



## Course Number, Title and Credits

**HISU 390** - Modern Latin American History - 3 credits

## Course Description

This course surveys the history of Latin America from 1820 and examines the roots of social, economic, and political change in the region. Students will discuss the contradictions of liberalism, the widening gap between elite and indigenous populations, the attempt to compete globally, and the numerous military dictatorships of the modern era.

## Course Learning Outcomes

By the end of the course, students should be able to:

1. Examine significant primary texts in Modern Latin American history.
2. Explain the motivations that caused the colonies of this region to seek independence from Spain and Portugal.
3. Interpret the main social, political, economic, and cultural issues of specific nations in Modern Latin America.
4. Explain how the nations of this region were consistently influenced by the United States and European nations.
5. Differentiate between the major personalities who brought about change in their respective nations.
6. Describe the military influence of the nations in the region upon governmental and political decisions, as well as civilian oppression.

## Required Textbooks

A History of Modern Latin America: 1800 to the Present, Teresa Meade, John Wiley Sons, ISBN:9781394266500

\*Students will also be expected to select a book to review based on our class theme of Modern Latin American History.

## Letter Grade/Percentage Equivalent

Grades are determined on a straight-scale basis using the following scales.

A	94%-100%	A-	90%-93%	B+	87%-89%
B	84%-86%	B-	80%-83%	C+	77%-79%
C	74%-76%	C-	70%-73%	D+	67%-69%
D	64%-66%	D-	60%-63%	F	59% and below

## Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	Possible Points
Module Quizzes (30 per quiz, 10 total)	300
Modern Latin American History Book Review	200
Midterm Exam	250
Final Exam	250
<b>Total Points Possible in Course</b>	<b>1000</b>

## Course Outline:

Module	Topics and Assignments
Module 1	<p><b>Foundations and Independence</b></p> <p><u>Complete</u> <b>Module 1 Review Quiz</b></p> <p><u>Read</u> <b>Meade, pages 1-41</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"><li>● Course Introduction: What is Latin America?</li><li>● Indigenous and African Roots of Latin America</li><li>● Economics and Politics</li><li>● Culture and Entertainment</li><li>● The Encomienda System</li><li>● Enlightened Despotism: The Bourbon and Pombaline Reforms</li></ul>
Module 2	<p><b>The Rise of Nations</b></p> <p><u>Complete</u> <b>Module 2 Review Quiz</b> <b>Must select a book to review for Modern Latin American History Book Review</b></p> <p><u>Read</u> <b>Meade, pages 41-67</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"><li>● Resistance to Reform</li><li>● Discontent and Disorder in Brazil</li><li>● Changing Gender Roles and Indigenous Culture in 1790</li><li>● Five Roads to Independence</li><li>● The African Slave Trade</li><li>● African Slavery and Plantation Life</li></ul>
Module 3	<p><b>Fragmented Nationalisms</b></p> <p><u>Complete</u> <b>Module 3 Review Quiz</b></p> <p><u>Read</u> <b>Meade, pages 67-96</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"><li>● The Haitian Revolution</li><li>● Brazil: From Colony to Empire</li><li>● Mexican War of Independence</li><li>● South American Liberators: Simon Bolivar and San Martin</li><li>● New World Feudalism: Argentina and the Tyrants</li><li>● The Rise of the Caudillos: Strongman Rule in the 19th Century</li></ul>

