**HIST 4367**

**Modern Latin America**

**Spring 2019**

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Office Hours: TR 2-:330 and by appointment

Class Meetings: Tuesday/Thursday, UH 01, 12:30-1:50

**Course Description**

This course examines the tumultuous creation and evolution of new nations in Latin America from the Wars of Independence until the present (c. 1800-2010). Politically, this period saw the emergence of empires and monarchies, republics and dictatorships. It was characterized by civil wars, struggles for emancipation, racial wars and genocides, and the problematic establishment of neo-colonial relationships with global and regional economic and military powers. Culturally, Latin American nations forged new identities out of the combinations of African, European, and American roots. Out of this process, what the Cuban intellectual Fernando Ortiz called “transculturation,” emerged Modern Latin America: a place of opposite extremes and intensities, diversities, and unique modern challenges.

We will focus on the interplay of ideas and social actions, individuals and cultural groups, historical periods and culminating events. This is a survey of an extraordinarily diverse range of political systems, languages, cultures, geographies, national and regional identities, classes, races and genders. The student will be challenged to think critically about a range of contentious popular and scholarly information provided by a diverse range of readings, lectures, discussions, films, and visual material.

**Course Texts** (All available in UTA Bookstore or via Amazon.com)

Arenas, *Before Night Falls*

Burns, *The Poverty of Progress*

Graham, *The Idea of Race in Latin America*

Grandin, *The Last Colonial Massacre*

Meade, *A History of Modern Latin America* (textbook)

*\*\*\*\*\*Other readings will be posted to Blackboard*

**Evaluation**

Map Test: 5%

Reading Quizzes: 20% (5% each)

Burns Essay: 15%

Grandin Essay 15%

Film Review: 15%

Arenas Essay: 15%

Participation: 15%

**Course Calendar/Readings**

**Week One**

Reading:

**1. Meade, *Modern Latin America* (hereafter *MLA*), Chapter 1,**

**2. Eakin, Introduction (Blackboard #1, hereafter BB#...)**

**3. Orwell, “Politics and the English Language” (BB#2)**

15 and 17 January

**Week Two**

Reading:

**1. *MLA,* Chapter 2**

**2. Guillermoprieto, “Bogotá, 1989” (BB#3)**

22 and 24 January **(Map Test 24 January)**

**Week Three**

Reading:

**1. *MLA,* Chapter 3**

**2. Begin Burns**

29 January and 31 January **(Reading Quiz 1, 31 January)**

**Week Four**

Reading:

**1. Continue Burns**

**2. MLA Chapter 4**

5 and 7 February

**Week Five**

Reading:

**1. *MLA*, Chapter 5**

**2. Gootenburg, “Cocaine in Chains” (BB#4)**

**3. Finish Burns**

12 and 14 February (**Burns Paper Due 14 February)**

**Week Six**

Reading*:*

***1. MLA,* Chapter 6**

***2.* Krauze, “José Martí: The Martyrdom of the Liberator” (BB#5)**

19 and 21 February (Feb. 21: **Reading Quiz Two)**

**Week Seven**

Reading:

**1. *MLA,* Chapter 7**

**2*.* Pérez, Between Baseball and Bullfighting (BB#6)**

**Film Men With Guns**

February 26 and 28 March

**Week Eight**

Reading:

**1. *MLA*, Chapter 8**

**2. Davila, “Diploma of Whiteness” (BB#7)**

5 and 7 March

**Spring Break: No Meeting 12 and 14 March**

**Week Ten**

Reading:

1. **Krauze, BB#8**

2. **Lesser BB#9**

19 and 21 March

**Week Eleven**

Reading:

**1. *MLA*, Chapter 9**

**2. Rodriquez, Civilizing Argentina (BB#10)**

**Film Review Due 29 March**

26 and 28 March

**Week Twelve**

Reading:

**1. *MLA*, Chapter 10**

**2. Begin Arenas**

2 and 4 April

**Reading Quiz Three, 5 April**

**Week Thirteen**

Reading:

