I. **ASCRC General Education Form** (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>w/ lab ☐ w/out lab ☐</td>
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</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>HISTORY</th>
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<tbody>
<tr>
<td>Course #</td>
<td>HSTR 231</td>
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</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Modern Latin America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. **Endorsement/Approvals**

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jody Pavilack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>-2234/jody.pavilack@umontana.edu</td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Eglin</td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
</tr>
</tbody>
</table>

III. **Type of request**

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

| Reason for Gen Ed inclusion, change or deletion | Rolling review of Gen Ed courses |
| Description of change | No change; retain H designation |

IV. **Description and purpose of new general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

[http://umontana.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx](http://umontana.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx)
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.

[nb: in addition to the Group VI (H) designation, this course also has the Group X designation, but that is not under review at present].

<table>
<thead>
<tr>
<th>V. Criteria:</th>
<th>Briefly explain how this course meets the criteria for the group. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td>Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.</td>
</tr>
<tr>
<td>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. Students learn how historians use different kinds of sources to come to different interpretations of the causes of change over time.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Student Learning Goals:</th>
<th>Briefly explain how this course will meet the applicable learning goals. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
</table>
Learning Goals:
Upon completion of this group, a student will be able to:

1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
2. evaluate texts or artifacts within their historical and/or cultural contexts;
3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

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.

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

VIII. 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](http://teaching.berkeley.edu/bgd/syllabus.html)

<table>
<thead>
<tr>
<th>Professor Jody Pavilack</th>
<th>office: LA 265; phone: 243-2234</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:jodypav@gmail.com">jodypav@gmail.com</a> (preferred)</td>
<td>office hrs: Th, 12:40-1:40; F, 1-2</td>
</tr>
<tr>
<td><a href="mailto:jody.pavilack@umontana.edu">jody.pavilack@umontana.edu</a></td>
<td>and by appointment</td>
</tr>
</tbody>
</table>

Descamisados in front of the Casa Rosada in the Plaza de Mayo
Buenos Aires, October 17-18, 1945
COURSE DESCRIPTION:

This course provides an introduction to modern Latin America history. We move chronologically through major economic, political, social, and cultural dynamics in the region, beginning with a consideration of the legacy of colonialism and the wars for independence in the 1810s-20s. Our study of Latin America in the nineteenth and twentieth centuries is organized around three major thematic lines. First, we look at diverse 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 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 nineteenth and twentieth 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 averages 50-80 pages per week. Required essay writing (not including exams) is between 12-16 pages.

** This course counts for History Department majors and minors, the Latin American Studies minor, the International Development Studies minor, and two of the required General Education groups: Group VI, Historical and Cultural Studies (H) & Group X, Indigenous and Global Perspectives (X). For students following a pre-2009-2010 catalog, the course is Gen Ed. H**

REQUIRED READING:


• 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 HSTR231.

HIGHLY RECOMMENDED READING:

### REQUIREMENTS AND GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
<th>Essays (8/13 x 25 pts each)</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz (Tu, 2/22)</td>
<td>50 pts</td>
<td>5%</td>
<td>200 pts</td>
<td></td>
</tr>
<tr>
<td>Midterm (Tu, 3/15)</td>
<td>200 pts</td>
<td>20%</td>
<td>2 Graded Essays (50 pts each)</td>
<td></td>
</tr>
<tr>
<td>Final (Tu, 5/10)</td>
<td>300 pts</td>
<td>30%</td>
<td>Attendance + Participation</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1000 pts</td>
<td>100%</td>
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### 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>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>B-</td>
<td>84-82</td>
</tr>
<tr>
<td>C</td>
<td>78-75</td>
</tr>
<tr>
<td>C-</td>
<td>74-72</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>
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</table>

### DROP/ADD DEADLINES

<table>
<thead>
<tr>
<th>Date</th>
<th>Deadline Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/11</td>
<td>last day to drop/add/change online w/ partial refund</td>
</tr>
<tr>
<td>2/14-3/28</td>
<td>drop/add/change with form &amp; fee</td>
</tr>
<tr>
<td>3/29-5/6</td>
<td>drop/add/change by petition; granted only for legitimate, serious, documented reasons</td>
</tr>
</tbody>
</table>

### ATTENDANCE & PARTICIPATION

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. You may demonstrate your interest and preparation in a variety of ways. 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 prior approval by me or documentation, eg. from a doctor or university official, submitted as soon as possible following the absence. 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.

### MAP QUIZ & 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 one of the possible days for essay submission is the day of the midterm, so carefully choose which weeks you will and will not submit essays. Get started on the essays right away; not completing them will severely
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 improve your writing, I strongly recommend that you read a short book called *Writing with Style* by John Trimble.

**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. 3 is max.
2. Have a page number on all pages after the first. (Number on first page is optional).
3. Have a creative title that catches your readers’ attention, together with a subtitle that tells 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 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, with page numbers. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond 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 give full citation information.
9. Give an appropriate introduction to your sources in the body of your text, especially when you quote from them. (eg. “According to historian John French, “…”
10. Follow all additional rules and guidelines presented in class discussions, handouts, or supplementary readings.
11. Be carefully edited and proofread. Misspellings, typographical errors, and excessive grammatical or stylistic errors 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 3/28, 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 HSTR231. Hard copies of most readings are also in a notebook at the Circulation desk. I strongly suggest that you download or xerox 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 (presented in the timeliest fashion possible).
- Notify me of any relevant disabilities or athletic or other commitments as early as possible. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.
- This course involves a considerable amount of formal writing. If you are having difficulty with your writing, seek assistance at the University Writing Center [LA 144; 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 at http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode. 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.
- 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. The end of the semester is not the appropriate time to meet with me about your work or grade.
Pancho Villa and Emiliano Zapata in México, D.F., December 1914

**SCHEDULE:**

1) **Tu, 1/29:** Course Introduction

2) **Th, 1/31:** *The Origins of Latin America*
   

3) **Tu, 2/5:** *Three Centuries of Iberian Colonial Rule*
   
   
   **ESSAY 1**

4) **Th, 2/7:** *Slavery and the Haitian Revolution*
   
   
   
   Trouillot, “Unthinkable History” pp. 70-107. [38 pp.]

