HISTORY 3356: LATIN AMERICAN SINCE 1800
Course Syllabus: Spring, 2019
Time: 9:30-10:45 AM, TR
Location: Academic Building, Rm. 227
Professor: John Eusebio Klingemann, PhD
Office Hours: M-F 2:00 – 3:00 PM and by appointment
Office: Academic Building, Room 210B
Phone: 325-942-2114
e-mail: John.Klingemann@angelo.edu

Course Description
This course examines the political, economic, social, and cultural history of Latin America since 1800. The course consists of lectures that outline basic theoretical models for analyzing historical trends and present a chronological historical narrative.

Student Learning Objectives:
- Students will improve their verbal, analytical, and written skills through classroom discussion and written assignments.
- Students will demonstrate their ability to interpret primary and secondary source material through classroom discussions and a research-based essay.
- Students will learn to identify and interpret historical development and change as it pertains to Latin American history since 1800.

Required Texts


Course Requirements

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
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<tr>
<td>B</td>
<td>80—89%</td>
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<td>C</td>
<td>70—79%</td>
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<td>D</td>
<td>60—69%</td>
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<td>F</td>
<td>Below 60%</td>
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Exam 1 20%
Exam 2 20%
Final Exam/Presentation 20%
Historiographical Paper 20%
Discussion/Attendance 20%

General Thoughts:
Honesty and integrity are critical character values. Cheating will not be tolerated. You need to attend every class meeting. Please arrive to class on time. All students must be familiar with the ASU Student Handbook and the Academic Honor Code. The handbook can be obtained through the university website located at the following address: www.angelo.edu. Please turn off your cell phones while in the classroom. Some things to consider for discussion include identifying major themes, posing major questions about the material, and presenting your opinion of the readings.

Persons with disabilities: Persons with disabilities who require certain accommodations must contact the Student Life Office located in room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

Make-Up Exam Policy: Students must have a documented reason in order to miss or make-up an examination. The make-up examination will differ significantly from the classroom examination. Make-up examinations will be administered at the end of the semester.

Student Absence for Observance of Religious Holy Day: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Historiographical Paper: The historiographical paper will consist of ten pages covering a topic that concerns Latin America since 1800. Students must incorporate into their paper a minimum of two primary sources. The paper must contain a bibliography (in addition to the ten pages) and must properly cite the material used.

Final Exam Presentation and Teaching Unit: Students will be responsible for constructing a teaching unit as part of their final examination. The teaching unit will consist of a power point presentation derived from the historiographical paper to be delivered at the end of the semester. The presentation must be no longer than five minutes in length. Students must properly incorporate imagery into their presentations as well as the information gathered to construct their historiographical paper.

Primary Source Exercise: Students will be required to consult the microfilm collections concerning Latin America found in the library and print out sources for use in class. Each primary source must be accompanied by a written analysis.

Rubric for Assessment of Essays for Achieving Desired Student Learning Outcomes

Component 1: Historical Thesis/Argumentation

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.
2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Essay

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well organized, coherent, and logically flowing paper.

Component 5: Historical Sense

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and
events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

**Week 1**

01/15 Introduction

01/17 Colonial Legacy

Read: *A New History of Modern Latin America*, Preface and Colonial Prologue

*The Human Tradition in Modern Latin America*, Introduction

**Week 2**

01/22 Slavery in Latin America

01/24 On the Eve of Independence

Read: *A New History of Modern Latin America*, 1-37

*Problems in Modern Latin American History*, Chapter 1

*The Human Tradition in Modern Latin America*, Chapter 1

**Week 3**

01/29 Independence Movements

01/31 Independence Movements

Read: *A New History of Modern Latin America*, 40-56

*The Human Tradition in Modern Latin America*, Chapters 2-3

**Week 4**

02/05 Post Independence

02/07 Video

Read: *A New History of Modern Latin America*, 62-76

*Problems in Modern Latin American History*, Chapter 2

*The Human Tradition in Modern Latin America*, Chapter 4

**Week 5**

02/12 Caudillismo

02/14 New Nations

Read: *A New History of Modern Latin America*, 113-158

*The Human Tradition in Modern Latin America*, Chapter 5

*Problems in Modern Latin American History*, Chapter 3
Week 6
02/19  New Nations

02/21  Exam 1
Read:  *A New History of Modern Latin America*, 160-210

Week 7
02/26  Race, Gender and Class

02/28  Latin America and its Resources
Read:  *The Human Tradition in Modern Latin America*, Chapter 6
*Problems in Modern Latin American History*, Chapter 4
*The Killing Zone*, Introduction

Week 8
03/05  Society and Culture in the Nineteenth Century

03/07  Primary Source Exercise
Read:  *A New History of Modern Latin America*, 213-247
*The Human Tradition in Modern Latin America*, Chapters 7-8
*Problems in Modern Latin American History*, Chapter 5
*The Killing Zone*, Chapter 1

Week 9
03/12  SPRING BREAK!

03/14  SPRING BREAK!

Week 10
03/19  Porfirian Mexico

03/21  Porfirian Mexico cont.
Read:  *A New History of Modern Latin America*, 249-318
*The Human Tradition in Modern Latin America*, Chapters 9-10
*Problems in Modern Latin American History*, Chapter 6
*The Killing Zone*, Chapter 2

Week 11
03/26  Video/Class Discussion

03/28  Exam II
Read:  *The Human Tradition in Modern Latin America*, Chapters 11-12
*The Killing Zone*, Chapter 3
Week 12
04/02  New Politics of Class
04/04  Mexico’s Revolution of 1910
       Read:  *A New History of Modern Latin America*, 320-341
       *The Human Tradition in Modern Latin America*, Chapters 13-14
       *Problems in Modern Latin American History*, Chapter 7
       *The Killing Zone*, Chapter 4

Week 13
04/09  Populism and Latin America
04/11  Import Substitution
       Read:  *A New History of Modern Latin America*, 345-432
       *The Human Tradition in Modern Latin America*, Chapter 15-16
       *Problems in Modern Latin American History*, Chapter 8-9
       *The Killing Zone*, Chapter 5

Week 14
04/16  Latin America and World War II
04/18  20th Century Revolutions
       Read:  *A New History of Modern Latin America*, 435-493
       *The Human Tradition in Modern Latin America*, Chapters 17-18
       *Problems in Modern Latin American History*, Chapter 10
       *The Killing Zone*, Chapter 6

Week 15
04/23  Mexico Since World War II
04/25  Latin America and the United States
       Read:  *A New History of Modern Latin America*, 495-537
       *The Human Tradition in Modern Latin America*, Chapters 19-20
       *Problems in Modern Latin American History*, Chapter 11-12
       *The Killing Zone*, Chapter 7

Week 16
04/29  Class Discussion
05/02  The United States – Mexico Border
       Read:  *A New History of Modern Latin America*, 541-643
       *The Human Tradition in Modern Latin America*, Chapters 21-22
       *Problems in Modern Latin American History*, Reconciliation
       *The Killing Zone*, Aftermath

Week 17  05/09 **Final Examination** Thursday, 8:00-10:00 AM