

# Modern Latin America

A study of Latin America from independence in the 1820s up to the present. Subjects include nation-state formation in the 19th century; the role of peasants in Latin American society; Latin America's place in the global economy in the 19th and 20th centuries; dictatorship and human rights before and during the Cold War; and the political, economic, cultural, and social developments of Latin America since independence.

HIST 4392-001 – Tuesdays-Thursdays, 9:30-10:50AM – CAS 208 – 3 Credit Hours

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Office Hours:  
Tuesdays, 12:30-2:00 PM  
Wednesdays, 9:00AM-12:00 PM  
And by appointment

This course studies the peoples, cultures, and events of Latin America from the 1820s to the present. This course will allow you to understand the cultural, social, economic, and political complexities of societies and cultures in post-independence Latin America while providing points of comparison and contrast between Spanish and Portuguese America. We will trace the complexities of Latin American societies, politics, and cultures, from the beginning of independence movements to the 21<sup>st</sup> century, from the abolition of slavery to indigenous rights struggles in the twentieth century, from the age of *caudillos* to the rise of military regimes, from women's struggles to the region's relations with the US, from economic issues to memory struggles, from Porfirio Díaz to Ché Guevara, from the *Zócalo* to the Plaza de Mayo, from samba and tango to reggaetón and Brazilian funk. Through the use of primary documents, secondary readings, film, music, and other materials, we will look at the ways societies, cultures, politics, and economies from the Rio Grande to the Tierra del Fuego operated and changed over time.

## Learning Outcomes

This class is designed to help you develop knowledge in two areas: the content and contours of Latin American history in the modern, national period (1824–present), and the broader analytical skills that historians use both in the profession and in their broader daily lives. On the one hand, you will gain familiarity with the content and particulars of Latin American history. You will learn about and be able to identify the various narratives of Modern Latin American peoples, cultures, and societies at the local, colonial, and global contexts from independence to the twenty-first century. Relying on primary source readings, you will apply the course content as they explain modern Latin American lives, experiences, and processes, identify key transformations, contexts, and consequences of lived experiences in modern Latin America, and analyze similarities and differences between the lived experiences of a variety of peoples across a wide range of locations in Latin America.

Consequently, based on the content, in this course:

- You will identify key events, people and institutions in Latin American history from 1824 to the twenty-first century.
- You will evaluate the impact of race, ethnicity, gender, and class in a Latin American comparative and global perspective.
- You will differentiate the societies, cultures, and lives of nineteenth-century Latin America.
- You will compare and contrast forms and consequences of social mobilization across a variety of cultural and social contexts in Latin America between 1810 and the present.
- You will assess the early causes, methods, and everyday experiences of nation- and state-formation

in the 19<sup>th</sup> century.

- You will differentiate the political, economic and social transformations of the Modern Era through the sixteenth and seventeenth centuries.
- You will compare and contrast race, society, and culture in Modern Latin America.
- You will identify and analyze the political, economic and social transformations of the “long nineteenth century” from 1810 to 1929.
- You will identify and analyze the political, economic and social transformations from the Great Depression through World War II.
- You will identify and analyze the factors that led to, conditions of, and the lived experiences of societies in military regimes in the Cold War.
- You will identify and analyze the ways that trauma, collective and historical memory, and human rights shape Latin American history and society.
- You will identify and analyze the historical roots of Latin America’s political, social, economic, and cultural landscape in the 21<sup>st</sup> century.
- You will illustrate the political, economic and social transformations in Latin America across the nineteenth and twentieth centuries.
- You will examine the place of Latin America in hemispheric and geopolitical contexts across three centuries.
- You will identify individuals, institutions, places, and processes and assess their roles in social, political, economic, and cultural changes and processes in modern Latin American history.
- You will describe and assess the role of individuals and groups in social changes and processes in Latin America and in historical processes more generally.

