



UNIVERSITY OF
CALGARY

Department of History

HTST 367
Latin America since Independence
Winter 2021

Instructor: Dr. A. Kiddle

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Office Hours and Method: Wednesdays 12-1 PM (Zoom)

Course Delivery: Online

Synchronous Class Times: Fridays 12-1 PM (Zoom)

Originally Scheduled Class Times: MWF 12-1 PM

Description

This course introduces students to key themes and debates in the history of Latin America since Independence. Using the methodologies of political, economic, social, cultural, and gender history, we will survey important political and economic events in Latin American history, with a focus on how these broader trends intersected with cultural and social change in an ethnically diverse and economically stratified society. As well as developing an understanding of Latin American history, students will improve their writing and critical analysis skills by completing the assignments for this course.

An important sub-theme that I hope will enable us to think critically about Latin American history will be the experience of students in modern Latin America. We will examine the social, political, economic, and cultural history of student and university politics and their relationship to broader social movements and changes. I hope this will also encourage students to reflect upon their own position in society.

Learning Outcomes

To be successful in this class, students will:

1. Demonstrate knowledge and understanding of key developments in Latin American history
2. Analyse the role of political, social, economic, and cultural issues in Latin American history

3. Demonstrate understanding of and evaluate historical debates regarding Latin American history
4. Use critical skills to analyse primary and secondary sources

Reading Material

Clayton, Lawrence A., Michael L. Conniff, and Susan M. Gauss. *A New History of Modern Latin America*. 3rd ed. Berkeley: University of California Press, 2017.

Note that this book is available as an e-book through the university library, and is also available either in print (\$74.50), or as an e-book (\$65.30) from the university bookstore.

The History Student's Handbook: A Short Guide to Writing History Essays

Additional resources will be posted on the d2l site for this class.

Assessment

Method	Due Date	Weight	Learning Outcome
E-journals	Weekly	20 %	1, 2, 3, 4
Quizzes	Weekly	20%	1
Annotated Bibliography	February 21, 2021 11:59 PM	10%	1, 2, 3, 4
Primary Source Analysis	April 1, 2021 by 11:59 PM	25%	1, 2, 3, 4
Take-Home Final Exam	Distributed April 19 by 11:59 AM, DUE Thursday, April 22 by 11:59 PM	25%	1, 2, 3, 4

Course Policies and Conduct

This course is intended for all registered students, and I am committed to creating an inclusive learning environment. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined below or contact me by email or during office hours to discuss how I can help you to be successful in this course.

This class is offered in hybrid format. Synchronous (ie., real-time Zoom) class sessions will occur during scheduled class time on Fridays. Asynchronous materials, including lectures, videos, and podcasts will be posted on d2l.

In order to successfully engage in the class, students are advised to have reliable access to suitable computer technology, including a microphone and camera.

Please feel free to drop in to see me during my Zoom office hours during scheduled class time on Wednesdays. If you cannot come during the posted times, I would be happy to make an

appointment for a mutually convenient time.

Please feel free to e-mail me but be aware that it may take up to 48 hours for me to respond.

Students will be given the option of skipping one quiz and one e-journal entry, or of dropping the lowest mark for one quiz and one e-journal entry (ie. there are 11 Quizzes, but only 10 will count). I understand that things come up and it is a constant challenge staying organized for an online course, so keep these “free passes” handy in case something happens. You do not need to advise me of your intention to use your free pass – I will take it into account automatically at the end of the semester.

All other late work will be penalized one-third of a letter grade per day (ie. B+ to B).

Students who anticipate difficulty meeting a deadline (for academic or personal reasons) should request an extension at least 48 hours **before** an assignment’s due date.

Given the nature of remote learning, quizzes are open-book and students can confer in the completion of coursework, but each student’s work should be their own. If students choose to use third-party sites rather than the d2l discussion board, they should consider their discussions to be subject to the Code of Conduct.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.). For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).

Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms.

Zoom class sessions will be recorded for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. These recordings will not be shared or used for any other purpose.

Methods of Assessment

Your final mark for this course will be based upon weekly online multiple-choice quizzes, weekly e-journals, an annotated bibliography, a primary document analysis, and a final take-home exam.

