

Required Texts:

Please note: there is no required textbook for this class. ALL readings listed in the syllabus, however, are required readings.

FIND YOUR WAY TO REFEREED JOURNAL ARTICLES

You are responsible for learning how to access the refereed journal articles listed below on your own (via UT Library website). About half of the readings for this class fall into this category.

COURSE READER PACKET

However, there are several readings that are a bit more difficult to find through the UT Library website. Those readings are included in a physical reader. The reader packets will be at GSB-McCombs at the **Document Solutions Copy Center** (GSB 3.136) for purchase. The packet should cost approximately \$20. You will need a 3-ring binder to keep pages orderly. You can request the packet by course number.

Prerequisites and Course Flags

This course has no prerequisites. It does carry three flags: writing (Wr), Global Cultures (GC) and independent Inquiry (II).

Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You may be asked to share your work with your peers and read and discuss your peers' work. You will also need to revise at least one assignment after instructor feedback. You should, therefore, expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should, therefore, expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. Your independent research for the exhibit and for your final paper goes counts towards that end.

ASSESSMENT:

Engagement & active participation: 25%

Over the course of the semester, we will have 27 opportunities for in-class workshops. Each day class meets, students will respond to questions on assigned readings. Typically, there will be 5-10 questions. Each workshop is worth 1 point on your final average. .5 points are awarded for attendance. The other .5 points are for performance on the workshop. The lowest 2 workshop grades will be dropped. Students lose one full point on their final average for each unexcused absence. Missing more than 1/2 the class due to unexcused absences will result in a failing grade. See below on attendance policy and what constitutes an excused absence.

3 Critical Analyses of primary sources and secondary sources (1200-1500 words): 20 points each = 60% total

Students will write three critical analyses of primary sources over the course of the semester. The first two essays need to analyze the primary source(s) identified in the syllabus (i.e.: NOT from the Benson) in light of the secondary literature covered in class. Students may focus on just one primary source or any combination of primary sources that make sense for the thesis statement of their critical analysis. Please note: ALL students are required to re-write ONE of these two Critical Analyses in response to instructor feedback. Students have one week to turn in re-write from the date they get feedback from instructors. Students need to have accessed comments in Canvas/Crocdoc.

On the last day of class, students must turn in the third critical analysis of primary sources. For this assignment, students will analyze sources they have identified from the Benson Library (primary sources not listed on the syllabus). They will use secondary sources that are relevant for analyzing their primary source (must use at least 1 secondary source that is not on the syllabus)

1 Group Project: Curated exhibit that tells a compelling story about 19th-century Latin America: 15% total

Students will participate in a group project to curate an exhibit that tells a compelling story about Latin America in the 19th century. The exhibit will be made publicly available online.

There are several components to carrying out a group exhibit.

Individual work for exhibit includes:

- Individual selection of an object(s) from Benson on 19th-century Latin America not yet available online (1 point)
- Individual identification of at least 1 secondary source that helps contextualize primary source (not from the syllabus) (1 point)
- Individual DRAFT of exhibit label text (caption) for a specific object (1 point)
- Present your object to the class to help develop “big idea” (1 point)
- Peer review of object caption written by a fellow classmate (1 point)
- Final Version of object caption in English (3 points)
- Translation of your caption into Spanish/Translation of a primary source into English (1 point)
- Developing correct Metadata for the object to put online (1 point)
- Individual devising a pedagogical exercise for exhibit’s (think high school) audience (1 point)

Group Work:

We will work together as a class to put individual objects into groups for the exhibit. These may be thematic, temporal, or geographic groupings. Group work for exhibit includes:

- Writing an introduction that presents the entire exhibit. Everyone writes a draft (1 point) We workshop the final version together to get the final one attendance is MANDATORY for that workshop day
- Writing a “small group” caption that introduces the theme organizing the individual objects within that grouping. Everyone writes a draft (1 point). Small group workshops to create final version (1 point per person in the group)
- Devising a “Small group” pedagogical exercise. Based on draft exercises, the small group selects and fine-tunes ONE (.5 point for each person in the group)

- Social Media Push day: On the last day of class, everyone “pushes” the online exhibit and is prepared to present their small group to a broader audience that will be in attendance.

Note on excused absences:

Excused absences will result in no penalty for late written work nor will be counted against your final grade. Reasonable accommodations will be made for students to turn in missed work under these circumstances. For an absence to excused, students must provide documentation for the following: 1) student illness or hospitalization. 2) Religious holidays 3) A university-organized or university-sponsored event.

According to UT Austin policy, you **must** notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Note on the use of electronics: The use of a Wi-Fi-enabled enabled device is allowed so students may consult assigned readings (available through Canvas) in class. However, students using their electronics/computers for non-class activities are a distraction to those around them. If we find your use of electronics a problem and a distraction to others, we will ask you to leave the classroom, not earning participation credit for that day.

Consider visiting the Writing Center to help improve your writing. The Writing Center is located at FAC 211. Call 512-471-6222, set up an appointment online, or drop in. The UWC uses a swipe card system at the check-in desk. Remember to bring your UT ID when you visit. <http://www.uwc.utexas.edu/students/appointment> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Note: Students MUST complete ALL assignments to pass this class. In other words, failure to turn in ANY writing assignment, failure to participate in the individual work required for the group exhibit (without a documented, approve excuse), or missing more than 50% of the class due to unexcused absences will result in a failing grade for the ENTIRE course.