**1. *MLA*, Chapter 11**

**2. Martínez-Fernández, The Cuban Revolution (BB#11)**

**3. Continue Arenas**

9 and 11 April

**Week Fourteen**

Reading:

**1. *MLA,* Chapter 12**

**2. Mares, “The National Security State” (BB#12)**

**3. Finish Arenas**

16 and 18 April **(Arenas Paper Due, 18 April)**

**Week Fifteen**

Reading:

**1. *MLA*, Chapter 13**

**2. Begin Danner**

23 and 25 April (**Reading Quiz Four, 25 April)**

**Week Sixteen**

Reading:

**1. Finish Danner, *MLA*, Chapter 14**

30 April and 2 May **(Danner Essay Due 8 May by 5pm)**

**Class Policies**

*Attendance:* You should try to attend every class meeting to get the most out of this course and to have the best opportunity to do well. Perfect attendance will earn a perfect score for the reading quizzes (20% of the course grade).

*Late Assignments:* Your grade will be lowered by one letter grade per day that the assignment is late. After three days, the score automatically becomes an F.

*Tardiness:* If you are late to class, enter the room as quietly as possible to avoid disruption. Please don’t make repeated tardiness an issue.

*Electronics:* Do not interrupt class by taking phone calls or texting. Put simply, be polite to your fellow students and instructor. You may use a laptop or tablet to take notes. Please stay off the internet unless it contributes directly to our discussions in class.

*Plagiarism*: Don’t do it. If you are unclear on the parameters of plagiarism, please come speak with me.

*Communication*: I check email regularly and will generally respond to any questions within twenty-four hours during the workweek. Emails sent after five p.m. on Friday will be answered the following Monday. **I ask that you compose emails in the form of a letter with a salutation and a closing**. I will do the same.

**General Tips for Success in this Course from the Instructor**

As an upper division course, Modern Latin America has a moderate amount of reading. Strive to envelope yourself in the ideas and concepts that guide the presentation of the information in each author’s work. We all come across unfamiliar terms: use this as an opportunity to dig deeper. Look-up new words with sites like [www.dictionary.com](http://www.dictionary.com). When places are mentioned, zoom-in on them with free programs like Google Earth. Many of us have traveled in Latin America-- but even the best-traveled and studied individuals may find themselves in unfamiliar territory when learning more about such a large and diverse region.

Most importantly, **take notes from your reading**. I use a ruler and underline ideas, terms, or events that are central to the narrative and then compile a list in a word document for each book/chapter. Challenge yourself to take clear notes; you will be much better able to contribute your thoughts to class discussions on current and past events in Latin America.

**UTA CORE CURRICULUM OBJECTIVES:**

The state of Texas requires specific objectives for general education "core" courses.  The state objectives for “general ed” courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics).  In this course, we are responsible for covering all objectives except quantitative reasoning and teamwork.

* **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*Must be addressed in all core curriculum courses.*
* **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.*Must be addressed in all core curriculum courses.*
* **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
  + Mathematics
  + Life and Physical Sciences
  + Social and Behavioral Sciences
  + Component Area Option of Mathematics and Logic
* **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:* 
  + Life and Physical Sciences
  + Creative Arts
  + Communication
* **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
  + Communication
  + Language, Philosophy and Culture
  + American History
  + Government/Political Science
* **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:* 
  + Language, Philosophy and Culture
  + Creative Arts
  + American History
  + Government/Political Science
  + Social and Behavioral Sciences

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods, and chronology of the history of Latin America; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
* synthesize diverse historical information and evidence related to broad themes of Latin American History and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
* develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in Mexican History
* develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in Latin American History.

**FACULTY EXPECTATIONS:** I expect that students will:

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by attending class regularly and being prepared for discussions and other assignments.  Being prepared means doing your reading assignment or other class prep *before* the class session
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ***6-9*** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**DROP POLICY:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability.

Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**ACADEMIC INTEGRITY:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**STUDENT SUPPORT SERVICES:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**ELECTRONIC COMMUNICATIONS:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**FINAL REVIEW WEEK:**  A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week ***unless specified in the class syllabus*.** During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.