<p>Module 4</p>	<p><b>Nation Building and Economic Booms</b></p> <p><u>Complete</u></p> <p><b>Module 4 Review Quiz</b></p> <p><u>Read</u></p> <p><b>Meade, pages 96-129</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● Tyranny and Populism: Juan Manuel de Rosas and Dr. Francia</li> <li>● Race, Gender and Liberalism in 19th Century Latin America</li> <li>● The Guano and Nitrate Booms: The War of the Pacific</li> <li>● Monoculture: The Sugar Economies and the Growth of São Paulo</li> <li>● The Mexican-American War</li> </ul>
<p>Module 5</p>	<p><b>Neo-Colonialism and U.S. Interventions</b></p> <p><u>Complete</u></p> <p><b>Module 5 Review Quiz</b></p> <p><b>Midterm Exam (Modules 1-5)</b></p> <p><u>Read</u></p> <p><b>Meade, pages 156-174</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● The Panama Canal</li> <li>● Independence Movements in Cuba and Puerto Rico</li> <li>● The Spanish American War</li> <li>● Puerto Rico: The World's Oldest Colony</li> <li>● Asian and European Immigration</li> <li>● Sports and Music in Latin America</li> </ul>
<p>Module 6</p>	<p><b>The Rise of the Left and Populism</b></p> <p><u>Complete</u></p> <p><b>Module 6 Review Quiz</b></p> <p><u>Read</u></p> <p><b>Meade, pages 156-189</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● The French Invasion of Mexico</li> <li>● Civil Unrest in Mexico: Villa and Zapata</li> <li>● Mexican Constitution of 1917</li> <li>● Latin America and World War I</li> <li>● Socialism, Anarchism, and the Labor Movement</li> <li>● The Banana Wars</li> </ul>

<p>Module 7</p>	<p><b>Movements for Revolutionary Change</b></p> <p><u>Complete</u></p> <p><b>Module 7 Review Quiz</b></p> <p><u>Read</u></p> <p><b>Meade, pages 190-219</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● Revolutionary Arts: Muralism and Modernism</li> <li>● Getúlio Vargas and the "New State" in Brazil</li> <li>● Juan and Eva Peron: A New Argentina</li> <li>● Revolutionary Women of Latin America</li> <li>● Populism in Colombia and Peru</li> <li>● Nationalism in Central America</li> </ul>
<p>Module 8</p>	<p><b>Cold War Sovereignty and Dictatorships</b></p> <p><u>Complete</u></p> <p><b>Module 8 Review Quiz</b></p> <p><u>Read</u></p> <p><b>Meade, pages 220-249</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● The Bracero (Temporary Worker Program)</li> <li>● Rafael Trujillo's Dominican Republic</li> <li>● CIA Intervention in Guatemala</li> <li>● The Bolivian Revolution of 1952</li> <li>● The Cuban Revolution</li> <li>● Bay of Pigs and the Cuban Missile Crisis</li> </ul>
<p>Module 9</p>	<p><b>State Terror and Revolutionary Change</b></p> <p><u>Complete</u></p> <p><b>Module 9 Review Quiz</b></p> <p><b>Modern Latin American History Book Review Due</b></p> <p><u>Read</u></p> <p><b>Meade, pages 249-283</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● Che Guevara: The Foco Theory and the Bolivian Experiment</li> <li>● Brazil's 1964 Military Coup</li> <li>● 1968: Student Movements and the Tlatelolco Massacre</li> <li>● Operation Condor</li> <li>● Urban Guerilla Warfare in Argentina and Uruguay</li> <li>● The Falkland War</li> </ul>

Module 10	<p><b>Contemporary Challenges and Sustainable Futures</b></p> <p><u>Complete</u></p> <p><b>Module 10 Review Quiz</b></p> <p><b>Final Exam (Modules 6-10)</b></p> <p><u>Read</u></p> <p><b>Meade, pages 283-368</b></p> <p><u>Lectures</u></p> <ul style="list-style-type: none"> <li>● Peru's Shining Path</li> <li>● The Contra War</li> <li>● Turmoil in Central America</li> <li>● The War on Drugs</li> <li>● The Washington Consensus</li> <li>● Climate Change and Environmentalism</li> </ul>
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## Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

## UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational

experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

## UMass Global's CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing [cares@umassglobal.edu](mailto:cares@umassglobal.edu) or by filling out a referral form [here](#). The CARES Team provides short term assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at [civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)