

UC 12182 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
Core Category: Lang/Phil/Culture Effective Fall 2014

or
Graduate/Professional Studies Council
 New Course Course Change
Effective Fall 2013

1. Department: HIST College: CLASS
2. Faculty Contact Person: Ramos Telephone: 33116 Email: raramos@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: HIST / 2372 / Latin American History Since 1820
 - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 2372 / LATIN AMERICA SINCE 1820
 - SCH: 3.00 Level: SO CIP Code: 54.0101.00 01 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title: / /
 - Course ID: Effective Date (currently active row):
6. Authorized Degree Program(s):
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
HIST / 2372 / Latin America Since 1820
 - Course ID: 25642 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1304. Description (30 words max.): History of Latin America in the national period. Struggles for independence, formation of nation states, the emergence of modern social systems, and problems of underdevelopment.
10. Dean's Signature: _____ Date: 10/15/12
Print/Type Name: Sarah Fishman

RECEIVED OCT 19 2012 M.M.

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Natalia Milaneseo

Telephone: 3113

Email: nmilanesio@uh.edu

Dean's Signature: _____

Date: 09/07/2012

Course Number and Title: HIST 2372- Latin America Since 1820

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will increase students' knowledge of the modern history of Latin American countries

Students will reflect on the role of diverse social actors, especially political elites, women, students, peasants, workers, and racial and ethnic groups in the development of key historical processes in Latin America

Students will deepen conceptual and historical understanding of gender, race, and class in modern Latin American history

Students will stimulate independent and critical thinking Relate historical issues with contemporary problems

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Empirical & Quantitative Skills

Social Responsibility

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Sample assignment:

Students will write a five-page paper on the Cuban Revolution by examining two primary sources. Fidel Castro, "The Duty of a Revolutionary is to Make the Revolution: The Second Declaration of Havana," in Lewis Hanke and Jane Rausch eds., People and Issues in Latin American History: From Independence to the Present (Princeton: Markus Wiener Publishers, 2006), pp. 315-26

Fidel Castro , "History Will Absolve me," Castro Internet Archive, www.marxists.org

Students will be asked to answer the following questions: How does Castro define the concept of revolution? How does Castro portray Cuba's history? What are Castro's political, social, and economic goals?

Communication Skills:

Students will be required to efficiently convey the answers to these questions , showing conceptual sophistication and analytical depth.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Students will reflect on issues related to social change, the use of armed struggle to achieve political goals, the characteristics of the 1960s Latin American Left.

Personal Responsibility:

Students will be able to connect these issues to the current political culture and reflect on present day political mobilization.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

HIST 2372- Latin American History Since 1820
University of Houston
Fall 2012
Dr. Natalia Milanesio



Class meetings: Farris Hall 218, T-T 2.30-4.00 p.m.

Email: nmilanesio@uh.edu

Office Hours: AH 565, Tuesday 4.00-5.30, Thursday 1.30-2.30, or by app.

Course Description

This course examines the history of modern Latin America by analyzing key processes in the development of the region: the formation of modern states after independence, the end to slavery, the consolidation of populist regimes, the expansion of revolutionary movements, the establishment of military dictatorships, the return to democracy, and the current expansion of neo-liberal reforms and globalization. By analyzing these processes, this course explores crucial aspects of modern Latin America including the Mexican Revolution, Peronism, and guerrilla warfare; investigates key historical actors such as Emiliano Zapata, Fidel Castro, Che Guevara, Eva Perón, Augusto Sandino, Augusto Pinochet, and Hugo Chavez; and reflects on the role of the political elites, women, workers, peasants, students, and racial and ethnic groups in the construction of modern history. The course also presents a variety of conceptual categories in a historical perspective, including nationalism, postcolonialism, populism, liberalism, socialism, imperialism, neo-liberalism, and globalization.

Learning Objectives

1. Increase students' knowledge of the modern history of Latin American countries
2. Reflect on the role of diverse social actors, especially political elites, women, students, peasants, workers, and racial and ethnic groups in the development of key historical processes in Latin America
3. Deepen conceptual and historical understanding of gender, race, and class in modern Latin American history
4. Stimulate independent and critical thinking
5. Relate historical issues with contemporary problems

Course Assignments

Map Quiz: 50 points
 Documentary Assignment 1: 50
 Documentary Assignment 2: 50
 Short Questions 1: 100
 Short Questions 2: 100
 Short Essay: 100
 Attendance: 150
 Midterm Exam: 200
 Final Exam: 200

Total: 1000 points= A

There are NO extra credits in this class.

All exams and assignments will be taken in class.

No make-up exams or assignments will be given except in EXTRAORDINARY cases that can be documented. Absolutely NO make ups for the documentary assignments and the map quiz.

Students are required to complete the readings before class.

