



# HIST 332: Modern Latin America

## Course Goals

This course will help you:

### **[Foundational Knowledge]**

- Understand and remember the key information—people, events, issues—associated with the history and peoples of Latin America.
- Understand, and be conversant in, the significant issues, facets, and historical roots of contemporary Latin American culture

### **[Application]**

- Demonstrate the ability to apply historical content and method in both verbal and written settings.

### **[Integration]**

- Understand how the material covered in this course has shaped the contours of Latin American societies and their interaction with the US and world communities.
- Understand how the ‘meta-skills’ important in this class are integral components of your success in other academic endeavors.

### **[Human Dimension]**

- Develop an increasing interest in, and curiosity about, the history and cultures outside the United States.
- Understand and demonstrate the perspective, open-mindedness, and critical approach necessary to do history well.

### **[Caring]**

- Develop a sense of identification with the past as lived experience and value having a sense of history.
- Appreciate the richness and complexity of Latin American societies and value cross-cultural perspectives.

### **[Learning How to Learn]**

- Develop an understanding of the skills necessary for success in this course—and an understanding of why they are necessary.
- Translate that understanding into a plan of how you intend to apply these skills in future courses or endeavors.

***These objectives speak not only to the aims of this specific course, but to the larger goals of both the History Department and Grand View University. We will endeavor throughout this semester to meet them, as they are all integral components of a liberal arts education. I hope that our work this semester will be of benefit to you not only in this course, but throughout your time here at Grand View.***

## **Dr. Kevin M. Gannon**

Jensen 111

263-6102

kgannon@grandview.edu

<http://faculty.grandview.edu/kgannon>

edu/kgannon

### **Office Hours:**

9:30-11:30 Tuesday

[@the Library coffeeshop]

9:30-11:30 Thursday

[Jensen 111]

or by appointment

### **HISTORY DEPARTMENT CREDO**

***All History courses at Grand View will help you accomplish the following:***

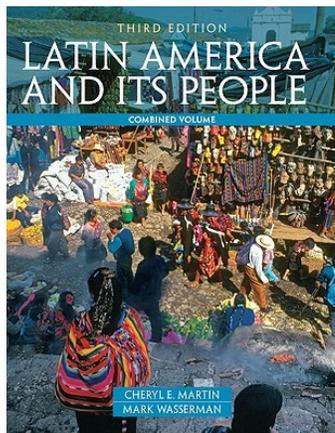
1. Value lifelong learning and engagement with History
2. To think like a historian:
  - Understand causation and see the past and present as a continuum.
  - Foster global awareness and empathy for the other
  - Construct and critically approach narratives
3. Proficiency in documentation and research.



Puerto Rican nationalist Lolita Lebrón is arrested after the 1954 attack on the US Capitol aimed at highlighting the need for Puerto Rican independence. She served 25 years in prison before being pardoned by President Carter in 1979. She died in 2010.



"The Shooting of the Light," a mural by Aaron Piña Mora depicting the execution of Fr. Miguel Hidalgo, viewed by Mexicans as the father of Mexican independence.



## What We'll Study

### *We will examine the following general topics this semester:*

The geography of Latin America; prehistoric and premodern Latin American peoples; the Iberian background to the Age of Exploration; Iberian conquest and its legacies; the origins, growth, and development of Spain's American empire; Portuguese Brazil; the interactions between Iberians and indigenous Americans; the blending of

peoples and cultures in colonial Latin America; the rise of a creole consciousness; the crumbling of Spain's empire and the Wars of Independence; the difficulties of state formation in postcolonial Latin America; the ideals, programs, and problems associated with "modernization"; neocolonialism and its effects; the cultural and ethnic diversity of Latin American nations; the idea of "race" and its impor-

tance for Latin American history; the impact of the Mexican Revolution; the increasing involvement of global powers in Latin American affairs—in particular, US-Latin American relations; the growing exploitation and economic dependence of Latin American nations; the prospects faced by Latin American peoples, as well as the importance of their colonial legacies, in the 21<sup>st</sup> century.

## How We'll Study It

I see this course as a blend of lecture and seminar formats—a "semi-lecture."

