### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical and Cultural Studies; X: Indigenous and Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>HISTORY</td>
</tr>
<tr>
<td>Course Title</td>
<td>MODERN LATIN AMERICA</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor JODY PAVILACK</td>
<td></td>
<td>9/11/08</td>
</tr>
<tr>
<td>Phone / Email 2234; <a href="mailto:jodypav@gmail.com">jodypav@gmail.com</a></td>
<td></td>
<td></td>
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<tr>
<td>Program Chair Richard Drake</td>
<td></td>
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<tr>
<td>Dean Jerry Fetz</td>
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</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course surveys the political, economic, social, and cultural history of Central and South America and the Caribbean from the wars for independence from Spain and Portugal at the beginning of the 19th century through the present. Topics include competing visions of the nation and paths toward development; changing social and cultural relations among different ethnicities, races, genders, and classes; and how indigenous, Afro-American, and mixed race popular majorities have often been marginalized from economic and political power, and how they have organized to challenge structures and practices of exclusion and oppression. The course situates this history of Latin America in the broader global context, highlighting Latin America’s neocolonial relations with European powers in the 19th century and the rise of U.S. hegemony in the 20th century.

Students will gain basic knowledge of significant people, places, events, and processes of change across two continents over two centuries, which will be assessed with a map quiz, a mid-term, and a final exam. Students’ abilities to critically read primary and secondary sources, to think like historians, and to write persuasive analysis will be developed through required readings, group discussions, and weekly essays. This set of skills and knowledge is foundational for taking upper-division courses related to Latin America and world history, and more generally provides students a deeper understanding of the larger historical context of the Americas in which they are situated.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
<table>
<thead>
<tr>
<th>Criteria for Group VI: Historical and Cultural Studies</th>
<th>Students will gain broad knowledge of people, places, events, and processes of change in Modern Latin American history, which covers two continents over two centuries. By reading both primary sources and significant historians’ interpretations, discussing them in class, and writing short essays about them, students learn to analyze historical documents in their social, cultural, and political contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Group X: Indigenous and Global Perspectives</td>
<td>Students will gain broad knowledge of the modern history of indigenous, Afro-American, and mixed race populations of Central and South America and the Caribbean. The course also addresses relations between Latin American republics and the rest of the world, highlighting neocolonial economic relations with Europe in the 19th century and U.S. and Soviet Union battles for influence in the 20th century. Critical understanding of Latin America’s modern history will provide students a new perspective on their place in the Americas and the world.</td>
</tr>
</tbody>
</table>

**V. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://www.umont.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umont.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>Learning Goals for Group VI: Historical and Cultural Studies</th>
<th>By reading, discussing, and writing about both primary texts and significant secondary interpretations, students will learn to analyze historical documents in their social, cultural, and political contexts. Lectures, readings, and discussions fundamentally focus on human behavior, ideas, and institutions in Modern Latin America, working to understand the causes and consequences of change over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals for Group X: Indigenous and Global Perspectives</td>
<td>Students will gain critical understanding of the history of indigenous, Afro-American, and mixed race populations of the southern hemisphere over two centuries. Students will also gain critical understanding of the complexity of Modern Latin America’s interactions with the rest of the world—from dependence and collaboration to defiance and conflict.</td>
</tr>
</tbody>
</table>
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html
COURSE DESCRIPTION:
This course provides an introduction to the history of modern Latin America. We move chronologically through major economic, political, social, and cultural transformations in the region, tracing how the legacy of colonialism played out after independence was achieved in the 1810s-20s. Our study of Latin America in the 19th and 20th centuries is organized around three major thematic lines. First, we look at different visions of the nation and models for development that emerged in different places and times and competed for national ascendance. Second, we study the structures and practices of social relations at the local, national, and international levels that were engendered by these different development projects. How have groups with certain racial, gender, political, and other characteristics gained and maintained the power to dominate their nations? Why have majorities often been marginalized from economic and political power? Third, we explore a diversity of collective movements that have challenged structures and practices of exclusion and oppression. How have different groups in Latin America in particular historical contexts mobilized in efforts to transform their societies? On this question, we highlight key cases, such as the Mexican Revolution, the “Guatemalan Spring” of the 1940s-50s, and the Popular Unity government in Chile. We consider both domestic and international factors in the outcome of these projects for change. We end with a look at current political and social movements in the era of neo-liberal global capitalism.

