

UNIVERSITY OF NORTH CAROLINA – GREENSBORO  
**(DIS)ORDER & PROGRESS:  
LATIN AMERICA SINCE 1810**

HIS 240  
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**COURSE DESCRIPTION:**

Welcome! This course traces the political, economic, and social histories of the diverse nations of Latin America—the region encompassing Mexico, Central America, the Caribbean, and South America—from roughly 1810 to the present day. Along the way, we will highlight the most prevalent institutional and structural features of Latin American civilization, their origins, and their historical trajectories. We will focus in particular on the complex racial and cultural crucibles that comprise different Latin American communities, their rocky quests for national identities, unity, and harmony, the interactions between precapitalist, capitalist, and anticapitalist modes of economic and social organization, the pendulum between revolution and counter-revolution, and the influence of external powers, partners, and aggressors. Our readings include a textbook and many fascinating primary sources. The class consists of two seventy-five minute sessions per week, which include lectures, group activities, and discussions.

Knowledge and understanding of Latin America is especially important today. The United States is one of the world's largest Spanish-speaking nations, and hosts the northernmost "Latin American" society. Indeed, majority Hispanophone cities such as Los Angeles and Miami—as well as segments within North Carolina—are tightly integrated into the Latin American economic and cultural spheres and maintain deep historical and demographic ties to the rest of the hemisphere. Catholicism in the US is increasingly Spanish-speaking; Univision regularly outdraws the three major English-language networks; a Mexican media tycoon is part owner of the *New York Times*; and a Brazilian financial consortium owns Burger King. Meanwhile, despite political rumblings to the contrary, US business and trade is omnipresent in Latin America, Hollywood stars are as familiar in Buenos Aires as they are in New York, and a million US citizens live in expatriate communities across Mexico and Central America. This course is not about a distant and exotic land; it is *our* history, a history of us, and students who complete it will be better prepared for today's globalized and multicultural world.

The course counts for 3 credit-hours, and is intended for undergraduates of all majors. It fulfills the following General Education (GEC) Requirements: GE core-**GHP**; GE marker-**GN**; College Additional Requirements-**GMO**. The course is also cross-listed with IGS (IGS-223). There are no prerequisites or co-requisites.

## **GENERAL EDUCATION (GEC) LEARNING GOALS AND OUTCOMES**

**Learning Goal 1. Foundational Skills:** *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

**LG3. Knowledge of Human Histories, Cultures, and the Self:** *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

**LG5. Personal, Civic, and Professional Development:** *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.*

As a General Historical Perspectives (GHP) course with a Global Non-western (GN) marker, this course emphasizes the following Student Learning Outcomes (SLOs):

### **GHP:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. **(LG1)**
2. Use evidence to interpret the past coherently, orally and/or in writing. **(LG3)**

### **GN:**

1. Find, interpret, and evaluate information on diverse cultures. **(LG1)**
2. Describe interconnections among regions of the world, focusing on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). **(LG3)**
3. Use diverse cultural frames of reference and perspectives to analyze issues. **(LG5)**

## **REQUIREMENTS FOR ACHIEVING LEARNING GOALS**

Course requirements include: 1) a short geographical quiz; 2) attendance; 3) occasional short assignments in primary source analysis; 4) a midterm exam; 5) a short essay responding to a thematic prompt utilizing multiple primary sources; and 6) a final exam (cumulative). Final grades are calculated according to the following scheme:

|                          |     |
|--------------------------|-----|
| Map Quiz                 | 5%  |
| Attendance               | 10% |
| Primary source exercises | 20% |
| Midterm                  | 20% |
| Essay                    | 20% |
| Final Exam               | 25% |

## GRADE EVALUATION RUBRIC FOR WRITTEN WORK

**A** = fulfills assignment entirely while amply demonstrating **original insight and reflection**

**B** = fulfills assignment **entirely and thoughtfully**

**C** = mostly fulfills assignment, but without originality (e.g., echoes the instructor)

**D** = incomplete, or betrays non-comprehension of or non-engagement with theme or issue

**F** = severely incomplete, irrelevant, plagiarized, or never turned in

## TEXTS

This class requires heavy—but interesting!—reading. **All readings are mandatory.** In order to comprehend and participate in classroom activities, students will need to complete each week's reading assignments *before* the corresponding lectures, as indicated in the course schedule. Our textbook is *Born in Blood and Fire: A Concise History of Latin America*, by **John Charles Chasteen (4<sup>th</sup> edition, W.W. Norton, 2016)**. In addition, we will also consider a variety of primary sources—that is, textual and visual materials produced by and about the people who lived during the era we are studying. Students should purchase *Child of the Dark* by **Carolina María de Jesus (New York: Signet, 2003)**. The rest of the texts are posted in pdf format to the course website on Canvas, linked from the course schedule.