Our readings will provide much of the content for our class meetings, and I will also take some time to expand on particular themes or issues via "mini-lectures" in class. We will spend the rest of our time in discussion with one another.

In order for this format to be successful, **everyone will need to come to class prepared and ready to engage with the material and one another.** By keeping up with the reading assignments, you will not only contribute to your own academic success, but also help our class time be more productive and interesting.

Above all, this class should be **fun, interesting, and provocative.** You will be challenged to re-examine many of your assumptions about the world, and about historical study. **An open mind and willingness to engage deeply with difficult ideas and concepts are must-haves for this course.**

## Resources We'll Use

Cheryl E. Martin and Mark Wasserman, *Latin America and Its People*, 3<sup>rd</sup> edition (Prentice Hall, 2012).

John Charles Chasteen, *Americanos: Latin America's Struggle for Independence* (Oxford, 2008).

Stephen G. Rabe, *The Killing Zone: The United States Wages Cold War in Latin America* (Oxford, 2012).

Sebastian Balfour, *Castro*. 3<sup>rd</sup> edition. Profiles in Power (Pearson Longman, 2009).

Additional materials will be assigned throughout the semester, available via library reserve, handout, or online. Specific assignments and dates are noted on the course schedule. Check our Blackboard course site regularly; I will post course documents, relevant links, assignments, and review materials there.

## Expectations

- I expect you to be in class, on time, and prepared—as you no doubt expect of me.
- **Please have the reading for each class completed before that day's session.**
- I will take attendance regularly, and poor attendance is bound to have an adverse effect on your grade, as it hinders your performance in class discussions (obviously), as well as examinations and other written assignments.
- I encourage you to participate in class discussions, to ask questions whenever you feel necessary, and to be engaged with our material generally. This is the best way for you to get as much as you can out of this class, which—after all—is the whole point of our being here. This class covers a range of extraordinarily interesting material. It is my goal that we discover, analyze, and absorb this material together, and that we will all be significant contributors to the value of this course.
- I expect myself to treat you with respect and common courtesy, and I expect you to reciprocate with both me and your classmates.
- Latecomers should enter quietly and take a seat to the rear of the class.
- Please turn off your cell phone prior to entering class, and do not text during class.

**I have these expectations because I genuinely believe that we have a lot of good and valuable work to do together, and I hate to see distractions that keep us from it.**



*Cuban baseball player Adolfo "Dolf" Luque played for 3 World Series champions, as well as teams in the Negro and Cuban Leagues, during his career (1914-1935).*

## A Note about Technology

Much of the work for this course will be done via GUV's campus network resources.

- Assignments will be posted on the Blackboard course page only; there will be no paper copies distributed in class.
- I will require the electronic submission of assignments via Blackboard (I'll demonstrate this in class), and you will receive my feedback and evaluation that way as well.
- Announcements and other matters outside the classroom will be conducted via **GV email**. Please check your account regularly; **you** are responsible for any material distributed in this manner.
- You will be asked to place your research trail assignments and term project in your electronic portfolio, and I will post my evaluation and feedback there as well.

As a result of these requirements, we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate.

I will gladly provide tutorials and personal assistance in resolving any issue you might have with these requirements. They are meant to make life easier, not more complicated.

**"The illiterate of the 21st century won't be those who can't read and write but those who can't learn unlearn and relearn"**

**-Alvin Toffler, North American writer and futurist**

## My Course Policies

### Late Work Policy

I allow make-ups for missed exams or assignments *only* for an excused absence. I understand that unforeseen circumstances can arise during the semester; I will excuse absences due to illness, grievous loss, other emergencies, or an official college activity

(but only with proper documentation).

