

**HISTORY 1310**  
**Modern Latin America**

**PROFESSOR:**

**EMAIL :**

**OFFICE:**

**OFFICE HOURS:**

**TEXTS:** John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 4<sup>th</sup> edn (e-book on CANVAS)

Domingo Faustino Sarmiento, *Civilization and Barbarism (Life in the Argentine Republic in the Days of the Tyrants, or Civilization and Barbarism)* (available for check-out on archive.org)

**COURSE DESCRIPTION**

This course surveys Latin America from the era of independence to the present. Examines the political, social and economic issues and their diverse influence in shaping contemporary Latin America.

**LEARNING OUTCOMES**

- Demonstrate knowledge of the key social, political, economic, and cultural events, themes, issues and processes within Modern Latin American history and the ways they are imbricated.
- Write cogently, knowledgeably, effectively about Modern Latin America.
- Employ the discipline-specific methods historians use to critically examine and make sense of the past of Modern Latin America, including regional issues, processes, trends, events, and structures. Specifically, students will

1) analyze, interrogate, contextualize and interpret a variety of primary sources; 2) reason sequentially as they find causal relationships and identify the dynamic between change and continuity over time; 3) deduce historical significance and draw conclusions; 4) construct strong historical narratives and arguments based on evidence.

- Compare and contrast the development of diverse Modern Latin American nations and societies to be able to identify the a) formation of identity; b) connections between and among these that developed over time; c) diversity in power relationships throughout Latin America; and d) forces that produced a collective called Modern Latin America out of distinct and often wildly different regions.
- Apply knowledge of the history of Modern Latin America’s cultures and societies to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present.
- Sift through, collect, and use appropriate source material from the library and online and demonstrate how history builds on the work of others through proper and thorough attribution.

## ASSIGNMENTS

ASSIGNMENTS	POINTS	% VALUE
Response papers 4 @ 20 pts	80	27
Short papers 2 @30 pts	60	20
Summative Papers 2 @ 40 pts	80	27
Midterm and Final 2 @ 30 pts	70	23
Reflection 1@ 20 pts	10	3
<b>TOTAL</b>	<b>300</b>	<b>100%</b>

Grades are calculated by dividing the total points earned by the total points possible. This gives a percentage that corresponds to a letter grade.

A+ 100; A 93-96; A-90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; E 0-59

Assignments include four Reading Responses, two Short Papers, and two Summative Papers, along with a Reflection Paper. There will also be objective tests—multiple choice—for the Midterm and the Final. Writing Assignments total 19 pages, and with the revised Signature Paper, 22 pages, which is 77% of the final grade; the tests make up the other 23%. The detailed instructions for each assignment along with its grading criteria are found on Canvas.

In grading papers, I look at the following criteria:

1. Correct Copy (Personal responsibility for clean copy, the assigned formatting, use of spelling and grammar checking tools.)
2. Clarity and Force (To write with forceful language means to avoid wordiness, vagueness. We avoid getting stuck and stay in the flow.)
3. Completed Ideas and Sequenced Flow (This refers to the sequenced flow of ideas and argument, so that the reader isn't left with the fragmented or the dross of the fragmentary.)
4. Full Engagement with the Readings (Students shouldn't pick and choose lightly from primary documents, textbook chapters, or class discussions of secondary source material. One tries to engage several readings.)
5. Appropriate Historical Contextualization (Students appropriately set primary documents in their own time and place.)

For Summative Papers (40 points), each of the 5 criteria would count for 8 points; for Short Papers (30 points), then 6 points; Response Papers (20 points), then 4 points.

For the **Reading Responses** students will provide a written response to primary documents. In some cases, these will be reading and visual responses. In others, students will respond according to specific prompts.

The **Summative Papers** capture exploration, description, synthesis, and analysis. At least one will be designated as the Signature Assignment. Students will create

and submit an outline for the first analysis paper. Each of the two Summative Papers may be submitted on the due date in draft form. I will read the paper and return it for revision. Revised papers will be due in one week after I return them.

