**HISTORY OF LATIN AMERICA SINCE INDEPENDENCE**

*Thinking and Writing about the Development of Multifaceted Nations*

HIST 3343-N/5343-N  
T-TH – 5:30-6:45  
ROOM: STRAKE 205

Juana Moriel, Ph.D.: morielj@stthom.edu  
Office Hours: M & W: 2:00-5:00  
202 Mt. Vernon History House, ext. 3192  
T: 4:00-5:00, and by appt.

**COURSE DESCRIPTION**

This course will be organized around a major issue that has shaped the history of modern Latin America: the challenge of transforming colonial societies into modern nation-states.

By covering successive stages in the history of the continent during the nineteenth and twentieth century (*caudillismo*, the liberal age, populism, modernization and authoritarianism, social revolution, democracy and neoliberalism), students will trace the nations-building process over the past two centuries. While focusing primarily on Mexico, Brazil and Argentina, the course will also draws on the history of the Andean and Caribbean regions.

**THE VIEWING OF A WIDER WORLD**

The course strongly emphasizes international character and multicultural influences. It also places Latin American’s events in a global perspective, and focus not only on elite groups, but also on the popular sectors as important agents of change.

**ACTIVE LEARNING COURSE AND OBJECTIVES**

*First*, this is an ACTIVE LEARNING course, meaning that it requires students’ participation. By reading, analyzing, and discussing primary sources (evidence from the past) and secondary sources (interpretive accounts written by historians), students will learn to think and write like historians:

- They will become familiar with the language and habits of mind that define the discipline of history.
- They will develop familiarity with Latin American culture, and gain first-hand experience with issues of historical interpretation.

In this way, students will learn that history is not simply a series of facts neatly tied together to form fixed conclusions; instead, it is an *interpretative endeavor* which continually evolves as a result of new evidence and changing perspectives.

*Second*, students will sharpen their writing skills through a series of assignments designed to make them aware of the basic structures and routines of academic writing.
Third, Equipped with the ability to think historically, students will offer their own historical interpretations on the course discussions, academic writing and on exams.

Upon completing this course, students will be able to...

* exhibit an understanding of the social, cultural, economic, and political history of LA since Independence.

* apply a critical lens to the ways in which historians produce knowledge.

* analyze and discuss both primary and secondary sources.

* work collaboratively and constructively assess the work of their peers.

* develop and write a formal research paper.

**REQUIRED READINGS for both undergraduate and graduate students:**

* SEE EXTRA READINGS FOR GRADUATE STUDENTS


4. And some readings available on Black Board.

**REQUIRED READINGS- for graduate students ONLY:**


**NOTE:** the instructor reserves the right to make changes to this syllabus as deemed appropriate over the course of the semester. It is the student’s responsibility to keep up with these changes which will be announced in class.
TWO MAIN COURSE ASSIGNMENTS FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS

SEE EXTRA REQUIREMENTS FOR GRADUATE STUDENTS

1. Primary Source Analysis on MEMOIR The Country Under my Skin. It is geared toward analyzing the Memoir as primary account narrative that is part of both LA literary tradition and Historical Memory. It is meant to build critical thinking and writing skills, and it includes to practice documenting sources properly (ie citations). This assignment also requires reading one essay about Nicaragua’s historical context and an essay about Historical Memory. A Guide to write the Analytical Paper will be provided in Blackboard. The Analysis represents 5% of your final grade. It is NOT a research paper.

UNDERGRADUATE STUDENTS WRITE 6-8 PAGES. INCLUDE 6-8 DIRECT QUOTATIONS.

GRADUATE STUDENTS-EXTRA READINGS FOR PRIMARY SOURCE ANALYSIS: ADD ESSAYS FROM BOOK: BLOOD OF OTHERS” AND FROM THE BOOK: “WOMEN AND GUERRILLA MOVEMENTS”. WRITE 8-10 PAGES ESSAY. INCLUDE 8-10 DIRECT QUOTATIONS.