5) **Tu, 2/12:** *Movements and Wars for Independence*
   
   
   **ESSAY 2**

6) **Th, 2/14:** *Postcolonial Strife: Competing Visions of Nation-Building*
   
   RDG: Chasteen, Ch. 4, “Postcolonial Blues,” pp. 119-147. [28 pp.]

7) **Tu, 2/19:** *Civilization vs Barbarism: The Case of Argentina*
   
   
   

   **ESSAY 3**

8) **Th, 2/21:** *Centralism vs Federalism: The Mexican-American War and the Liberal Ascent*
   
   RDG: Chasteen, Ch. 5, “Progress,” pp. 149-78. [29 pp.]
   

9) **Tu, 2/26:** *The Liberal Era and Neocolonial Export Capitalism*
RDG: Chasteen, Ch. 6, “Neocolonialism,” (1st half), pp. 181-198. [17 pp.]

ESSAY 4

MAP QUIZ

RDG: Chasteen, Ch. 6, “Neocolonialism,” (2nd half), pp. 199-214. [15 pp.]

11) Tu, 3/5: 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.]

ESSAY 5

12) Th, 3/7: Consolidating a Nationalist Agenda: The Mexican Revolution II

13) Tu, 3/12: Democratic Openings and National Development Models (ISI)
RDG: Chasteen, Ch. 7, “Nationalism,” (second half), pp. 229-246. [17 pp.]

ESSAY 6

14) Th, 3/14: Catch up/Breathe/Review

15) Tu, 3/19: 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.]

17) Tu, 3/26: The Advent of the Cold War in Latin America
RDG: Chasteen, Ch. 8, “Revolution,” (middle), pp. 257-264. [7 pp.]

ESSAY 8

18) Th, 3/28: Democratic Reform in Guatemala and the U.S. Response
RDG: Schlesinger & Kinzer, Bitter Fruit, in LaRosa & Mora, pp. 149-158. [9 pp.]
[Tu, 4/2 & Th, 4/4: Spring Vacation]

19) Tu, 4/9: The Cuban Revolution
   RDG: Chasteen, Ch. 8, “Revolution,” (end), pp. 264-273. [9 pp.]
   Keen, ed., “Latin American Roads to Socialism,” (History Will Absolve Me &
   Cuban education), pp. 403-412. [10 pp.]
   Luxenberg, Alan, “Did Eisenhower Push Castro,” in LaRosa & Mora, pp. 159-173
   pp.]
   Matthews, “Castro in the Sierra Maestra,” in Duncan & Goodsell, pp. 213-224 [11
   ESSAY 9

20) Th, 4/11: Guerrillas, Christians, and the U.S. Alliance for Progress: The 1960s-70s
   pp.]
   Chasteen, Ch. 8, “Countercurrents: Liberation Theology,” pp. 274-277. [3 pp.]
   Berryman, Liberation Theology, pp. 15-24. [9 pp.]
   Guevara, “Guerrilla Warfare,” & OLAS, in Chasteen & Tulchin, pp. 250-54. [4
   pp.]
   “The Alliance for Progress,” in Rosenberg, ed., pp. 78-82. [4 pp.]

21) Tu, 4/16: The Chilean Popular Unity
   Burns & Charlip, “Chile,” pp. 250-52. [3 pp.]
   ESSAY 10

22) Th, 4/18: Authoritarian Regimes in the Southern Cone
   RDG: Chasteen, Ch. 9, “Reaction,” (1st half), pp. 279-296. [17 pp.]
   [nb: Kornbluh reading on e-res is in 2 parts]

23) Tu, 4/23: Transitions to Democracy, New Social Movements, Politics of Memory and
   Human Rights
   ESSAY 11

24) Th, 4/25: Civil War, Genocide, and Revolution in Central America
   RDG: Chasteen, Ch. 9, “Reaction,” (2nd half), pp. 296-309. [9 pp.]
   Keen, “Central America” (selections), pp. 437-49. [12 pp.]
25) Tu, 4/30: Neoliberalism and Its Critics: The Case of the Zapatistas
RDG: Chasteen, Ch. 10, “Neoliberalism,” pp. 311-329. [14 pp.]
Burns & Charlip, “Neoliberalism” [4 pp.]
Subcomandante Marcos, Selections from Our Word Is Our Weapon [38 pp.]:
    Part I (declarations), pp. 13-17, 43-51, 115-23
    Part II (fiction), pp. 289-93, 346-55

ESSAY 12

26) Th, 5/2: New Leftist Currents 1
RDG: Burns & Charlip, ”Latin America Swings Left,” pp. 296-309. [13 pp.]

27) Tu, 5/7: New Leftist Currents 2
French, “Many Lefts, One Path?,” pp. 41-60. [20 pp.]
REC: Branford and Kucinski, Lula and the Workers Party, pp. 1-60.

ESSAY 13

28) Th, 5/9: Review

FINAL EXAM: Tues, May 14, 8-10 am

REQUIRED READINGS (in addition to the textbooks)


Burns, E. Bradford and Julie A. Charlip, “The Mexican Explosion,” Ch. 7 in *Latin America: An

--------. “Chile,” pp. 250-252.
--------. “Latin America Swings Left,” pp. 296-309.


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.


Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.