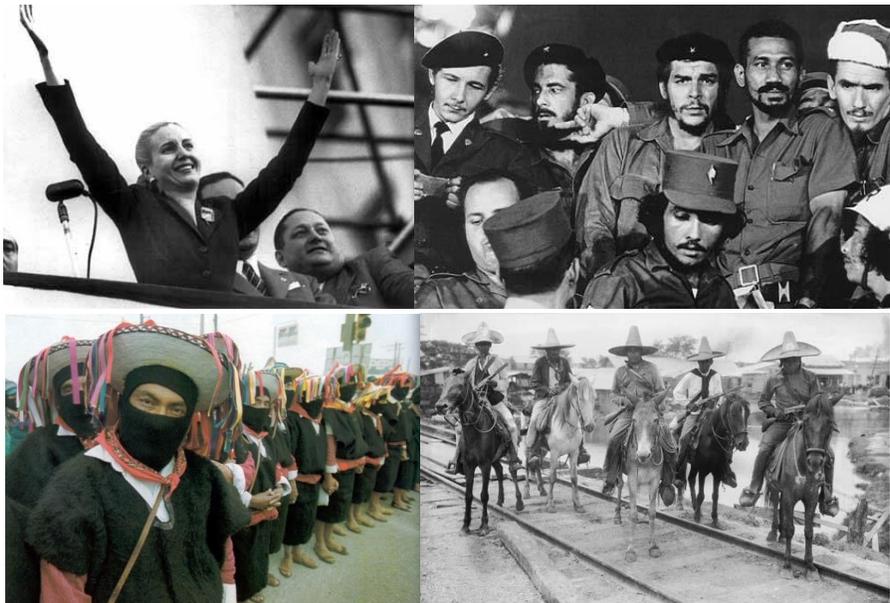




Modern Latin America

HIST 327

Spring 2024



Instructor: Dr. E. Mark Moreno, Associate Professor of History

Office Location: Ferguson Social Science, Room 118

Office Hours: Monday and Friday, 11 a.m. to noon; Wednesday, 9 a.m. to noon

Office Phone: History Department, 903-886-5226

University Email Address: mark.moreno@tamuc.edu

Preferred Form of Communication: Email or in person

Communication Response Time: Within 24 workday hours (longer on weekends)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Meade, Teresa, *A History of Modern Latin America: 1800 to the Present* (Wiley-Blackwell 3rd edition, August 2022); ISBN 978-1119719168

Dawson, Alexander, *Latin America Since Independence: A History with Primary Sources* (Routledge 3rd Ed., 2022); ISBN 9780367700942

Rabe, Stephen G., *The Killing Zone: The United States Wages Cold War in Latin America* (Oxford 2nd Edition, 2015)

Brown, Michael F. and Eduardo Fernandez, *War of Shadows: The Struggle for Utopia in the Peruvian Amazon* (University of Calif. Press, 1993)

Optional Texts and/or Materials

Hernandez, Jose, *The Gaucho Martin Fierro* (SUNY Press, 1974), ISBN 9780873952842

Course Description

Overview: After the independence of Spain's American colonies in the early nineteenth century, an age of political turmoil, civil wars, and foreign intervention ensued. Elites struggled to maintain colonial-era privileges, while emergent middle classes fought politically and often violently to acquire greater economic freedom and social mobility. While these struggles occurred, indigenous peoples and peasants of all types resisted attempts by governments to break up communal landholdings and ways of life, but they often had to choose sides in violent political struggles to preserve those things.

That is why millions of Indigenous communities in the region today have retained their cultural identities and traditional lands over centuries. As the nineteenth century progressed, the United States grew in economic and military might, acquiring almost half of Mexico's territory and -- along with Great Britain -- heavily penetrated Latin American economies. In the first decades of the 20th century, U.S. economic and political interests loomed larger in Latin America, with military interventions in Mexico, Cuba, Haiti, the Dominican Republic, and Nicaragua. The U.S. role in Latin American affairs intensified with the Cold War as American leaders spurred the overthrow of democratically elected

governments in Guatemala and Chile. U.S. relations with repressive and corrupt Latin American governments also resulted in the Cuban and Nicaraguan socialist revolutions and subsequent Marxist-inspired regimes. In turn, the Cold War produced some of the world's most brutal and bloody right-wing dictatorships in Latin America, with thousands of murders, disappearances, and cases of torture -- and massive protest and counter-violence from various resistance forces. Closer to the U.S. home front, the consumption of illegal drugs and tightening of enforcement, combined with continued lack of upward mobility for many Mexicans and other Latin Americans and led to bloody drug wars. This class presents case studies in how nation-states are formed among diverse peoples and how such states lead tenuous existences. While many Latin American states today have vigorous democracies and healthy economies, the quest for peace and stability has been long and pocked with bullets, poverty, and foreign exploitation -- although there are those who thrived as wealthy individuals, military leaders, politicians and people of intellectual communities, of diverse backgrounds, who prospered through the modern era.

Student Learning Outcomes

The student recognizes historical currents and causal factors regarding state-building and society in modern Latin America, can compare/contrast states, and examine historical relations with the United States and the transatlantic world of trade and politics. The student makes observations that demonstrate critical thinking regarding Latin America from independence through the shift to democracy (1825-2000).

COURSE REQUIREMENTS

Instructional Methods

Student Responsibilities or Tips for Success in the Course

Read diligently, take notes, offer opinions, invite debate.