## ATTENDANCE POLICY

The reading assignments supplement rather than replace classroom activities, and the midterm and most of the final exam are derived primarily from my lectures. Therefore, **attendance at lectures is mandatory**, and essential to performing well in the course. **I do not distinguish between “excused” and “unexcused” absences.** Recognizing that life happens, students may miss **up to three** class meetings without penalty. Each additional absence will deduct 15 points off of the final attendance score (beginning from 100/A+). I reserve the right to drop students with more than six unexcused absences from the course. Since it is disruptive, I will also penalize 10 points for habitual or excessive lateness.

## CLASS WEBSITE AND EMAIL

**You must have a working email address, and check it regularly**, as it our main means of communication out of class. I will send reminders, assignments, and announcements by email. The course website on Canvas will also play a major role. **You should check the website regularly for updates.** I will post the mandatory readings, assignments, study questions, links, and other materials necessary to perform well. Occasionally, I will also use the website to follow up on themes covered in lectures and discussions, and respond to student questions.

## STANDARDS AND POLICIES FOR WRITTEN WORK

**All written coursework, whether submitted online or on paper, must meet basic university writing standards** regarding spelling and grammar. Proofread and spell-check, as grades account for clarity and quality. The essay proper is to be **typed in Microsoft Word (or its**

equivalent), double-spaced, in 12-pt New Times Roman font, with all the standard 1-inch margins. **I do not accept late papers.**

Plagiarism—quoting or paraphrasing the words or ideas of others without giving credit—is the academic equivalent of lying, cheating, or stealing, because somebody else did the academic labor. **Plagiarism is simultaneously fraud and theft. Every word you write in this class must be your own, not copied from any other source, whether in print or online,** unless clearly indicated. If in doubt, ask! The UNCG Academic Integrity Policy is online at <http://academicintegrity.uncg.edu>. I reserve the right to fail and press for disciplinary action against any student who has plagiarized on any assignment, no matter how minor.

## **CLASSROOM ETIQUETTE**

### ***Civility and respect***

In this course we discuss controversial and emotionally charged topics, such as race, class, gender, imperialism, exploitation, and immigration. We will also read primary materials representing archaic and (frankly) offensive perspectives, as they are part of our history whether we like it or not, and we will not censor or ignore them. Students should be prepared to address them directly and in a mature, academic fashion. We will not always agree with one another, yet we welcome diverse interpretations, as a discussion in which everyone agrees is more of a pep rally than a classroom, and unlikely to be enlightening. We aim instead to foster an atmosphere in which all students feel free to express their ideas, and in which we can disagree and challenge one another openly without feeling threatened or disrespected. Thus, **personal attacks and offensive language will not be tolerated**, since they obstruct honest debate. A good rule to keep in mind: **when challenging another's arguments, try to do so in a way that assumes good faith on his or her part.** Address the strongest aspects of his or her ideas, not a cartoonish, simplistic, straw-man version of them. This rule has the added benefit of requiring each of us to think harder about our own assumptions and refine our own arguments.

### ***Technology***

The proliferation of laptops, tablets, and other gadgets is a mixed blessing. While they can be useful, studies show that students who bring them into the classroom do more poorly than those who do not. My policy is as follows:

- **Students are adults**, and can decide for themselves whether to bring technology into the classroom, or if it would damage their performance.
- **However, it is unacceptable to distract other students.** Students who wish to use a laptop or tablet in class must sit in the back row.
- I reserve the right to ask students whose laptop/tablet activities are disruptive to others, **for any reason**, to shut down the machines.
- **Cell phone use—including texting—is always prohibited.**

### ***Food and drink***

You may have drinks—but not food—in class, unless you bring enough for everybody, plus a double portion for the instructor.

*Have a great semester!*