Course Requirements

BEHAVIOR IN THE CLASSROOM: Students are expected to attend class daily and to arrive on time. Students must not engage in any disrupting behavior—for example, talking during lectures, texting, arriving late, leaving early, reading newspapers, etc. Disruptive students will be asked to leave the classroom. The professor reserves the right to drop disruptive students from the course. Please turn off all electronic devices before the beginning of class, including cell phones, iPods, pagers, etc. **Voice recorders are not allowed.**

Laptop computers ARE NOT ALLOWED.

Texting and phone checking ARE NOT ALLOWED. Keep your phone in your bag or pocket and leave it there until the end of class. No phones on your desk. I will deduct points to students who do not respect this policy.

BLACKBOARD LEARN IS AN EXTREMELY IMPORTANT COMPONENT OF THIS COURSE: Students must check Blackboard regularly for updates and announcements regarding assignments, readings, and general messages.

EMAIL ETIQUETTE: Since you are communicating with professors and classmates in an academic environment, address professors and students directly by name or title, choose an appropriate greeting, be polite, and sign your emails. **The professor WILL NOT reply emails that do not meet these conditions. More on email etiquette is posted on Blackboard.**

Take notes in class: The professor WILL NOT post lectures online. Students must ask classmates for their notes if they are unable to attend class.

Students with a disability or other condition that requires special treatment must inform the instructor **the first week of classes** so that appropriate arrangements can be made. **DO NOT WAIT UNTIL THE FIRST ASSIGNMENT TO PRESENT PAPERWORK.**

Attendance is taken at the beginning of each class. If you are late and arrive after I call your name, you will lose the attendance points.

Readings

Teresa Mead, A History of Modern Latin America, 1800 to the Present (Wiley-Blackwell, 2010).

Additional articles and chapters—both **REQUIRED** and **OPTIONAL**—are posted on **Blackboard Learn:** <http://www.uh.edu/webct/>

Course Schedule

Week 1:

8/28: Introduction

Meade, pp. 1-21

8/30: The Colonial Order

Meade, pp. 23-62

Week 2:

9/4: Independence

Meade, pp. 62-79

9/6: The Postcolonial Order and the Caudillos

Map Quiz

Meade, pp. 81-104

John Lynch, Argentine Caudillo: Juan Manuel de Rosas (Wilmington: SR Books, 2001), pp. 15-20, 40-53, 75-78

Ariel de la Fuente, “Caudillos as Culture Heroes” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 87-92

Week 3:

9/11: Latin American Economies

Meade, pp. 105-117

9/13: Neocolonialism: U.S- Latin American relations in the early 1900s

Meade, pp. 117-133

José Martí, “Our America,” in Charlip ed., Consider the Source, pp. 102-108

Week 4:

9/18: Social Changes at the Turn of the Century

Mead, pp. 135-149

José Moya, “Conventional Lies,” in Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930 (Los Angeles: University of California Press, 1998)

Simon Collier, “The Birth of Tango,” in Gabriela Nouzeilles and Graciela Montaldo eds., The Argentina Reader (Durham: Duke University Press, 2002), 196-202.

9/20: Liberalism, Positivism, and Progress

Mead, pp. 149-155

Brian Hammett, “The Juárez Law and the Lerdo Law” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 117-20

Week 5:

9/25: The Mexican Revolution

Mead, pp. 157-174

Plan San Luis Potosi and Plan Ayala

9/27: The Left, Anti-Imperialism, Nationalism, and Pan-Americanism

Assignment: Short Questions 1: It includes ALL readings for 9/27

Mead, pp. 175-191, 203-206

Pablo Neruda, “The Poetry of Anti-Imperialism” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 190-93

Josephus Daniels, “The Oil Expropriation,” in Gilbert Joseph and Timothy Henderson eds., The Mexico Reader, (Durham: Duke University Press, 2002), 452-55

Week 6:

10/2: Revolutionary Art: Frida Kalho

Assignment: Documentary 1

10/4: Populism

Mead, pp. 193-203

Juan Domingo Perón, “Declaration of Worker’s Rights” in Chasteen and Wood eds., Problems in Modern Latin American History, 234-36

Julie Taylor, “The Lady of Hope and the Woman of the Black Myth” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 214-19

Week 7:

10/9: Central American Dictators and Popular Resistance

Meade, pp. 206-233

10/11: The Cuban Revolution

Meade, pp. 235-243

Fidel Castro, “The Duty of a Revolutionary is to Make the Revolution: The Second Declaration of Havana,” in Lewis Hanke and Jane Rausch eds., People and Issues in Latin American History: From Independence to the Present (Princeton: Markus Wiener Publishers, 2006), pp. 315-26

-----, “History Will Absolve me,” Castro Internet Archive, www.marxists.org

Short Essay

Week 8:

10/16: Social Revolution and Guerrillas

Meade, pp. 243-257, 269-275

Ernesto “Che” Guevara, “Essence of Guerrilla Warfare” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 253-58

Paul Dosal, Comandante Che: Guerrilla Soldier, Commander, and Strategist, 1956-1967 (University Park: The Pennsylvania State University Press, 2003), 305-16

10/18: Liberation Theology

Meade, pp. 277-281

Christian Smith, The Emergence of Liberation Theology (Chicago University Press, 1991), 11-24.
Oscar Romero, “Last Sermon,” 1980.

