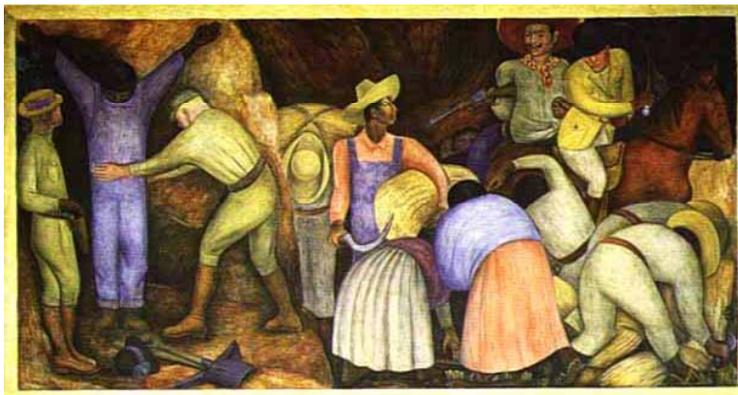


## **HIST 240-01: LATIN AMERICA DURING THE NATIONAL PERIOD**

Ver. 1



**Spring 2013**

**Tuesday, Thursday, 12:30 – 13:45 AM**

**MHRA 1215**

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Office Hours: T/Th, 14:30 to 15:30 or by  
appointment

### **Course Description:**

Latin America is a fascinating place. It offers its students drama and excitements, surprises and insights. Latin America is an important place: it is one of the main engines for the creation of the “Western World;” it is one of the main pillars of the so-called “Third World;” it is a rising economic power; it is an important political block; it controls huge natural resources and one of the last ecological frontiers. It is also important for the U.S. as its immediate neighbors in the American continents and as an important source of migrants that gradually change the face of North America. Latin America, its people, and their histories, are crucial for the understanding of the modern world and the Western Hemisphere.

In this course we will learn about major phenomena in Modern Latin American history from the twilight of the Iberian colonial empires to the recent past. We will consider politics, society, and culture and will discuss topics such as race, chronology, gender, and human rights. We will read monographs, research articles and analyze primary sources.

### **Course Learning Objectives:**

Upon successful completion of this course, students should be able to:

1. Explain what were the main political and social processes that shaped Latin America during the past two centuries.
2. Analyze the visions Latin Americans of all walks of life had for their future, the challenges they faced, and the solutions they implemented in their road for modernity, social order, and social justice.
3. Articulate, analyze, interpret, and use primary and secondary sources in several academic genres.

In addition, the History Department identifies the following goals for all undergraduate history courses:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. (Historical Comprehension)
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. (Historical Analysis)

3. Conduct original research by investigating and interpreting primary and secondary sources. (Historical Research)
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. (Historical Interpretation)

### **Readings and communication:**

The following are the required textbooks for this class and are available in the college's bookstore:

- John Charles Chasteen, *Born in Blood & Fire: A Concise History of Latin America*, 3<sup>rd</sup> Edition (New York: W.W. Norton & Co., 2011)
- James A. Wood and John Charles Chasteen, *Problems in Modern Latin American History: Sources and Interpretations*, 3<sup>rd</sup> edition (Rowman & Littlefield Publishers, 2009).
- Azuela, Mariano, *The Underdogs: A Novel of the Revolution* (New York: Penguin Books, 2008).
- Jacobo Timerman, *Prisoner without a Name, Cell without a Number* (Madison: University of Wisconsin Press, 2002).

In addition to these books, you will also be required to read additional articles and book chapters that are listed on the class schedule below. Some of these articles are accessible through the University's data bases (mainly JSTOR and Project Muse) and you should get them yourself. Others will be posted on Blackboard. Additional instructions on how to obtain these readings will be given in class. You should download these readings, actively read them before the class they are assigned to, mark them, write in their margins etc., and bring them to class.

**Blackboard:** We will be using Blackboard as the principle means of out-of-class communication. Please make sure you have access to our site, and set your personal settings to get notifications according to your preferences. Check the website often.

### **Grading and Assignments:**

Assignments are both an assessment tool and a teaching tool. The assignments in this course are designed to help me evaluate your performance, to assist you in understanding the subject matter, and most importantly, to equip you with crucial academic skills.

**Grading Policy:** It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with students during the semester to suggest ways in which you can perform at your best. If you wish to discuss a grade that you receive during the semester, my policy is that: 1) you schedule an appointment to do so only 24 hours after receiving the evaluation of your work and 2) before the appointment, you submit a written statement explaining your question or doubts about the grade. It is your responsibility to save graded papers. The following grading scale will be used:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= 59 and under
A = 93-96	B= 83-86	C=73-76	D= 63-66	
A-= 90-92	B-=80-82	C-=70-73	D-=60-62	

Your grades will be derived from the following areas:

10%	Active Participation
5%	Map Quiz
25%	Book Reviews
10%	Class Presentation
20%	Midterm Exam
30%	<u>Final Exam</u>
100%	Total

**a) Active Participation (10%)**

Participation is an essential part of learning. While passive forms of learning—e.g. reading and listening to a lecture—are important, active learning is more beneficial to the learner. Moreover, we all learn from each other, and your voice, interpretation, analysis, and opinions will contribute to the creation of a vibrant, open, diverse, and exciting environment of intellectual exchange, and this is what college is all about.