### Academic Integrity

This course adheres to the provisions of the Grand View College Code of Integrity:

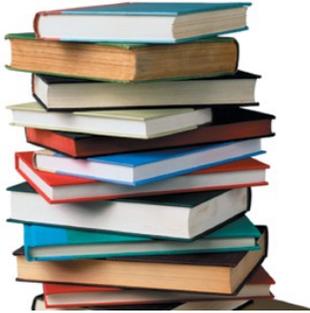
**"As a member of the Grand View College community, and in accordance with the**

**mission of the College and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty, and staff."**



*Issues of La Prensa (Argentina) in the days following the death of Eva Perón in 1952.*

## Assignments and Grading



Attendance/Participation/Engagement	150 pts.	<b>Grading Scale</b>	
Blackboard posts and responses	150 pts.		
Reading Response Papers (6)	150 pts.	90-100%	A
Map Quiz	50 pts.	80-89%	B
Midterm Examination	100 pts.	70-79%	C
Term Paper Project	150 pts.	60-69%	D
Final Examination	150 pts.	below 60%	F
<b>Total Possible Points: 900</b>			

For additional information and Grand View's university-side policies, please refer to the GV common syllabus statements, which are appended to this syllabus.



*Juan Lepiani, San Martín Proclaiming the Independence of Peru (painted in 1904)*

## Assignment Descriptions

### Blackboard Posts and Responses

Each week, I will post a question or topic to think about on the appropriate weekly section of our course site. You will need to post a thoughtful response to that prompt, and respond meaningfully to two of your classmates' posts as well. You **must** complete both the post **and** responses in order to receive the points for that week. I will provide more information on posting and etiquette in class. Blackboard is accessible from the MyView page, or at the following URL: <http://blackboard.grandview.edu>.

### Reading Responses

You will submit six reading response papers over the course of the term. These brief essays will focus on a particular topic drawn from the week's readings; the Blackboard course site will have a list of prompts for these assignments.

- Response papers should be 2-3 pages in length (double-spaced, standard fonts and margins).
- Each paper must have a title. And please—something more creative than "Response Paper."
- Each paper should meaningfully address the relevant readings in a specific and thorough manner.

### Term Paper Project

Because of the difficulty—in terms of both access and language—involved in working with primary sources for this course, my research paper assignment is a bit different than what you might find in other upper-level history courses. This course will require the completion of a project that addresses the historical roots of an issue in contemporary Latin America (i.e., rural poverty or military dictatorships). You will research the problem and prepare a report to a particular target audience, depending upon your major and career interest. For example, a business major might produce a report outlining the historical development of economic dependence in Latin America to advise an NGO, a political studies major could aim a report to a particular congressman or senator on the Foreign Relations Committee. I will distribute a detailed assignment sheet and rubric for this assignment by the end of the second week of class. The component parts of this assignment (proposal, bibliography, etc.—due dates noted in the course schedule) comprise one-third of your overall project grade.



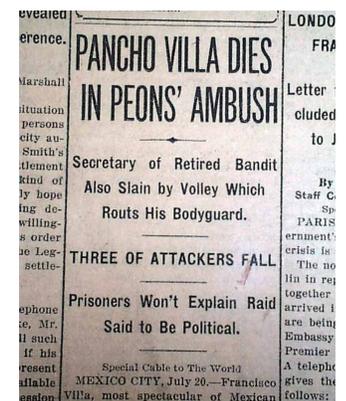
## Course Schedule & Assignments

<u>Date</u>	<u>Topic &amp; Assignment</u>
T 8/28	<b>Introducing Latin America; Introduction to the Course and One Another;</b>
Th 8/30	<b>The Original Americans</b> <i>Latin America &amp; Its People (LAP)</i> , chapter 1. Excerpt from <i>Popul Vuh</i> [MSL]
T 9/4	<b>Pre-Contact Iberia and America</b> <i>LAP</i> , ch. 2. "Song of Tlatlcatzin" [MSL] <b>Map Quiz</b>
Th 9/6-T 9/11	<b>The Invasion of America</b> <i>LAP</i> , ch. 3 Second Letter of Cortes to King Charles V of Spain [MSL] Bernal Díaz del Castillo, excerpt from <i>The True History of the Conquest of New Spain</i> [MSL] Aztec accounts of conquest and the death of Moctezuma [MSL] Pope Paul III, "Sublimus Dei: On the Enslavement of the Indians in the New World" [MSL] Bartolomé de las Casas on Indian rights [MSL] <b>Reading Response #1 due 9/11</b>
Th 9/13-T 9/18	<b>Constructing a Colonial Society</b> <i>LAP</i> , ch. 4 <b>Reading Response #2 due 9/18</b>
Th 9/20	<b>Change and Persistence in Indigenous America</b> <i>LAP</i> , ch. 5 <b>Term Project Preliminary Sketch and Bibliography Due</b>
T 9/25	<b>The Social History of Colonial Latin America</b> <i>LAP</i> , ch. 6 Sor Juana Inés de la Cruz, <i>La Respuesta</i> [MSL]
Th 9/27	<b>Imperial Reform and Breakdown</b> <i>LAP</i> , ch. 7 Chasteen, chapter 1
T 10/2	<b>The Wars of Independence Begin</b> <i>LAP</i> , ch. 8 (to p. 226) Chasteen, chapter 2 <b>Term Project Working Bibliography due</b>