If the basic content serves as one of the two arms of knowledge in this course, you will also develop the broader tools and techniques to be able to understand, apply, analyze, and evaluate materials in the ways historians do. This course’s content will serve as a gateway to challenge you to analyze and discuss the ways we think about history and history-making processes more generally at the local, regional, and global levels. Relying on primary materials, you will formulate your own analyses and understandings of the history of different eras, peoples, and cultures. In the process, they will develop skills to use in this class, in classes as history majors more generally, and in your lives beyond college. Through classroom discussions, readings, written assignments, exams, and other components, you will also develop broader skills in critical analysis and expression, such as:

- You will apply analysis of primary sources in order to develop historical investigation.
- You will analyze primary sources and situate them in their broader social, political, cultural, and economic milieus in order to develop your ability to contextualize materials
- You will interpret language and understand language as a window into relations of power, emotion, and bias in human interactions and institutions.
- You will develop critical thinking skills that apply an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- You will develop communication skills that reflect the ability to apply, interpret, and express your own ideas through written, oral, and visual communication.
- You will demonstrate a sense of social responsibility that reflects intercultural competence, an ability to empathize and reflect upon people of diverse backgrounds and lived experiences.
- You will develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making and civic responsibility.

### Texts and Readings

This course will approach the history of Modern Latin America through the use of primary sources. These resources will allow you to consider how history is produced, who produces it, and how it is used and interpreted in Latin America specifically and in history more generally. On average, you are expected to read between 50-75 pages each week, with some weeks having more reading and others less. Required books for the course are:

Azuelo, Mariano. *The Underdogs*. Translated and edited by Gustavo Pellón. Hackett Publishing, 2006. ISBN: 978-087220-8346

Foote, Nicola. *Sources for Latin America in the Modern World*. Oxford University Press, 2018. ISBN: 978-0199340248

Guevara, Ernesto Ché. *The Motorcycle Diaries: Notes on a Latin American Journey*. Third Edition. Seven Stories Press, 2021. [ISBN: 978-1644210680]

Henderson, James D., Linda R. Henderson, and Suzanne M. Litrel. *Ten Notable Women of Modern Latin America*. Rowman & Littlefield, 2023. [ISBN: 978-1538153031]

Kucinski, Bernardo. *K*. Translated by Sue Branford. Latin American Bureau, 2013. ISBN: 978-1899365777

### *Identifying and Applying Latin American History*

To demonstrate familiarity with the content of Latin American history, you will be given a variety of opportunities to demonstrate your knowledge of Latin American history. These opportunities will come in two forms: quizzes and exams.

#### Quizzes (5% of final grade)

In order to demonstrate familiarity with the content of the course, including people, places, institutions, events, processes, and other important terms and ideas, you will take a weekly quiz that draws on the lecture materials provided in class. As a result, failure to attend class will leave you unequipped to pass these quizzes and will negatively affect your ability to do well on the exams. These quizzes will be short quizzes that may use a variety of methods, including (but not limited to) multiple choice, matching, true/false, fill in the blank, or other formats. There will be 14 of these quizzes, occurring each week and building on that week's course material. Each of these quizzes will be 0.5% of the student's final grade, and the professor will drop the student's four lowest quiz grades, leaving 10 grades counted for 5% of the final grade.

#### Exams (15% each = 30% of final grade)

Building on the information in lectures, course readings, and in-class discussions, you will combine recall and analysis on exams that will ask you to identify, analyze, compare and contrast, and contextualize broader historical processes and narratives in Latin America throughout the modern period. There will be two such exams: a mid-term exam due in week 8, and a final exam in finals week. Each exam will be worth 15% of the final grade. You will be kept apprised of the materials covered in the exam and the exam format as the dates approach.

### *Assessing, Evaluating, and Discussing Latin American History*

As most people who say history is “boring” will tell you, it is boring because “it’s just a bunch of names and dates.” This could not be further from the truth – history is the analysis and

contextualization of the words, actions, and ideas of the past in order to understand their causes, their effects, the ways change over time occurs, and the relation between the past and the present. As a result, historians rely upon the analysis of primary documents – letters, diaries, newspapers, government decrees, artwork, economic data, religious tracts, trial records, and much, much more – to analyze the past and draw broader arguments and conclusions about the past and its relationship to the present. Given this fact, analyzing primary sources is an integral part of history more generally, and of this class specifically.

Thus, in addition to demonstrating familiarity with the content of Latin American history, you will also analyze that history, assessing primary documents, contextualizing them in the broader narrative of Latin American history, and providing your own arguments about and evaluation of Latin American history. These opportunities will help you simultaneously meet the learning outcomes of developing a knowledge of Latin America while also developing your own broader analytical skills used in this class, in the major, in college, and in life beyond college. These opportunities will come in three forms: short source analyses, participation via discussions, and papers.