LEARNING OBJECTIVES & ASSESSMENT:
Students who successfully complete this course will gain a basic knowledge of significant people, places, events, and dynamics in 19th and 20th century Latin American history. This will be assessed with a map quiz, a midterm, and a final exam. Students will improve critical thinking skills by working through historical questions in readings and group discussions. Students’ writing skills will improve through weekly thesis-driven essays. Required reading for this course averages 50-80 pages per week. Required essay writing (not including exams) is between 12-16 pages.

** This course counts for History majors and minors, the Latin American Studies minor, the International Development Studies minor, and the General Education H requirement.**
**REQUIRED READINGS:**


*Articles and book selections.* The bibliography of required reading in addition to the textbook appears at the end of this syllabus. This material is on E-RESERVES. The password for the e-reserves page is HIST287.

**REQUIREMENTS AND GRADE COMPOSITION**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz (Tu, 2/20)</td>
<td>50 pts</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Writing/Trimble Quiz (Tu, 4/3)</td>
<td>50 pts</td>
<td>5%</td>
<td>2 Graded Essays (50 pts each)</td>
</tr>
<tr>
<td>Midterm (Tu, 3/14)</td>
<td>200 pts</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final (W, 5/10)</td>
<td>250 pts</td>
<td>25%</td>
<td>TOTAL</td>
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</table>

**GRADING SCALE:** Final Grades (converted from 1000 points possible)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>B+</td>
<td>91-89</td>
</tr>
<tr>
<td>C+</td>
<td>81-79</td>
</tr>
<tr>
<td>A</td>
<td>100-95</td>
</tr>
<tr>
<td>A-</td>
<td>94-92</td>
</tr>
<tr>
<td>B</td>
<td>88-85</td>
</tr>
<tr>
<td>C</td>
<td>78-75</td>
</tr>
<tr>
<td>D</td>
<td>68-65</td>
</tr>
<tr>
<td>D-</td>
<td>64-62</td>
</tr>
<tr>
<td>F</td>
<td>61 &amp; lower</td>
</tr>
</tbody>
</table>

**DROP/ADD DEADLINES**

- 2/9: drop/adds & changes, online w/ refund
- 2/10-3/5: drop/adds & changes, with form & fee
- 3/6-5/4: drop/adds & changes by petition; granted only for legitimate, serious, and documented reasons.

**ATTENDANCE & PARTICIPATION**

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. There are a number of ways to demonstrate your interest and preparation. Foremost, I will assess the frequency and quality of your contributions in class discussions and group activities. This is a subjective assessment on my part, worth up to 50 points. If speaking up in public is particularly difficult for you, I suggest coming by my office hours periodically to talk about course material.

To keep track of attendance, at the beginning of each class, I will pass around a sheet to be signed. *It is your responsibility to make sure you sign the sheet.* If your name is not on it, I will assume you were not there. Excused absences require either official documentation or prior approval by me. One unexcused absence is allowed with no penalty. After that, each absence will be 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

**QUIZZES & EXAMS**

Separate handouts and/or class discussions will be provided for these requirements.
ESSAYS
Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week’s reading, each of which is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you are still responsible to do the reading for those weeks and to come to class prepared to discuss it. Be aware that the 13 possible essay submissions include the days of the map quiz, the Trimble quiz, and the midterm exam, so carefully choose which weeks you will and will not submit essays. Get started on the essays right away. Not completing the essays will severely affect your grade. To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout, reproduced in condensed form below.

To receive 25 points, essays must, at a minimum, meet these criteria:
(1) Be double-spaced, typed, and about 1 ½-2 pages. 1 ½ is minimum for credit.
(2) Have a page number on all pages after the first. (Page number on the first page is optional).
(3) Have a creative title that catches your readers’ attention, together with a subtitle that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know).
(4) Be drawn from the reading for that week, and answer one of the questions presented about it, unless your own choice of topic was given as an option.
(5) Have a clearly worded thesis statement or question somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
(6) Be broken into paragraphs, each with a clear theme that relates to your overall argument.
(7) Include a minimum of 2 citations to the reading for the week, both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be in addition to, not a substitution for, the minimum 2 citations to the week’s reading. If you cite lecture notes, give the date.
(8) Indicate your sources with the page numbers in the text, either with footnotes or MLA style citation – (Marti, 360). Only if you add something from a source not on the syllabus do you need to give full citation information.
(9) Follow additional rules and guidelines in Trimble and class discussions as they are presented.
(10) Be carefully proofread. Misspellings or blatant typos will result in a 0.

OTHER COURSE POLICIES
• In the first weeks of the semester, I will ask you to sign a course contract, which reads:

My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.

If you do not wish to sign this agreement by 3/5, the last day to change registration without
petition, you should drop the course.

