CBM003 ADD/CHANGE FORM

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

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: ________
    Print/Type Name: Sarah Fishman
REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History
Person Making Request: Natalia Milanesio

Dean's Signature: __________
Telephone: 3113
Email: nmilanesio@uh.edu
Date: 09/07/2012

Course Number and Title: HIST 2372- Latin America Since 1820
Please attach in separate documents:

x Completed CBM003 Add/Change Form with Catalog Description
x 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
□ Mathematics
□ American History
□ Government/Political

Science

x Language, Philosophy, & Culture
□ Creative Arts
□ Life & Physical Sciences

□ Social & Behavioral Science
□ Component Area Option

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

x Critical Thinking
□ Teamwork

v.5/10/12
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 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 x 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: ________________________
Class meetings: Farris Hall 218, T-T 2.30-4.00 p.m.
Email: nnilanesio@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


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
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  

**Week 4:**

9/18: *Social Changes at the Turn of the Century*  
Mead, pp. 135-149  

9/20: *Liberalism, Positivism, and Progress*  
Mead, pp. 149-155  

**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*

<table>
<thead>
<tr>
<th>Assignment: Short Questions 1: It includes ALL readings for 9/27</th>
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| Mead, pp. 175-191, 203-206  
Week 6:

10/2: Revolutionary Art: Frida Kahlo

Assignment: Documentary 1

10/4: Populism
Mead, pp. 193-203

Week 7:

10/9: Central American Dictators and Popular Resistance
Mead, pp. 206-233

10/11: The Cuban Revolution
Mead, pp. 235-243
--------------, “History Will Absolve me,” Castro Internet Archive, www.marxists.org

Week 8:

10/16: Social Revolution and Guerrillas
Mead, pp. 243-257, 269-275
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
Mead, pp. 277-281

Week 9:

10/23: Midterm

10/25: The Chilean Road to Socialism and Augusto Pinochet’s dictatorship
Mead, pp. 257-260
--------------------------, “Last Words to the Nation,” 9/11/1973

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)

Week 11:

11/6: Transition to Democracy in Chile and Argentina
Meade, pp. 267-269

11/8: The Sandinista Revolution and the Contra War in Nicaragua
The Civil War in El Salvador
Meade, 281-290

Week 12:

11/13: The Civil War in Guatemala

Assignment: Short Questions 2: It includes ALL readings for 11/13

Meade, 291-299

11/15: Colombia: Guerillas and Drug Trade I
Meade, pp. 299-303
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

11/29: Neo-liberalism and Popular Resistance
Meade, 327-334
EZLN, “First Declaration from the Lacandon Jungle” in Chasteen and Wood eds., Problems in Modern Latin American History, pp. 315-17

Week 15:

12/4: Latin America Swings to the Left
Meade, pp. 305-327
“Bolivia’s New Constitution,” NACLA, 1/21/2009

12/6: Final Overview

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