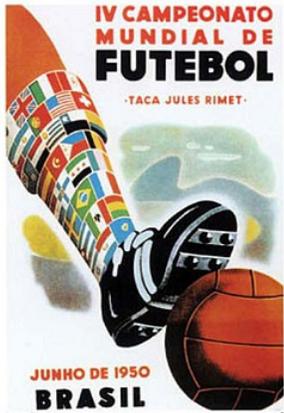
Items with an [MSL] after them are available on MySearchLab, a resource website that accompanies your textbook. Once you access the site, click on "My History Library," then "World/Western History." From there, you can search by title, topic, or author for the particular primary source.



Postage stamp commemorating the Battle of Lake Maracaibo in 1823, where Afro-Colombian Admiral José Prudencio Padilla defeated a Royalist naval force.



The New York **World**, July 21, 1923, announcing to readers the death of Mexican Revolutionary Leader Pancho Villa



“In the backlands  
agitator, whose revolt  
was a phase of rebellion  
against the natural order  
of things, we beheld a  
serious adversary, a  
mighty foeman  
representing a regime  
that we had done away  
with, one who was  
capable of overthrowing  
our nascent institutions.”

-Euclides da Cunha,  
*Rebellion in the Backlands*



Emiliano Zapata, Mexican  
Revolutionary Leader

## Course Schedule & Assignments

Th 10/4-T 10/9	<b>The Independence of Latin America</b> Chasteen, chs. 3-5 <i>LAP</i> , complete ch. 8 <b>Reading Response #3 due 10/9</b>
Th 10/11	<b>The Post-Independence Era</b> Chasteen, ch. 6 and epilogue Mexico's <i>Plan de Iguala</i> [MSL] Domingo Sarmiento, from <i>Facundo: Civilization and Barbarism</i> [MSL]
T 10/16	<b>MIDTERM EXAMINATION</b>
Th 10/18	<b>Latin America in the Nineteenth Century: The Problems of State Formation</b> <i>LAP</i> , ch. 9 (to p. 259)
T 10/23	<b>Wars and Interventionism</b> <i>LAP</i> , complete ch. 9 <b>Term Project Outline Due</b>
Th 10/25	<b>Everyday Life in the Nineteenth Century</b> <i>LAP</i> , ch. 10 Jose Hernandez, <i>El Gaucho Martin Fierro</i> [MSL] <b>Reading Response #4 due</b>
T 10/30	<b>The Dilemmas of Modernization</b> <i>LAP</i> , ch. 11 (to p. 312) Francisco Bilbao, <i>America in Danger</i> [MSL] Rabe, ch. 1
Th 11/1	<b>“Order and Progress”</b> <i>LAP</i> , finish ch. 11 Francisco García Calderón, <i>Latin America; Its Rise and Progress</i> [excerpt on MSL] Euclides da Cunha, from <i>Os Sertões</i> [MSL] <b>Reading Response #5 due</b>
T 11/6	<b>The Mexican Revolution: ¿Tierra y Libertad?</b> 1911 Plan de Ayala [MSL]



Agustín de Iturbide, Emperor of Mexico  
from 1822-1823. Executed 1824.