Quizzes: Quizzes will pertain to the reading in the textbook, *A New History of Modern Latin America* only. They will be multi-choice in format and will be due by 11:59 PM on Mondays.

E-Journals: Journals will relate to other assigned readings posted on d2l and will be written in response to a prompt posted weekly by the instructor. E-journals will be due by 11:59 PM on Wednesdays.

Annotated Bibliography: Students will choose a topic in modern Latin American history that they are interested in researching from a list provided by the instructor. Students who would like to research a different topic should get approval from the instructor. Bibliographies should include at least 10 scholarly sources. Internet sources, such as Wikipedia, should not be used, but journal articles that were accessed via the internet, using databases such as JSTOR, Historical Abstracts, and Project Muse that are available on the library's website, are encouraged. Bibliographies should conform to *The History Student's Handbook* in matters of style.

Primary Source Analysis: Students will choose a primary source from a list provided by the

instructor. Students who would like to analyse a different source should get approval from the instructor. Students should cite at least two sources from their annotated bibliography in their analysis of the primary source. Essays should be approximately 5 pages in length and will be evaluated on the basis of argument, evidence, and style. Be sure to consult *The History Student's Handbook* in matters of style.

Final Exam: The open-book final examination will be essay-style (not multiple choice). It will cover material from the lectures and the readings. Essays will be approximately 5 pages in length and will be evaluated on the basis of argument, evidence, and style. It will be distributed April 20 by 11:59 AM and will be due April 22 by 11:59 PM.

Schedule

Date	Topic & Reading
Week 1 Jan 11 - 15	Introduction REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i> , Colonial Prologue, ix-xxi PARTICIPATE Synchronous Zoom Class, Friday January 15
Week 2 Jan 18 - 22	Independence REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i> , Part I, Chapters 1-4, pp. 1-78 Racine, Karen. "The Childhood Shows the Man': Latin American Children in Great Britain, 1790-1830." <i>The Americas</i> 72:2 (April 2015): 279-308. COMPLETE Weekly Quiz January 18 by 11:59 PM E-Journal January 20 by 11:59 PM PARTICIPATE Synchronous Zoom Class, Friday January 22
Week 3 Jan 25 - 29	The Search for Political Order REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i> , Part I, Chapter 5, pp. 79-112.

	<p>Kirkendall, Andrew J. "Student Culture and Nation-State Formation." In <i>Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America</i>, edited by Sara Castro-Klarén and John Charles Chasteen, 84-111. Baltimore: Johns Hopkins University Press, 2003.</p> <p>COMPLETE Weekly Quiz January 25 by 11:59 PM E-Journal January 27 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday January 29</p>
<p>Week 4 Feb 1 - 5</p>	<p>Liberalism</p> <p>REVIEW Asynchronous Materials</p> <p>READ <i>A New History of Modern Latin America</i>, Part II, Chapter 6, 7, 8, 9, pp. 113-212. Hentschke, Jens R. "Argentina's Escuela Normal de Paraná and its disciples: mergers of liberalism, Krausism, and Comtean positivism in Sarmiento's temple for civilizing the nation, 1870-1916." <i>Journal of Iberian and Latin American Studies</i> 17: 1 (April 2011): 1-31.</p> <p>COMPLETE Weekly Quiz February 1 by 11:59 PM E-Journal February 3 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday February 5</p>
<p>Week 5 Feb 8 - 12</p>	<p>Inventing Latin America</p> <p>REVIEW Asynchronous Materials</p> <p>READ <i>A New History of Modern Latin America</i>, Part II, Chapter 10, 11, pp. 213-248. Milanesio, Natalia. "Gender and Generation: The University Reform Movement in Argentina, 1918." <i>Journal of Social History</i> (Winter 2005): 505-529.</p> <p>COMPLETE Weekly Quiz February 8 by 11:59 PM</p>