#### Primary Source Analyses (10% of final grade)

Throughout the semester, you will provide a weekly analysis of the primary sources they are reading for that week. This will come in the form of a formatted primary source analysis available on Canvas. There will be 14 of these analyses, commensurate with the weekly assignments [see the chart of readings at the end of the syllabus.] Each of these analyses will be worth 1% of the student's final grade, and the professor will drop the student's four lowest analysis grades, leaving 10 grades counted for 10% of the final grade.

#### Participation (10% of final grade)

While analysis is an integral part of our understanding of the past, our understanding is also refined through dialogue and discussion with our peers. As a result, you will also engage in weekly discussions in both small and large groups in the classroom. Failure to contribute either in small groups or in full-class discussion will result in a diminished grade for participation.

#### Papers (15% each = 45% of final grade)

Analysis of and insights into primary materials are meaningless if they are not connected to broader historical ideas and arguments. Indeed, if analysis of historical materials is the foundation of historical thought, then expressing one's own analysis and understanding of, and arguments about, the past is the keystone of history. Thus, there will be five (5) papers of 1250-1500 words throughout the course of the semester. These papers will use the weekly primary source readings to compare and contrast, analyze, and assess broader historical lives, societies, cultures, and processes in modern Latin America. For each of these papers, you will be provided with prompts, and will answer one of the questions, drawing on the readings for each prompt (identified in the individual assignments). You will then write a 1250-1500 word essay answering the prompt in traditional essay format, with an introduction with a thesis sentence, a conclusion, and citations throughout. Citations should be in Chicago/Turabian author-title format (you will be provided with formatting guidelines in the assignments). There will be five (5) of these papers throughout the semester, but you are **only required to do three (3) of the five (5) papers**. You may choose to do four papers; in this case, your lowest grade will be dropped. These papers will be worth 15% each, for a total of 45% of your final grades, and will be due in weeks 3, 6, 9, 12, and 15.

**Note for papers:**

- Failure to cite your sources wherever you use them – whether as a direct quotation or as a synthesis of a detailed passage – will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.

*Extra Credit Policy*

There is no current extra credit opportunity for this course, but the professor reserves the prerogative to offer (or not offer) extra credit as the semester progresses, depending on your high degree of participation.

**Grades and Percentages**

Based on the above assignments, your final grades will be evaluated based on the following percentages and following a standard grading system (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59) both on the individual assignments and on the final grade:

Quizzes	5%
Exams (2 x 15%)	30%
Primary Source Analyses/Reflections	10%
Attendance & Discussion	10%
<u>Papers (3 of 4 at 15% each)</u>	<u>45%</u>
<b>TOTAL</b>	<b>100%</b>

**Classroom Civility**

As historians, it is our duty to try to understand differing viewpoints from the past as we come to a broader understanding of human societies, cultures, institutions, and behaviors. But our task does not stop in the past – the same effort to understand and empathize must be applied to our colleagues and peers in the present as well. Given the nature of group discussions and the diversity of populations you will encounter – in the readings and in the classroom among your peers – I ask that you practice the courtesy, empathy, and willingness to listen respectfully to the arguments and ideas of your colleagues, even if you are not fully in agreement. “But what do you mean by courtesy, empathy, or respectfully?” you might be asking yourself. Good question! In this class, all comments must be classroom appropriate.

“OK, but what is ‘classroom appropriate?’” Another good question! First, let’s go over what it does *not* mean. It does not mean that you cannot express unpopular opinions. It does not mean that there cannot be disagreement in the class. It does not mean that class must engage in groupthink. It does not mean that you should blindly parrot what they read or hear. What it *does* mean is practicing reasoning and logical argumentation that draws on all of the evidence and materials available. It means being civil and listening with respect. Insults, snide comments, name-calling, cutting someone off, derogatory tones, ridicule, obscenity, personal attacks, racial slurs, misogynistic remarks, passive aggression, microaggressions, and other forms of antagonistic behavior will not be allowed. If you are unsure about what counts as disrespectful, consult the instructor or simply recall the Golden Rule: treat others as you would want to be treated. The instructor will act as the final word on what is or is not classroom appropriate.

**Attendance and Makeup Policy**

You are expected to participate regularly. Failure to do so will be reflected in the Discussion & Participation grade, which makes up 10% of a student’s final grade, and in the Quiz grades, which make up 5% of a student’s final grade. Because there are 14 opportunities to take quizzes and only

10 will be counted, there will be no makeup opportunity on the quizzes.