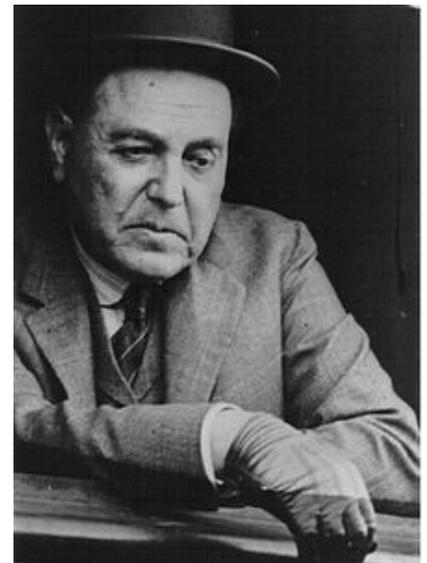


## Course Schedule & Assignments

Th 11/8 Popu-	<b>The Troubled Twentieth Century: Depression, War and lism</b> <i>LAP</i> , ch. 12 Juan Perón and Post-War Populism [MSL]
T 11/13	<b>Latin America in a Postcolonial World</b> Rabe, chs. 2-3 Balfour, chs. 1-2 <b>Reading Response #6 due</b>
Th 11/15	<b>Revolution in Cuba</b> Rabe, ch. 4 Balfour, chs. 3-4
T 11/20	<b>The Cold War Era: A Broad View</b> <i>LAP</i> , ch. 14 Camillo Torres and Liberation Theology [MSL] <b>Reading Response #7 due</b>
Th 11/22	<b>No Class—Thanksgiving Holiday</b>
T 11/27-Th 11/29	<b>Doing Business with the Dictators: The US in Latin America, 1960s-1980s</b> Balfour, chs. 5-8 Rabe, chs. 5-7, aftermath
T 12/4	<b>Latin America in the Late 20th Century</b> <i>LAP</i> , ch. 15 finish Balfour <b>Reading Response #8 due</b>
Th 12/6	<b>Final Day of Class—Wrap up and review TERM PROJECTS DUE</b>



The front page of the July 12, 1871 issue of Chile's *El Mercurio*, announcing that President Salvador Allende had nationalized the country's copper mines.



Argentine President Hipólito Yrigoyen (1852-1933)



The funeral of Mexican artist Frida Kahlo, who died in 1954 at the age of 47.

**THE FINAL EXAMINATION FOR THIS COURSE IS ON  
THURSDAY, DEC. 15 FROM 8:00-9:50. MAKE YOUR  
HOLIDAY TRAVEL PLANS ACCORDINGLY.**

**GRAND VIEW UNIVERSITY**  
**INSTITUTIONAL UNDERGRADUATE SYLLABUS STATEMENTS**

**Academic Honesty/Code of Integrity**

Grand View University is dedicated to the development of the whole person and is committed to truth, excellence, and ethical values. Personal integrity and academic honesty in all aspects of the University experience are the responsibility of each faculty member, staff member, and student.

A student has an obligation to do work that is his or her own and reflects his or her learning and quest for academic knowledge. Dishonesty and cheating are not acceptable behaviors. Examples include helping others during exams, writing papers for others, falsifying data/records, copying other students' work, taking work directly from the Internet or any printed source and claiming it as one's own, and downloading/purchasing papers on-line. Students who cheat, could risk severe penalties, which may include failure of the assignment, failure of the course, or expulsion from the University.

"As a member of the Grand View University community, and in accordance with the mission of the University and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty, and staff."

**Accelerated Courses**

Grand View offers courses in accelerated or alternative delivery formats. They cover the same subject content and require the same or comparable assignments that are associated with a traditional fourteen week course.

**Accommodation**

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is Ms. Joy Brandt and she can be reached at 515/263-2971.

**Class Attendance**

The Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported to the Registrar's Office. Students who fail to return to classes may lose all or a portion of their financial aid.

**Classroom Conduct**

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

**University E-Mail Account**

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site. Click on the "Manage and Update Personal Information" link and then select "set myView Mail Forwarding Address" under the "Links for You" section.

**Appeal of Final Undergraduate Course Grade or Faculty Member's Final Academic Disciplinary Action**

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.