	<p>E-Journal February 10 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday February 12</p>
Feb 15 - 19	Reading Week - No classes
Week 6 Feb 22 - 26	<p>Reform</p> <p>REVIEW Asynchronous Materials</p> <p>READ <i>A New History of Modern Latin America</i>, Part III, Chapter 12, 13, 14, 18, pp. 249-319, 403-434. Klaiber, Jeffrey L. "The Popular Universities and the Origins of Aprismo, 1921-1924." <i>Hispanic American Historical Review</i> 55:4 (Nov 1975): 693-715.</p> <p>COMPLETE Annotated Bibliography Due February 21 by 11:59 PM Weekly Quiz February 22 by 11:59 PM E-Journal February 24 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday February 26</p>
Week 7 Mar 1 - 5	<p>Revolution</p> <p>REVIEW Asynchronous Materials</p> <p>READ <i>A New History of Modern Latin America</i>, Chapter 15, 16, 19, pp. 320-384, 435-471. Padilla, Tanalís. "Memories of Justice: Rural Normales and the Cardenista Legacy." <i>Mexican Studies/Estudios Mexicanos</i> 32:1 (2016): 111-143.</p> <p>COMPLETE Weekly Quiz March 1 by 11:59 PM E-Journal March 3 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday March 5</p>
Week 8 Mar 8-12	<p>The Cuban Revolution</p> <p>REVIEW Asynchronous Materials</p>

	<p>READ <i>A New History of Modern Latin America</i>, Chapter 22, pp. 514-540. Chase, Michelle. “The Country and the City in the Cuban Revolution.” <i>Colombia Internacional</i> 73 (Jan-June 2011) : 121-142.</p> <p>COMPLETE Weekly Quiz March 8 by 11:59 PM E-Journal March 10 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday March 12</p>
<p>Week 9 Mar 15 - 19</p>	<p>Reaction</p> <p>REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i>, Chapter 17, 23, pp. 385-401, 541-571. Bockman, Johanna. “Democratic Socialism in Chile and Peru: Revisiting the “Chicago Boys” as the Origin of Neoliberalism.” <i>Comparative Studies in Society and History</i> 61:3 (2019): 654-679.</p> <p>COMPLETE Weekly Quiz March 15 by 11:59 PM E-Journal March 17 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday March 19</p>
<p>Week 10 Mar 22 - 26</p>	<p>Central American Revolutions</p> <p>REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i>, Chapter 21 Rueda, Claudia. “¡A La Huelga!: Secondary Students, School Strikes, and the Power of Educational Activism in 1970s Nicaragua.” <i>The Americas</i> 77:4 (October 2020): 601-631.</p> <p>COMPLETE Weekly Quiz March 22 by 11:59 PM E-Journal March 24 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday March 26</p>
<p>Week 11</p>	<p>Colombia and Venezuela</p>

<p>Mar 29 - Apr 2</p>	<p>REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i>, Chapter 20, 24, pp. 472-494, pp. 572-613. Ivancheva, Mariya P. "The Discreet Charm of University Autonomy: Conflicting legacies in the Venezuelan Student Movements." <i>Bulletin of Latin American Research</i> 36:2 (2016): 171-191.</p> <p>COMPLETE Weekly Quiz March 29 by 11:59 PM E-Journal March 31 by 11:59 PM Primary Source Analysis DUE Thursday, April 1 by 11:59 PM</p> <p>No Zoom Class on Good Friday</p>
<p>Week 11 Apr 5 - 9</p>	<p>Still Disappearing</p> <p>Easter Monday</p> <p>REVIEW Asynchronous Materials READ <i>A New History of Modern Latin America</i>, Chapter 25, pp. 614-643. Mora, Mariana. "Ayotzinapa and the Criminalization of Racialized Poverty in La Montaña, Guerrero, Mexico." <i>PoLAR: Political and Legal Anthropology Review</i> 40:1 (May 2017): 67-85.</p> <p>COMPLETE Weekly Quiz April 5 by 11:59 PM E-Journal April 7 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, Friday April 9</p>
<p>Week 12 Apr 12 - 15</p>	<p>Contemporary Student Politics</p> <p>REVIEW Asynchronous Materials READ Disi Pavlic, Rodolfo. "Sentenced to Debt: Explaining Student Mobilization in Chile." <i>Latin American Research Review</i> 53:3 (2018): 448-465.</p> <p>PARTICIPATE Optional Synchronous Zoom Review Class, Wednesday, April 14</p>

	Take-Home Exam Distributed April 20 by 11:59 AM
	Take-Home Exam DUE April 22 by 11:59 PM

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)

- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary](#)

[copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

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