2. Research Paper / Portfolio (RPP): Your Research will focus on a Latin American event/period of time/ character that happened/lived after Independence and beyond (a list of topics and primary source documents will be provided). It is a portfolio because it is divided in 5 phases/assignments as follows: A one-page proposal, an Annotated Bibliography, a Thesis Statement, a Peer Review and the Final Paper. The research portfolio represents 30% of your final grade.

* Guides to complete all the different phases/assignments will be provided through Bb.

UNDERGRADUATE STUDENTS: WILL USE 4-6 PRIMARY SOURCES AND 4-6 SECONDARY SOURCES. YOUR FINAL PAPER SHOULD BE 10-12 PAGES LONG.

GRADUATE STUDENTS-EXTRA REQUIREMENTS FOR RPP: WILL USE 6-8 PRIMARY SOURCES AND 6-8 SECONDARY SOURCES. YOUR FINAL PAPER SHOULD BE 13-15 PAGES LONG.
COURSE REQUIREMENTS:

**General:** Students are expected to attend class, answer quizzes, complete all reading assignments, participate in class discussions and workshops, and finish all assignments on time. Out of respect for other students and the professor, arrive to class on time.

**Quizes and Workshops = Attendance and Participation:** At the beginning of each class, students will answer a quiz question related to the assigned readings. The last half hour of the class will consist on a workshop: students will break into small groups to complete various activities based on weekly reading assignments or on the Research Paper. The instructor will evaluate individual participation within small groups, as well as overall group performance. Your quizzes and workshop grades represent 25% of your total grade.

**Plagiarism Online-Tutorial from Library:** In lieu of giving a graded quiz on plagiarism, I am asking all students to take the online Plagiarism and Academic Integrity Tutorial. The certificate that you passed the quiz is **due in class on the date indicated on the course schedule.** If you fail to turn in the certificate, a tardy penalty will be taken out for each day that it is passed due. You cannot pass the class without completing and passing the tutorial quiz. Links to the description and the tutorial are also posted on Blackboard.

- Tutorial: [http://www.stthom.edu/libtraining/ustplagiarism/ustplagiarism.htm](http://www.stthom.edu/libtraining/ustplagiarism/ustplagiarism.htm)

**Library Instruction:** All students are required to individually attend instruction at the library with a research librarian to learn how to use library resources, and provide proof of attendance.

**Assignments submission:** Students will submit all class assignments both in Blackboard and in hardcopy by the start of class time on the due date.

**Exams:** Based on both lectures and course readings, there will be a **Midterm** and a **Final exam.** Both will have two parts: Multiple choice and an Essay question. The midterm exam represents 20% of your total grade, while the final exam represents 20% of your total grade. All examinations must be completed at the time scheduled **unless you present a verifiable and acceptable excuse.** Make-up exams must be scheduled within one week of the original exam.

**Withdrawal from course** it is students’ responsibility to withdraw from the class.
COURSE POLICIES

**Attendance Policy:** You are responsible for knowing **ALL** the material assigned for this class; therefore, attendance at every class period is mandatory. Students are expected to be in the classroom and in their seat at the time class begins.

**Tardiness:** Students will sign in at the beginning of class. Students arriving more than five minutes late will no longer be able to sign the attendance list – this will therefore count as a tardy. Three-3-tardiness equals one absence. At times, students may arrive late to class or have to leave early for justified reasons. If that happens, students have to contact the professor before or after class.

**Assignment to make up Absences:** Students can make up **ONLY 3 Absences** by submitting a typed, double-spaced, with the answers for questions included in textbook readings, for the missed day, or any other material. **This is a requirement for any absence for any reason.** Turn in the class make up within one week of returning to class. Failure to turn in it will result in the loss of 10 points per class’ attendance and participation.

* **Athletes:** If students are part of a University sport team or University-related activity that requires attendance/miss a class, they must to provide the professor with an official calendar, highlighting the days they will be absent, and they have to submit the class make up paper.

**Late Assignment Penalties:** An assignment turned in after the beginning of class according to the time stamp on the Blackboard system will receive a 5% penalty for the day it is due. A 10% percent penalty is assessed the following day. An additional late penalty of 10% will be assessed each following day that it is late (including weekends) until a 50% penalty is reached. Assignments will **not** be accepted for credit one week after the assignment is due.