Participation and attendance: Regular attendance is expected, as well as regular questions and comments from students. Five points are deducted for every three unexcused absences. Other lectures and film/video presentations will relate to class readings. Class time is meant for both lecture, discussion, and film/video viewing, so participation is important. **For cell phone use, please walk outside the classroom. Do not use your cell phone during class time or points may be taken off the final grade.**

Plagiarism: Taking work directly from other sources and presenting it as your own is a serious academic offense and will automatically result in a "0" grades for papers, and possibly for the class itself. In addition, students need to meet with the instructor for explanation and will be subject to disciplinary action by the University. Modern technology has made detection of plagiarism easier than ever before, and faculty members in most

cases have adopted a “zero tolerance” policy for such actions. All work produced for this class must come directly from History 327.01E students, and be specific to HIST 385.01E for the Spring 2024 semester.

Exams: Two Blue Book exams – a midterm and a final – will be assigned in this class. Students will answer two out of three questions in standard essay form and in longhand.

Participation/Discussion: There are up to seven scheduled class discussions based on assigned readings during the semester, worth up to 25 points each – points come from six 500-word papers posted in D2L before the in-class discussion, and one book review (*War of Shadows*): The papers are worth up to 15 points, and in-class discussion up to 10. The book review is worth up to 25 points, plus 10 for the in-class discussion. Discussions by based primarily on primary sources in *Latin America Since Independence*, and the book *War of Shadows*. There are seven discussion-based papers.

Semester Research Project: Students will produce a research paper of 10 to 12 pages utilizing primary sources available through the National Security Archive of George Washington University (online). The archive offers plentiful documents in English by American reporting agencies during the Cold War era: Argentina, Guatemala, Chile, and Mexico during the 1960s, 1970s, and 1980s depending on the historical circumstance. There will be discussion on this paper during the first month of class, and instructions will also be posted during that time. It is due the second to last week of class.

GRADING

Attendance, Participation and Discussion = 50 points

Exams = 200 points total

Discussion Assignments (papers and discussion) = 150 points total

Book Review (paper and discussion) = 35 points

Research Project = 200 points

Total = 635 points possible

Percentages and grades:

90-100% = A range

80-90% = B range

70-80% = C range

60-70 = D range

Below 60% = F

Final grades in this course are based on percentages also (see above).

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the

State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Lecture/Discussion Schedule

Week 1: Introduction

- The Colonial Order
Readings: *A History of Modern Latin America*, Chapters 1 and 2; *Latin America Since Independence*, Introduction; online readings TBA

Week 2

- Independence
Readings: *Latin America Since Independence*, Chapter 1, "Independence Narratives, Past and Present," all documents; *Modern Latin America*, Chapter 3; online readings (Bolivar), TBA
- Discussion on Research Paper

Week 3

- First Discussion (papers and in-class -- Independence)
- The Age of Strongmen (*Caudillos*)

Readings, *Latin America Since Independence*, "Caudillos versus the Nation State," "The Slaughterhouse" -- Chapter 2; *Modern Latin America*, Chapter 4; Sarmiento, "On the Gaucho"; *El Gaucho Martin Fierro*

Week 4

- Second Discussion (papers and in-class -- Argentina)
- Gender and the State
Reading: *Modern Latin America*, pp. 240-247; *Latin America Since Independence*, “Citizenship and Rights in the New Republics” – Chapter 3, all material; Readings TBA

Week 5

- Race and Nation: Indigenous Peoples
- Race and Citizenship: Black Latin America

Modern Latin America, review Chapter 3, pp. 55-70; Online material TBA (Uprisings)

Week 6

- Third Discussion (papers and in-class -- Race and Gender)
- The Export Boom, Economics and Modernity

Readings: *Latin America Since Independence* Chapter 4; *Modern Latin America*, Chapter 5

Week 7

- Fourth Discussion
- The Mexican Revolution (Intro.)
- Discussion on Research Paper
Readings: *Modern Latin America*, Chapter 6, pp. 156-162, and Chapter 7 (all)

Week 8

- The Mexican Revolution (cont.)
- **Midterm Exam**

Spring Break

Week 9

- Populism and Peronism in Argentina
- Post-War Peru and Mexico
Readings: *Modern Latin America*, Chapters 8, 9, and 10; *Latin America Since Independence*, Chapter 7, “Power to the People” (reading and documents)

Week 10

- Fifth Discussion

- Cold War in Central America
Readings: *Modern Latin America*, Chapter 10; *Latin America Since Independence*, Chapter 7, all documents; Start *War of Shadows*

Week 11

- Cuba: Colony to Independence
Readings: Finish *War of Shadows*; *Modern Latin America*, Chapter 13

Week 12

- Sixth Discussion (*War of Shadows – Book Reviews due*)
- Revolution in Cuba
- Revolution in Nicaragua
Readings: *Modern Latin America*, Chapters 11 and 13; *Latin America Since Independence*, Chapter 8, “A Decade of Revolution in Cuba”

Week 13

- Seventh Discussion
- Peru and the Shining Path
- Democratization
- The Drug Trade and Rise of Narcos
Readings: *Modern Latin America*, Chapter 12; *Latin America Since Independence*, Chapter 13; Online readings TBA

Week 14

- Research Projects Due

Week 15

Final Exam