Participation in class is based on attending class and demonstrating that you've done all the readings and are ready to discuss them with your peers and the instructor. It is impossible to interact in class and comment on sources if you do not have them with you, so make sure you bring a hard copy (if it was available online) and our reader (Wood and Chasteen). It is also impossible to participate if you are not present in class. Each absence above three (3) that is not excused by the Athletic Dept., Dean of Students, or medical doctor will result in one point (roughly a third letter grade) subtracted from the ten-point participation grade, and the final course grade.

**b) Map Quiz (5%)**

People interact with, are influenced by, and shape their environment. Therefore, we cannot discuss past societies without having at least a general idea about the locations, areas and surroundings they operated in. The map quiz will help you familiarize yourself with the basic knowledge of our subjects' settings. There will be one map quiz on the political map of modern Latin America.

**c) Book Review (25%)**

Written communication is a crucial skill both inside and outside the academy. Research expands existing knowledge through a creative analytical process. Writing this book review will improve your abilities to synthesize existing knowledge and to voice your own learned opinion according to academic and disciplinary standards. You will be required to submit two short book review (3-4 double-spaced, 12 point font size, 1 inch margins, a stapled hard-copy). The first, on the novel *The Underdogs*, will account for 10%, and the second, on *Prisoner without a Name, Cell without a Number* – for 15%.

**d) Class presentation (10%)**

Oral articulation and public speaking are important skills. During this course you will present in class one topic that will relate to the presentation's weekly theme. You will sign up for a topic and a week in advance. You will also submit up to one-page long summary of your presentation that will be available on-line to the rest of the class. These presentations will also be helpful for the mid-term and final exams as some of the identifications will be taken from the presentations pool.

**e) In-class Midterm (20%) and Final Exams (30%)**

In the information age it sometimes seems as the answer is only few clicks away (it is not, but let's put that aside for a moment). The bigger challenge, however, is to ask interesting and useful questions. The ability to ask questions, to analyze, and to identify patterns, anomalies, and connections is dependent on knowledge we actually keep in our heads. When thinking, our brain calls upon this knowledge and creates new understandings or poses questions. The preparation for in-class exam helps you store some of the class's subject matter in your head for future use. In-class exams are also an excellent tool to examine how one uses analytical tools we will learn on new situations. Midterm and final exams will be based on identifications, open questions, and source analysis. Further instructions will be given in class.

## **Other Course Policies**

**Late paper policy:** for each day assignments are late, your grade for the activity will drop half a letter grade.

**Drafts policy:** I would gladly accept drafts of papers and reviews. The only condition is that these drafts should be handed to me in a hard copy not later than a week before the assignment is due.

**Using Technology in Class:** You may take notes on laptops and tablets if this is your preference, however, while in class these devices should be used for note-taking purposes only. Not surfing the web, not chatting, not playing etc. I reserve the right to ask students whose laptop/tablet activities are disruptive (to them, to me, to others), for any reason, to shut down their machines and, if the behavior repeats itself, to leave the classroom (and be considered absent). Don't use your cell phones. Do not text, do not check messages, and certainly don't talk. Simply leave it off the table in your bag.

**Academic Integrity Policy:** The maintenance of academic integrity is essential for each individual and for the academic community. Make sure you know and understand the UNCG's Academic Integrity Policy (<http://sa.uncg.edu/handbook/academic-integrity-policy/>). By enrolling in the University, each student agrees to abide by the Academic Integrity Policy. By taking this course you reaffirm this commitment. Make sure you know what you signed for.

**Students with disabilities:** All students have the potential to succeed. If you need any academic accommodation contact the Office of Disability Services and follow their procedures (<http://ods.uncg.edu/>). Please do so well in advance, and not in the last moment before the assignment is due.

**The Writing Center:** You entered the university so you could grow, develop, and learn valuable skills. The University, its faculty and its staff, are all committed to help you achieve these goals and provide you with valuable resources to support you. The Writing Center is an important resource. No matter what you are writing and no matter where you are in the writing process (generating ideas, drafting, revising or proofreading), the peer tutors in the Writing Center can assist you. The center's tutors are friendly students and also excellent writers with special training as writing consultants. They would not grade or correct your papers; instead, they would coach you and help you become a better writer. I encourage you to use the Writing Center as much as possible. Go to their website to learn more about how they can help you: <http://www.uncg.edu/eng/writingcenter/default.php>.