

## LAH 3300: Contemporary Latin America

Summer A 2022 – M,T,W,R,F – Period 2 (9:30 AM – 10:45 AM) – FLI 0111

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### Syllabus

#### About this Course

This course will cover the history of contemporary Latin America from the later nineteenth century to the present era. It will explore the major political, social, and economic transformations that occurred since Latin America's independence from colonial powers, delving into important topics, such as nation-state making, urbanization and migration, civil and labor rights, industrialization, and integration in the world's economy. The course will trace the development of major themes and ideas in Latin America's formation, including republicanism, positivism, populism, and nationalism. More importantly, it will analyze the region's continuous struggle to establish and preserve democratic institutions, seeking to understand the constant upheavals of rebellions, coups, civil wars, and dictatorships in its history. The national focus will be on Brazil, Mexico, and Cuba, due to each country's major role in the region's affairs and beyond.

The course is of great interest to new students, including those with background in Latin America, but, more importantly, to those concerned with understanding the region's developments in the recent past decades. It will be taught face to face (that is, in an actual classroom). Students will learn to develop critical thinking, writing, and analytic skills, all of which are integral to their professional development.

#### Lecture Schedule

- First Week (May 09–13): Brazil: The Imperial Era and the Early Republic.
- Second Week (May 16–20): Mexico: Civil Wars, Dictatorship and Revolution.
- Third Week (May 23–27): Cuba: Colonialism, Independence, and Dictatorship.
- Fourth Week (May 31–June 03): Brazil: From the Vargas Era to the Military Regime and beyond (May 30 is a holiday).
- Fifth Week (June 06–10): Mexico: Modernization and the PRI Rule.
- Sixth Week (June 13–17): Cuba: Batista, the Revolution, and the Castro regime.

#### Required Text

The required textbook for this course is Keen, Benjamin and Keith Haynes. *History of Latin America, vol.2: Independence to the Present*, 7<sup>th</sup> edition or later. Boston: Houghton Mifflin, 2004.

#### Course Requirements and Grading Policy

There will be two examinations (midterm and final), which are worth 30% each (or 60% combined) of the final grade. The midterm exam will occur on the first session of the fourth week (May 31). The final exam will take place on the last session of the sixth week (June 17). Due to the limited time available in a summer course, both exams will be based on short answers and/or multiple-choice format, compelling the student to demonstrate a detailed and specific knowledge of the topics covered in class.

There will be a historiographical essay as well, which will be due on the last day of the fifth week (June 10). It is worth 30% of the final grade and should have at least 4,000 words, double-spaced, including the footnotes or endnotes. It will review a set of scholarly articles (listed in the following section) according to five criteria (author's purpose, sources, bias, contribution, and failings), which is further elaborated in this link: <http://users.clas.ufl.edu/jneedell/>. The student's formatting of notes and bibliography must abide by the style of The Chicago Manual of Style.

Students will take two quizzes during the course, which are worth 5% each (or 10% combined) of the final grade. Their purpose is to ensure that students are continuously engaged throughout the course and prepared for the midterm and final exams. The first quiz will occur on the last day of the second week (May 20) and the second quiz will take place on the last of the fifth week (June 10). In sum, the final grade will be determined in the following manner:

- Midterm exam – 30%
- Final exam – 30%
- Historiographical essay – 30%
- Quizzes – 10%

There are penalties for missing the deadline of the historiographical essay. Half a grade will be taken if the student turns in the essay an hour after the deadline. A full grade will be taken if it is turned in within the 24-hour period following the deadline, and the penalty is raised to two full grades in the 24-hour period following that, and so forth.

Any questions about grades, can be raised with the instructor; make an appointment by Zoom with him. You may request re-grading or dispute a grade up to one week after the assignment has been returned to you or the grade released. For more information, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### **Scholarly Articles for the Historiographical Essay**

The student will have to review each scholarly article presented below in the historiographical essay. They can be accessed online, using the George Smathers Library website to access the online version of each journal, which then can be searched for the article of interest.

- Beattie, Peter M. "The House, the Street, and the Barracks: Reform and Honorable Social Space in Brazil, 1864-1945." *The Hispanic American Historical Review*, Vol.76, No.3 (August 1996): 439-73.
- Bliss, Katherine E. "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico City." *The Hispanic American Historical Review*, Vol. 79, No.1 (February, 1999): 1-40.
- Carr, Barry. "Identity, Class, and Nation: Black Immigrant Workers, Cuban Communism, and the Sugar Insurgency, 1925-1934." *The Hispanic American Historical Review*, Vol. 78, No. 1 (Feb., 1998): 83-116.
- Needell, Jeffrey D. "The Revolta Contra Vacina of 1904: The Revolt against 'Modernization' in Belle-Epoque Rio de Janeiro," *Hispanic American Historical Review*, 67:2 (May 1987): 233-270.

- Guerra, Lillian. “‘To Condemn the Revolution is to Condemn Christ’: Radicalization, Moral Redemption, and the Sacrifice of Civil Society in Cuba, 1960.” *The Hispanic American Historical Review*, Vol. 89, No. 1 (February 2009): 73-109.
- López, Rick. “The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture,” *The Hispanic American Historical Review*, Vol.82, No.2 (May 2002): 291-328.

### **Academic Honesty**

The instructor will not tolerate **cheating** nor **plagiarism**. A student responsible for either misconduct will fail the course. UF students are bound by The Honor Pledge. Furthermore, the Honor Code specifies several behaviors that are in violation of this code and the possible sanctions. Also, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor, and/or see <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

### **Students with Disabilities**

Do not hesitate to ask for accommodation for a documented disability. Students requesting accommodation must first register with the Dean of Students Office: <http://www.dso.ufl.edu/drc>. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation.

### **Behavior and Etiquette**

Treat the instructor and your colleagues with respect, whether in person or in online communication. Regarding the instructor, use the proper title (in this case, “Mr.”), and avoid referring by first name. Be mindful to employ concise language and be clear, avoiding slangs and emoticons, and remembering to use the appropriate spelling and grammar. Also, be careful with personal information and the use of humor or sarcasm, which may be misunderstood, especially in online interaction. When writing an e-mail to the instructor and/or colleagues, use a descriptive subject line and be straightforward.

### **Common Courtesy**

Cell phones and other electronic devices must be set to vibrate mode during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask a student engaging in disruptive behavior to leave the class. Although the instructor will not record attendance, students should be aware of tardiness and of the detrimental effects of missing classes.

### **Students in Distress**

If you or a friend is in distress, contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the *U Matter, We Care Team* can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. In case of emergency, call 9-1-1.

### **Counseling Resources:**

Resources available on-campus for students include the following:

- University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;

- Student Health Care Center, 392-1161; and
- Dean of Students Office, 202 Peabody Hall, 392-1261, [umatter.ufl.edu](http://umatter.ufl.edu).

**Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [evaluations.ufl.edu](http://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.