Week 9:

10/23: Midterm

10/25: The Chilean Road to Socialism and Augusto Pinochet’s dictatorship

Meade, pp. 257-260

Salvador Allende, “The Chilean Road to Socialism” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 269-74
 -----, “Last Words to the Nation,” 9/11/1973
 Peter Kornbluh, “Chile, 9/11/73,” The Nation, 11/29/2003

Week 10:

10/30: The Military Dictatorship in Argentina

Meade, pp. 262-267

11/1: The Disappeared

CONADEP, Never Again: A Report by Argentina’s National Commission on Disappeared People (London and Boston: Faber and Faber, 1986) (Introduction by Ernesto Sábato, pp. 1-6)
 Munú Actis et al., That Inferno: Conversations of Five Women Survivors of an Argentine Torture Camp (Nashville: Vanderbilt University Press, 2006), pp. 27-30, 241-44

Week 11:

11/6: Transition to Democracy in Chile and Argentina

Meade, pp. 267-269

Luis Alberto Romero, “The Falklands-Malvinas War and the Crisis of the Military Regime,” in A History of Argentina in the Twentieth Century (Penn State Press, 2002), 240-47
 Madeleine Davis, “The Indictment of Pinochet,” Hispanic Research Journal, Vol. 5, No. 3, Oct. 2004, 264-71

11/8: The Sandinista Revolution and the Contra War in Nicaragua

The Civil War in El Salvador

Meade, 281-290

“Former Salvadoran Foes Share Doubts on War,” The Washington Post, 1/29/2007.

Week 12:

11/13: The Civil War in Guatemala

Assignment: Short Questions 2: It includes ALL readings for 11/13
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Meade, 291-299

“Papers Show US Role in Guatemala Abuses,” The Washington Post, 3/11/1999

“Guatemala Laureate Defends ‘My Truth,’” The New York Times, 1/21/1999

Stephen Schlesinger, “The CIA Censors History,” The Nation, 7/14/1997

Rigoberta Menchú and Elisabeth Burgos-Debray, I, Rigoberta Menchú: An Indian Woman in Guatemala (London: Verso, 1984) [Excerpts, pp. xi-xxi, 122-30, 172-82]

11/15: Colombia: Guerillas and Drug Trade I

Meade, pp. 299-303

Francisco Thoumi, “Illegal Drugs in Colombia,” Annals of the American Academy of Political and Social Sciences, Vol. 582, July 2002, 102-16

Week 13:**11/20: Colombia: Guerillas and Drug Trade II****Assignment: Documentary 2****11/22: Thanksgiving Break****Week 14:****11/27: Cuba's Adjustment to the Post-Cold World**

- Anthony DePalma, "Flirting with Cuba, Courting a Hemisphere," The New York Times, 04/19/09
- Maribel Aponte-García, "Foreign Investment and Trade in Cuban Development," Bulletin Of Latin American Research, Vol. 28, No. 4, 2009, 480-96.
- "Obama Opens the Door to Cuba, But Only a Crack," The New York Times, 04/13/09.

11/29: Neo-liberalism and Popular Resistance

- Meade, 327-334
- Thomas O'Brien, "Globalization and Its Discontents, 1993-2006" in Making the Americas: The United States and Latin America from the Age of Revolutions to the Era of Globalization (Albuquerque: University of New Mexico Press, 2007), pp. 287-318
- "NAFTA and the U.S Economy: The Clinton Administration," in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 312-15
- EZLN, "First Declaration from the Lacandon Jungle" in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 315-17
- Peter Ranis, "Factories without Bosses," in Labor: Studies in Working-Class History in the Americas, Vol. 3, No. 1, 2006, 11-23.

Week 15:**12/4: Latin America Swings to the Left**

- Meade, pp. 305-327
- Jon Lee Anderson, "Fidel's Heir: The Influence of Hugo Chávez," The New Yorker, 6/23/08.
- Michael Shifter and Vinay Jawahar, "Latin America's Populist Turn" in Hanke and Rausch eds., People and Issues in Latin American History, pp. 365-70
- Jennifer McCoy, "Demystifying Venezuela's Hugo Chávez," in Hanke and Rausch eds., People and Issues in Latin American History, pp. 371-80
- Hugo Chávez, "Globalization Has Brought an Increase in Dependency," in Hanke and Rausch eds., People and Issues in Latin American History, pp. 381-85
- "Bolivia's New Constitution," NACLA, 1/21/2009

12/6: Final Overview

Final Exam: Thursday December 13, 2012, 2-4 p.m.