You also must put forth every effort to submit your papers on time. Each day a written assignment is late, the assignment's grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professor. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible, keeping in mind that paper extensions remain the professor's prerogative.

### **Statement on the Use of AI in the Classroom**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and you must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is not permitted in this course at all**. The work submitted by you in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where you must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

**UT Tyler Honor Code** Every member of the UT Tyler community joins together to embrace and accept the Honor Code: "I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do." The university expects all students to obey the law, to show respect for other members of the university community, to fulfill contractual obligations, to maintain absolute integrity and a high standard of individual honor in scholastic work, and to observe standards of conduct appropriate for a community of scholars. Failure to uphold these expectations can result in a failing grade for the course, suspension, or even expulsion from the University. To know the policies that affect your rights and responsibilities as a student at UT Tyler, please refer to [the Manual of Operating Procedures on Student Conduct and Discipline](#).

# Course Outline

## **Week 1 (January 13-19): Introduction – Early Forms of Latin American Independence**

*Readings:* *Sources for Latin America in the Modern World (SLAMW)*, Chapter 1; *Ten Notable Women in Modern Latin America (TNWMLA)*, Chapter 1

Tuesday, January 14 – Introduction: Latin America's Moments of Independence

Thursday, January 16 – The Challenges of Nation-Building in Nineteenth-Century Latin America

## **Week 2 (January 20-26): Regionalism and Nation, 1830s-1850s**

*Readings:* *SLAMW*, Chapter 2; *TNWMLA*, Chapter 2

Tuesday, January 21 – Political Turmoil and Fragmentation in Spanish America

Thursday, January 23 – State Consolidation in Spanish America

## **Week 3 (January 27-February 2): The Challenges of Nation- and State-Formation, 1830s-1870s**

*Readings:* *SLAMW*, Chapter 3; *TNWMLA*, Chapter 3

Tuesday, January 28 – The Brazilian Empire

Thursday, January 30 – Latin America in the Global Economy in the 19<sup>th</sup> Century

## **Week 4 (February 3-9): Everyday Life in 19<sup>th</sup> Century Latin America, 1830s-1870s**

*Readings:* *SLAMW*, Chapters 4 & 5; *TNWMLA*, Chapter 4

Tuesday, February 4 – Nineteenth-Century Society and Culture in Latin America

Thursday, February 6 – Challenges to Modernity and Social Transformations

## **Week 5 (February 10-16): “Order and Progress” – Modernity and Transformation, 1870s-1920s**

*Readings:* *SLAMW*, Chapters 6 and 7; *TNWMLA*, Chapter 5

Tuesday, February 11 – The Age of Empire and Latin America

Thursday, February 13 – Political Unrest and Transformations at the End of Latin America's “Long 19<sup>th</sup> Century”

## **Week 6 (February 17-23): Progress and Its Discontents in the Age of Empire, 1900s-1920s**

*Readings:* *Azuela*, *The Underdogs*

Tuesday, February 18 – The Mexican Revolution

Thursday, February 20 – Unrest and Mobilization in Latin America, 1890s-1920s

## **Week 7 (February 24-March 2): Populism and Authoritarianism, Depression and War, 1930s-1950s**

*Readings:* *SLAMW*, Chapters 8 & 9; *TNWMLA*, Chapter 6

Tuesday, February 25 – Populism and Authoritarianism in Interwar Latin America

Thursday, February 27 – Latin America from World Wars to Cold War

## **Week 8 (March 3-9): The Challenges of Modernity, 1930s-1950s**

*Readings:* *The Motorcycle Diaries*

Tuesday, March 4 – Latin America in the Early Cold War

Thursday, March 6 – Development and Its Limitations in the Mid-20<sup>th</sup> Century

**Week 9 (March 10-16): Reform and Revolution, 1950s-1980**

*Readings:* *SLAMW*, Chapter 10; *TNWMLA*, Chapter 7

Tuesday, March 11 – The Cuban Revolution and Its Fallout

Thursday, March 13 – The Rise of Right-Wing Authoritarianism, 1964-1976

**Week 10 (March 17-23): SPRING BREAK****Week 11 (March 24-30): Counterrevolution and Dictatorship, 1950s-1980s**

*Readings:* Kucinski, *K* and the Brazilian National Truth Commission file on Ana Rosa Kucinski