The **Signature Assignment**, which is one of the two Summative Papers, will be uploaded to the student ePortfolio. For more instructions on how to prepare an ePortfolio, see the statement at the end of the syllabus.

For the **Reflection Paper**, students will reflect according to prompts for the Signature Assignment.

Use your imagination as you read primary sources, textbook chapters, or articles shared with the class to situate yourself in unfamiliar territory, as if truly present in the past, and to **make connections** between the past and the present, between your own lives and circumstances and those that came before. Writing the papers will help students better understand the uses and abuses of the institutions of government, to discern the role of propaganda and persuasion, and to assess the rights and limits of free speech and free action in modern Latin American republics.

Because the papers respond to assigned and readily available primary and secondary sources, students need not use additional sources to address the historical setting of the documents or to analyze content. Should it be considered necessary to include a sentence or two placing a primary document in its historical setting, you will then be asked to include an apparatus of footnotes along with a photocopy or printout of each secondary source cited. On the printout, you will mark with a highlighter all words and phrases consulted or quoted. I will not grade any essays in which there are more than a couple sentences giving historical background, whether footnoted or not, or which draw loosely from Internet sources.

I grade all papers and essays on the following three criteria: substantive content, critical thinking skills (how you reason, analyze, compare and contrast), and communication (expression, argument, diction, and tone, and how you order, arrange, or link your ideas).

Formatting: Microsoft Word, 1.5 spacing, 14 point, Times New Roman or Baskerville font.

In class we often refer to the Perdue OWL, the Perdue Online Writing Lab: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html), and to helpful manuals: William Zinsser, *On Writing Well*; Francis-Noel Thomas and Mark Turner, *Clear and Simple as the Truth: Writing Classic Prose*.

## READING ASSIGNMENTS AND CLASS SCHEDULE

### Week One

Writing Instruction

Guest Presentation on Cultures and Languages across the Curriculum

### Week Two

A Republican Choice for Spanish America v. the Imperial Model in Independent Brazil

- Reading Response (1.5 pages): Sarmiento, *Civilization and Barbarism: Landscape and Gauchos*

### Week Three

Theme: "Civilization and Barbarity": The contest for republicanism between The "barbaric" cultures of the Gaucho, Llanero, Vaquero, and the Caudillo and the Civilization embodied in the idea of the City.

- Short Paper (2.5 pages): Sarmiento, *Civilization and Barbarism: "Facundo"*

### Week Four

Mexico's Republican Choices in the 19th Century

Theme: Caudillismo and Empire v. Liberal, Constitutional Democracy and Human Rights

Nicaragua and Her Neighbors in the 19th Century

- Visual Response (1.5 pages) Rosas family portraits

## Week Five

The Spanish-American War (1898) and the Caribbean

Mexico: The Mexican Revolution and the Constitution of 1917

## Week Six

February 15, 17

Republican Brazil and the Rise of Corporatist and Communist Ideologies

The First Republic (1889-1930); Vargas and the Estado Novo (1930-1945)

- Summative Paper (3 pages): Caudillos and Caudillismo [Draft and Revision]

## Week Seven

Ideology and Populism in Republican Argentina

## Week Eight

- Chapter Test Two: Chapters 5-8
- Short Paper (2.5 pages): Benito Juarez, *Notes for My Children*, and Reform Laws

## Week Nine

Spring Break

## Week Ten

Colombia: The Violence

Venezuela: Presidents, Dictators, and Ideologies of the 20th Century and Beyond (Guest Speaker)

- Reading Response (1.5 pages): “What is Peronism?”

## Week Eleven

Ideology and Revolution: Cuba

- Visual Response (1.5 pages): Images, photos, film clips, speeches: Evita Peron

## Week Twelve

Military Dictatorship v. Ideological Regimes: Brazil, South American Cone, the Andes

Brazil: Order and Progress

The Second Republic (1946-64)

Military Rule (1964-84)

Tropicalia: Music of Protest

- Signature Assignment, Summative Paper (3 pages): Evita Peron, Image, Propaganda, and Populism [draft and revision] (to be uploaded to eportfolio: <http://i.slcc.edu/wac/apply-witc-intensive.aspx>)

## Week Thirteen

Return of Peron

Military Rule in Argentina

## Week Fourteen

Mexico: PRI; End of the Revolution?