**Extensions:** There are times when students have difficulty managing academic workloads. It is possible to ask for an extension on an assignment **before** the due date. An extension penalty of 3% will be assessed on all extended work. If a student fails to turn in an assignment by the new due date, the regular late penalties will apply. Customarily, only one extension is allowed per semester.

**Email Policy:** Outside of office hours, the best way to communicate with the instructor is via email. However, **it is critical that students provide their name and course reference number in the subject line of all correspondence.** The University of St. Thomas e-mail system is the official system for this class. I will use the @stthom.edu addresses to communicate with students. Students must check their UST email regularly as I will send important reminders and useful information via email throughout the semester.

**Electronic Device Policy:** Due to widespread abuse of the privilege in previous classes, student use of laptops in the classroom is conditional on their use only for taking class notes. If any student is caught using his or her laptop for anything other than classroom activity, the student will receive a 3 point penalty off the attendance grade per instance.
ACADEMIC DISHONESTY AND PLAGIARISM

All students are expected to familiarize themselves with the definitions of academic dishonesty and plagiarism found in the Undergraduate Catalog. Ignorance of the university's policies does not excuse students from infractions of the regulations. The professor's written or verbal instructions supplement these instructions.

Academic dishonesty includes but is not limited to:

Cheating on an examination or test, for example by copying from another's paper or by using unauthorized materials before or during the test;

Plagiarism, which one represents as one's own the work of another, whether published or not, without acknowledging the precise source;

Knowing participation in the academic dishonesty of another student even though one's own work is not directly affected;

Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting. ALL instances of suspected academic dishonesty MUST be reported to the University. Students have the right to appeal. Please see the handbook for the proper procedures.

Penalty: The penalty for an incident of academic dishonesty is a mark of zero for the work in question.

ADA ACCOMMODATIONS

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-2169 or 6953. Please provide a copy of the official letter stating the required academic accommodations.
GRADES

Quizes and Workshops (20%): 200 points (4 points each)
Analytical Paper (10%): 100 points (Paper= 60 & Four Book Notes=40/ 10 points each)
Midterm Exam (20%): 200 points
Final Exam (20%): 200 points
Research Paper Portfolio (30%): 300 points

- 10 points – Proposal
- 20 points – Annotated Bibliography
- 10 points-Thesis Statement
- 40 points-Four RP Reports (10 points each)
- 20 points – Peer Review of Rough Drafts
- 200 points – Final Paper

1000 points total

Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<td>A+</td>
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CLASS SCHEDULE

Week 1


Week 2

January 24- The Land and People (Textbook- Chapter 1, p.p. 1-20). 
   Turn in Belli notes 1. chapters 1-14
   Certificate of Plagiarism Due

January 26- The Land and People (Textbook-Chapter 1, p.p. 21-31) 
### Week 3

**January 31** - From Conquest to Empire (Textbook-Chapter 2, p.p. 32-46)  
*Workshop 3*  
**Turn in Belli notes 2.** chapters 15-30

**February 2** - From Conquest to Empire (Textbook-Chapter 2, p.p. 47-59)  
*Workshop 4*  
**Turn in notes 2.1** - Kampwirt’s “New Roles For Sandino’s Daughters”, p.p. 21-44

### Week 4

**February 7** - Independence (Textbook-Chapter 3, p.p. 61-75)  
*Workshop 5*  
**Turn in Belli notes 3.** chapters 31-45

**February 9** - Independence (Textbook-Chapter 3, p.p. 76-86)  
*Workshop 6*  
**Turn in notes 3.1** - Kinzer’s “Gun the Bandits Down”, p.p. 23-34.  
**Graduate Students:** **Turn in notes** – Kinzer’s “Triumph”, p.p. 43-55.

### Week 5

**February 14** - New Nations (Textbook-Chapter 4, p.p. 88-101)  
*Workshop 7*  
**Turn in Belli notes 4.** chapters 46-57

**February 16** - New Nations (Textbook-Chapter 4, p.p. 102-118)  
*Workshop 8*  
**Turn in notes 4.1** - Kinzer’s “Guerrillas in Power”, p.p. 69-85.  
**Graduate Students:** **Turn in notes** – Kinzer’s “Comandantes”, p.p. 172-189.  
**Discussion** – Belli’s book.