- Keep all of your graded written work until the end of the semester (essays, exams).
- Get and use a umontana email account. Or, CIS will help you forward your umontana email to another program you prefer to use. I may send out group or individual messages during the semester with changes or information for which you are responsible.
- Many of the course readings are on E-Reserves. The password is HIST287. A hard copy of the reading is also on reserve. I strongly suggest that you download or copy the readings well in advance of their due dates, perhaps all in 1 or 2 sessions. Inability to get online or access the reading the night or hours before class is not an acceptable excuse for not reading.
- No late assignments or make-up work will be accepted without prior approval from me or appropriate university documentation.
- Notify me of any relevant disabilities or athletic or other commitments as early as possible. Have appropriate documentation and arrange a meeting with me to discuss how I can accommodate your needs to help you get the most out of the class.
- This course involves a considerable amount of formal writing. If you are having difficulty with your writing, seek assistance at the University Writing Center [102 Soc Sci Bldg; 243-2266; growl@mso.umt.edu; www.umt.edu/writingcenter].
- You are responsible for understanding and adhering to the university’s Student Conduct Code, which is available at http://ordway.umt.edu/sa/VPSA/index.cfm/page/1321. Ethical academic conduct strictly prohibits any form of plagiarism. If you have questions about how to avoid plagiarism, please see me, and/or consult the Mansfield Library’s webpage on plagiarism, at www.lib.umt.edu/services/plagiarism/index.htm.
- If you wish to discuss a grade that you receive during the semester, I request that you: (1) schedule an appointment to do so only 12+ hours after receiving the grade and (2) submit a written statement explaining your questions or doubts about the grade.
- It is your responsibility to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course and to improve your participation in it. The end of the semester is not the appropriate time to meet with me about your work or grade.

**SCHEDULE:**

1) **Tu, 1/23: Course Introduction**

2) **Th, 1/25: The Origins of Latin America**
   - **RDG:** Chasteen, Introduction & Ch. 1, “Encounter,” pp. 15-57. [42 pp.]
   - Trimble, Ch. 1, “Thinking Well,” pp. 3-12. [9 pp.]

3) **Tu, 1/30: Three Centuries of Iberian Colonial Rule**
   - **RDG:** Chasteen, Ch. 2, “Colonial Crucible,” pp. 59-89. [30 pp.]
ESSAY 1

4) Th, 2/1: The Bourbon Reforms and Late Colonial Rebellions
   RDG: Chasteen, Ch. 2, “Colonial Crucible,” (countercurrents), pp. 86-89. [3 pp.]

5) Tu, 2/6: Slavery and the Haitian Revolution
       Trimble, Ch. 4, “Middles,” pp. 32-48. [16 pp.]

ESSAY 2

6) Th, 2/8: Movements and Wars for Independence
       Trimble, Ch. 5, “Closers,” pp. 49-52. [3 pp.]

7) Tu, 2/13: Postcolonial Strife: Competing Visions of Nation-Building
   RDG: Chasteen, Ch. 4, “Postcolonial Blues,” pp. 119-147. [28 pp.]
       Trimble, Ch. 6, “Diction,” pp. 53-63. [10 pp.]

ESSAY 3

8) Th, 2/15: Civilization vs Barbarism: The Case of Argentina
       Trimble, Ch. 7, “Readability,” pp. 64-81. [17 pp.]

9) Tu, 2/20: Centralism vs Federalism: The Mexican-American War and the Liberal Ascent
   RDG: Chasteen, Ch. 5, “Progress,” pp. 149-78. [29 pp.]

ESSAY 4

MAP QUIZ

10) Th, 2/22: The Liberal Era and Neocolonial Export Capitalism
    RDG: Chasteen, Ch. 6, “Neocolonialism,” (1st half), pp. 181-198. [17 pp.]
        Trimble, Ch. 8, “Superstitions,” pp. 82-93. [11 pp.]

    RDG: Chasteen, Ch. 6, “Neocolonialism,” (2nd half), pp. 199-214. [15 pp.]
        Trimble, Ch. 9, “How to Write a Critical Analysis,” pp. 94-98. [15 pp.]
ESSAY 5

12)  Th, 3/1: A Response to the Inequities of Neocolonialism: The Mexican Revolution I
    RDG: Chasteen, Ch. 7, “Nationalism,” (first half), pp. 217-229. [12 pp.]
         Flores Magon, Land & Liberty, Part 1, pp. 1-37. [36 pp.]

13)  Tu, 3/6: Consolidating a Nationalist Agenda: The Mexican Revolution II
         Trimble, Ch. 12, “Punctuation,” (first half), pp. 105-117. [12 pp.]

