wednesday, April 17: Latin America and the World in the 1980s

*Primary Source Analysis Opportunity #10*

Friday, April 19: The End of the Cold War in Latin America

*In-Class Discussion of Let Me Speak!*

**Week 15 – Latin America at the Turn of the Millennium**

Monday, April 22: Latin America and the Neoliberal Nineties

Wednesday, April 24: The Neoliberal Nineties

*Primary Source Analysis Opportunity #11*

Friday, April 26: Latin American Culture & Society in the New Millennium

*In-Class Discussion of primary sources*

**FINALS WEEK: Online Final Exam due by 11:59 PM on Wednesday, May 1**

## Weekly Reading Chart

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

	Required Reading
<b>Week 2</b> (1/21-1/25)	Foote, <i>Sources for Latin America</i> , pp. 1-46
<b>Week 3</b> (1/28-2/1)	Foote, <i>Sources for Latin America</i> , pp. 47-91
<b>Week 4</b> (2/4-2/8)	Foote, <i>Sources for Latin America</i> , pp. 92-124
<b>Week 5</b> (2/11-2/15)	Azuela, <i>The Underdogs</i> [all]
<b>Week 6</b> (2/18-2/22)	Foote, <i>Sources for Latin America</i> , 125-171
<b>Week 7</b> (2/25-3/1)	Wallace Fuentes, <i>Most Scandalous Woman</i>
<b>Week 8</b> (3/4-3/8)	Foote, <i>Sources for Latin America</i> , pp. 172-213
<b>Week 10</b> (3/18-3/22)	Foote, <i>Sources for Latin America</i> , pp. 214-278
<b>Week 12</b> (4/1-4/5)	Kucinski, <i>K</i> , and Truth Commission Report on Ana Rosa Kucinski (available on Canvas)
<b>Week 13</b> (4/8-4/12)	Foote, <i>Sources for Latin America</i> , 279-312
<b>Week 14</b> (4/15-4/19)	de Chungara, <i>Let Me Speak!</i>
<b>Week 15</b> (4/22-4/26)	Foote, <i>Sources for Latin America</i> , pp. 313-359