### Week 6

**February 21** - The Modern State (Textbook-Chapter 5, p.p. 120-138)  
*Workshop 9*  
*Analytical Paper Due*

**February 23** - The Modern State (Textbook-Chapter 5, p.p. 138-149)  
*Workshop 10*  
**Review-Midterm Exam**

### Week 7

**February 28** -  
*Midterm Exam* ... GOOD LUCK!

**March 2** - List of Topics-selection-Primary Sources Documents  
*Workshop 11*  
**Bb Readings:** “Simon Bolivar: The Jamaica Letter”, “Early Republics”, and “Simon Bolivar: Address to the Congress of Angostura”.
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Workshop 12</th>
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<tbody>
<tr>
<td>March 7 – New Actors on an Old Stage (Textbook-Chapter 6, p.p. 151-161).</td>
<td>Proposal Due</td>
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<tr>
<td><strong>March 9</strong> - New Actors on an Old Stage (Textbook-Chapter 6, p.p. 245-267)</td>
<td>Library Certificate &amp; List of Secondary Sources Due</td>
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<th>Week 9</th>
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<td>March 14-16 SPRING BREAK</td>
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<th>Week 10</th>
<th>Workshop 14</th>
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<tr>
<td><strong>Bb Readings:</strong> “The Mexican Revolution”, “Porfirio Diaz: Speech”, “Francisco I. Madero”.</td>
<td>Annotated Bibliography Due</td>
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<td><strong>March 23</strong> - The Mexican Explosion (Textbook-Chapter 7, p.p. 184-198)</td>
<td><strong>Workshop 15</strong></td>
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<td><strong>Bb Readings:</strong> “Emiliano Zapata”, “Venustiano Carranza”, “Mexican Constitution”.</td>
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<th>Week 11</th>
<th>Workshop 16</th>
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<td><strong>March 28</strong> - From World Wars to Cold War (Textbook, Chapter 8, p.p. 199-217)</td>
<td><strong>Workshop 16</strong></td>
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<td><strong>Bb Readings:</strong> “World War to Cold War”, “Jose Carlos Mariategui”, “Victor Raul Haya de la Torre”.</td>
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<td>Research Paper Report # 1</td>
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<td><strong>March 30</strong> - Bb Readings: “U.S. Department of State”, “Juan Peron”, “Raul Prebich”</td>
<td><strong>Workshop 17</strong></td>
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<th>Week 12</th>
<th>Workshop 18</th>
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<td><strong>April 4</strong> - The Revolutionary Option (Textbook, Chapter 9, p.p. 218-243)</td>
<td><strong>Workshop 18</strong></td>
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<td><strong>Bb Readings:</strong> “The Revolutionary Option”, “Fidel Castro”, “Che Guevara”.</td>
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<td>Research Paper Report # 2</td>
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<td><strong>April 6</strong> - Bb Readings: “Rethinking Women and Guerrilla Movements”.</td>
<td><strong>Workshop 19</strong></td>
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<td><strong>Bb readings:</strong> Kampwirth’s “Also a Women’s Rebellion”.</td>
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### Week 13

**April 11**- Debt and Dictatorship (Textbook, Chapter 10, p.p. 245-264)  
Research Paper Report # 3  

**Workshop 20**

**April 13**- **EASTER BREAK**

### Week 14

**April 18**- The Limits of Liberalism (Textbook, Chapter 11, p.p. 269-281)  
Research Paper Report # 4  

**Workshop 21**

**April 20**- The Limits of Liberalism (Textbook, Chapter 11, p.p. 282-286)  
*Peer Review-Bring your Draft*  

**Workshop 22**

### Week 15

**April 25**- Film “Fidel” First Part.  
*Research Paper Due*  

**Workshop 23**

**April 27**- Film “Fidel” Second Part.  

**Workshop 24**

### Week 16

**May 2**- Forward into the Past? (Textbook, Chapter 12, p.p 287-309)  

**Workshop 25**

**May 4**- **Last Day of Classes** Student remarks and Final Review.

### Week 17

**Finals Week (May 8-16)**