Ideology Revolution in Nicaragua: Somoza to Marxism

## Week Fifteen

Populism and Corruption Sweep Latin America: Brazil's Surprising Presidencies: Lula, Rousseff, Bolsonaro

Argentina into the 21<sup>st</sup> Century

- Reflection Paper (2 pages)

## Week Sixteen

## **COURSE POLICIES**

- **ACADEMIC HONESTY**

Honesty is expected of every SLCC student and is required in this course. Cheating, misrepresentation, plagiarism, and any form of dishonesty in academics are offenses that will be reported and will result in a failing grade on the exam, assignment, or other graded materials concerned. Students should review the published SLCC Academic Standards regarding forms of dishonesty and situations that constitute academic misconduct. See Student Code of Conduct [http://www.slcc.edu/policies/docs/Student\\_Code\\_of\\_Conduct.pdf](http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf)

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. All papers will be submitted to an online plagiarism detection service called Unicheck, which is embedded in Canvas. Cumulative matches of greater than 25% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of the assignment. A second offense may result in course failure.

We live in a time of access. Interlibrary loan can bring you, with help from WorldCat, any book or article published anywhere. Rare book collections throw wide their doors. The Internet opens floodgates. Documents, words, phrases, ideas, arguments, points of detail and of evidence are all in your hands. Society asks but one thing in return, that as you write, you also set down all sources you consult. Did you find a reference to a primary document in an article? Cite the document



and thank the author of the article for pointing you to the document. Careful citation puts a spotlight on your originality.

Citation need not be laborious. Use parentheses, and place within them the title and the name of the author to whom you are indebted. Prepare a simple bibliography and make the citation style consistent. I prefer *Hart's Rules*, the Oxford manual of citation; others use MLA or Chicago styles—or craft their own.

- **ATTENDANCE, LATE SUBMISSIONS, EXTRA CREDIT**

Students who miss the first week of classes will be automatically dropped. If a student accumulates more than five unexcused absences, 10 points will be subtracted from the final exam.

After the due date, students have three days to submit a late paper without losing points. After the grace period, papers will lose 5 points per day.

Up to two extra credit papers, often including museum visits, are available upon request (30 points each, with same grading criteria as the Short Papers).

## **ACCOMODATIONS FOR PERSONS WITH DISABILITIES**

The purpose of the Disability Resource Center is to facilitate access and inclusion and to provide reasonable accommodations for students with disabilities. Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the



## **EMERGENCY EVACUATION PROCEDURES**

In case of emergency, see <http://i.slcc.edu/emergency-prepare/emergency-procedures.aspx>

## GENERAL EDUCATION ePORTFOLIO STATEMENT

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <https://www.slcc.edu/eportfolio>

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those platform. You only need to create one ePortfolio for all your General Education courses. For Digication tutorials to get started, please go to:

<https://slcc.digication.com/slccnewdigicationhelpsite/beginning-tutorials>

After creating your ePortfolio, please link your ePortfolio URL to your MySLCC account by following these directions: copy the URL in the web address bar for your *Welcome page* (e.g. “slcc.digication.com/john-smiths-eportfolio”) > log into my.slcc.edu > click on the *Academics & Records* tab > locate the ePortfolio section on the bottom right-side of the page > click *Submit ePortfolio* > on the left side of the page under *General Education ePortfolio* click *Submit* > paste the URL for your ePortfolio’s *Welcome page* into the blank box underneath *Enter ePortfolio URL* > click *Save*.

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site:

<https://www.slcc.edu/eportfolio/remote.aspx>

Questions regarding the ePortfolio can be directed to

<https://www.slcc.edu/eportfolio/contact.aspx>