ESSAY 6

14)  Th, 3/8: Democratic Openings and National Development Models (ISI)
    RDG: Chasteen, Ch. 7, “Nationalism,” (second half), pp. 229-246. [17 pp.]
         Trimble, Ch. 12, “Punctuation,” (second half), pp. 117-132. [15 pp.]

15)  Tu, 3/13: MIDTERM

ESSAY 7

    RDG: Chasteen, Ch. 8, “Revolution,” (beginning), pp. 249-256. [8 pp.]
         James, “Perón and the People,” in The Argentina Reader, pp. 269-295. [26 pp.]
         Trimble, Ch. 13, “Quoting,” (first half), pp. 133-140. [7 pp.]

17)  Tu, 3/20: The Advent of the Cold War in Latin America
    RDG: Chasteen, Ch. 8, “Revolution,” (middle), pp. 257-264. [7 pp.]
         Dulles, “The U.S. & Latin America,” (Declaration of Caracas), in Chasteen &
         Tulchin, pp. 319-323.
         Trimble, Ch. 13, “Quoting,” (second half), pp. 141-148. [7 pp.]

ESSAY 8

18)  Th, 3/22: Democratic Reform in Guatemala and the U.S. Response
    RDG: Schlesinger & Kinzer, Bitter Fruit, in LaRosa & Mora, pp. 149-158. [9 pp.]
         Trimble, Ch. 14, “Abbreviations,” Ch. 15, “Tips on Usage,” & Ch. 16,
         “Epilogue,” pp. 149-161. [12 pp.] [“Writers Talking Shop” is recommended, but not required].

[Tu, 3/27 & Th, 3/29: Spring Vacation]

20)  Tu, 4/3: The Cuban Revolution
    RDG: Chasteen, Ch. 8, “Revolution,” (end), pp. 264-273. [9 pp.]


ESSAY 9

TRIMBLE QUIZ

21) Th, 4/5: Guerrillas, Christians, and the U.S. Alliance for Progress: The 1960s-70s
   Chasteen, Ch. 8, “Countercurrents: Liberation Theology,” pp. 274-277. [3 pp.]
   Berryman, Liberation Theology, pp. 15-24. [9 pp.]
   “The Alliance for Progress,” in Rosenberg, ed., pp. 78-82. [4 pp.]

22) Tu, 4/10: The Chilean Popular Unity

ESSAY 10

23) Th, 4/12: Military Coups, Authoritarian Regimes, and State Violence in the Southern Cone
   RDG: Chasteen, Ch. 9, “Reaction,” (1st half), pp. 279-296. [17 pp.]

24) Tu, 4/17: Transitions to Democracy: Human Rights and Structural Adjustments
   Oppenheim, Ch. 9, “The Long Transition Ends,” pp. 209-255.

ESSAY 11

25) Th, 4/19: Civil War, Genocide, and Revolution in Central America
   RDG: Chasteen, Ch. 9, “Reaction,” (2nd half), pp. 296-309. [9 pp.]

26) Tu, 4/24: Neoliberalism and Its Critiques
   RDG: Chasteen, Ch. 10, “Neoliberalism,” pp. 311-329. [14 pp.]
   Betto, Neoliberalism, in Keen, pp. 450-454. [4 pp.]

ESSAY 12

27) Th, 4/26: Resistance and Alternatives: NAFTA and the Zapatista Response
   RDG: Harris, “Resistance and Alternatives,” in LaRosa & Mora, pp. 303-317. [14 pp.]
28) **Tu, 5/1: The Left in Power: Lula, Chávez and Friends?**
   - Hellinger, “Political Overview,” pp. 27-53. [26 pp.]
   - **ESSAY 13**

29) **Th, 5/3: Review**

**FINAL EXAM: W, 5/9, 1:10-3:10 pm**

**REQUIRED READINGS (in addition to the Chasteen & Trimble books)**

All of these items are on e-reserves and in hardcopy in a binder at the circulation desk. The items are listed in the order in which they appear in the above schedule.


Dulles, John Foster. “The United States and Latin America in the Cold War” (Declaration of Caracas), in Chasteen and Tulchin, eds., Problems in Modern Latin American History, pp. 319-323.


Guevara, Ernesto “Che”, “General Principles of Guerrilla Fighting,” and OLAS, “General

“The Alliance for Progress,” in Rosenberg, et. al., eds. Americas, pp. 78-82.


Harris, Richard L. “Resistance and Alternatives to Globalization in Latin America and the Caribbean,” in LaRosa and Mora, eds., Neighborly Adversaries, pp. 303-317.


*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*