[Available on Canvas]

Tuesday, March 25 – Life and Death in Authoritarian Regimes

Thursday, March 27 – Right-Wing Repression in the Cold War

**Week 12 (March 31-April 6): Life in Authoritarian Regimes, 1960s-1980s**

*Readings:* *SLAMW*, Chapter 11; *TNWMLA*, Chapter 8

Tuesday, April 1 – Human Rights and Memory in Authoritarian Regimes

Thursday, April 3 – Democratization and Militarization in South America, 1980s

**Week 13 (April 7-13): The Late Cold War in Latin America, 1970s-1990s**

*Readings:* *SLAMW*, Chapter 12; *TNWMLA*, Chapter 9

Tuesday, April 8 – The (Counter-)Revolution Moves North: Central America in the 1980s

Thursday, April 10 – The End of the Cold War in Latin America

**Week 14 (April 14-20): Political Democratization and Neoliberalism, 1980s-2000s**

*Readings:* *SLAMW*, Chapter 13

Tuesday, April 15 – The Rise of a Neoliberal Order, 1970s-1990s

Thursday, April 17 – From Cold War to a War on Drugs to a War on Terror, 1980s-2000s

**Week 15 (April 21-27): New Identities, New Politics, and Familiar Struggles, 2000s-2025**

*Readings:* *SLAMW*, Chapter 14; *TNWMLA*, Chapter 10

Tuesday, April 22 – Latin America's "New Left" in the 21<sup>st</sup> Century

Thursday, April 24 – "Adonde Vamos?" Latin America, 2010s-2025

**Finals Week (April 28-May 2) - Final Exam due by 8:00 AM on Thursday, May 1**



## Weekly Deadlines

	Primary Source Analyses	Exams and Papers	Content Quizzes
<b>Week 1</b>	Thursday, January 16		Sunday, January 19
<b>Week 2</b>	Thursday, January 23		Sunday, January 26
<b>Week 3</b>	Thursday, January 30	Paper 1 – Saturday, February 1	Sunday, February 2
<b>Week 4</b>	Thursday, February 6		Sunday, February 9
<b>Week 5</b>	Thursday, February 13		Sunday, February 16
<b>Week 6</b>	Thursday, February 20	Paper 2 – Saturday, February 22	Sunday, February 23
<b>Week 7</b>	Thursday, February 27		Sunday, March 2
<b>Week 8</b>	Thursday, March 6	Midterm Exam – Wednesday, March 5	Sunday, March 9
<b>Week 9</b>	Thursday, March 13	Paper 3 – Saturday, March 15	Sunday, March 16
<b>Week 10</b>	Spring Break	Spring Break	Spring Break
<b>Week 11</b>	Thursday, March 27		Sunday, March 30
<b>Week 12</b>	Thursday, April 3	Paper 4 – Saturday, April 5	Sunday, April 6
<b>Week 13</b>	Thursday, April 10		Sunday, April 13
<b>Week 14</b>	Thursday, April 17		Sunday, April 20
<b>Week 15</b>	Thursday, April 24	Paper 5 – Saturday, April 26	Sunday, April 27
<b>Finals Week</b>		Final Exam – Thursday, May 1	

**NOTE:**

- All primary source analyses (due every Thursday) should be submitted by 8AM
- All papers are due by 8AM on their respective due dates
- Content Quizzes (due every Sunday) should be submitted by 11:59PM
- The Midterm and Final Exams will be due by 8AM on their respective due dates

## Weekly Reading Chart

Below is a chart to remind you which readings are due each week.

	Readings
Week 1	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 1</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 1</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 2</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 2</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 3</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 3</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 4 &amp; 5</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 4</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 6 &amp; 7</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 5</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Mariano Azuelo, <i>The Underdogs</i></li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 8 &amp; 9</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 6</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Ernesto Guevara, <i>The Motorcycle Diaries</i></li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 10</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 7</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Spring Break [work on Kucinski's <i>K</i> and the Truth Commission Report File available on Canvas]</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Bernardo Kucinski, <i>K</i></li> <li>• Truth Commission Report File on Ana Rosa Kucinski [available on Canvas]</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 11</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 8</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapters 12</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 13</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• Foote, <i>Sources for Latin America in the Modern World</i>, Chapter 14</li> <li>• <i>Ten Notable Women in Modern Latin America</i>, Chapter 10</li> </ul>