Grading Policy

- A= 92.5-100%
- A-= 89.5-92.4%
- B+ = 86.5-89.4%
- B = 83.5 -86.4%
- B- = 79.5-83.4%
- C+ = 76.5-79.4%
- C = 73.5-76.4%
- C- = 69.5-73.4%
- D+ = 66.5-69.4%
- D = 63.5-66.4%
- D- = 59.5-63.4%
- F= 59.4% or less.

Policy on writing assignments turned in late:

For every day (including weekends) that any writing assignment is turned in late, the final grade on that assignment will be deducted one full letter grade. For instance, if you obtained a “B+” on the assignment, but turned it in two days late, your grade on that assignment = “D+.” Exceptions may be made ONLY in cases where students have a **documented** personal, religious, university-related, or health-related excuse.

Accommodations for disabilities and/or family responsibilities: If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs.

The University of Austin also provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact:

- The Office of the Dean of Students at 471-6259, 471-6441 TTY
- Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://ddce.utexas.edu/disability/>(Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Aside from disabilities, I recognize that students with children or family care responsibilities might require special accommodations on occasion, and they should contact me by email regarding missed or late work.

Regarding classroom conduct and academic work:

Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct> (Links to an external site.)Links to an external site. .

This also means that any actions or words (offered in class, outside of class, or on social media) that can be construed as a potential threat to the life or well-being of any other member of this classroom are in violation of the University core values that must be upheld through trust and respect towards peers and community. Such behavior will not be tolerated. Please come talk to me if you feel you have been threatened in any way.

If you wish to remain anonymous, you can call the Behavioral Concerns Advice Line (BCAL) 512-232-5050 (more on BCAL below).

This honor code also means that work you produce on assignments, tests, and exams is all your own work unless it is assigned as group work. I will make it clear for each assignment whether collaboration is encouraged or not.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php (Links to an external site.)Links to an external site.

Regarding sexual harassment/assault:

It is University policy to provide an educational and working environment for its students, faculty, and staff that is free from sex and gender discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence (including domestic violence and dating violence), and stalking.

If you (or someone you know) has been threatened, harassed, assaulted, or subject to interpersonal violence, the information below can help you find some useful resources:

- University Title IX Coordinator 512-232-3992 or titleix@austin.utexas.edu
- UT Counseling and Mental Health Center 512-471-3515
- UT Austin Campus Police 512-471-4441 (or 911)
- For more information, see: <http://catalog.utexas.edu/general-information/appendices/appendix-d/> (Links to an external site.)Links to an external site.

Behavior Concerns Advice Line (BCAL)

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. You might be saving someone's life.

On the carrying of handguns in this classroom:

UT Austin is obliged to follow a law that allows for the concealed carry of loaded handguns (with a bullet in the chamber) in our classroom. It is the responsibility of concealed-carry license holders to ensure that their handguns and ammunition are legally and safely stored away and out of sight when their handguns are not properly holstered and on or about their person while on campus. When a gun owner does not legally store their firearm or moves further than arm's reach away from their firearm, they are in violation of university policy and the law.

Course participants with a license to carry a handgun must keep it concealed and on their person at all times in a proper holster. Handguns may not be brought to the classroom in backpacks, bags, or purses. That is because course participants will be called on at unpredictable times to move about the room for the purposes of group work or presentations, causing them to be separated from their belongings.

- The open carry of handguns is not permitted on campus or in this classroom. Anyone who engages in this kind of negligent and unlawful display will be reported to the Dean of Students in addition to the police, and could face suspension or expulsion as well as criminal charges.
- Cellular phones are permitted in this classroom. Please silence them.
- If you feel anyone is threatening your safety in any way, immediately call 911.
- Anyone who sees a handgun may leave the room and immediately call UT Austin Campus police: 512-471-4441 (or 911)
- We all must follow a police officer's instructions if they enter the classroom.
- Any changes to UT's concealed handgun policy must come through the state legislative process. If you are concerned about this or any other issue related to state laws in Texas, you have the right to propose a bill to the Texas legislature. See [Who Represents Me \(Links to an external site.\)Links to an external site.](#) website for how to do so <http://www.fyi.legis.state.tx.us/Home.aspx> (Links to an external site.)Links to an external site.

Course Schedule

PART I: INTRODUCING QUESTIONS OF SPACE AND TIME

Week 1 Introduction

Wed 8/29 Introduction

Week 2 Geographical – Temporal categories

Mon. 9/3 LABOR DAY NO CLASS

Wed. 9/5 Latin America as a historical-geographical category

FIND IT via GOOGLE BOOKS:

José Moya. "Introduction: Latin America – The Limitations and Meaning of a Historical Category." In Jose C. Moya (ed.), *The Oxford Handbook of Latin American History* (Oxford: Oxford University Press, 2011).

Week 3 Questions of Time: What is periodization and what does it do?

Mon 9/10 Reader: Elizabeth Dore, "One Step Forward, Two Steps Back," in Elizabeth

Dore and Maxine Molyneux (eds.), *Hidden Histories of Gender and the State in Latin America* (Durham: Duke UP, 2000).

Wed 9/12 Reader: James Dunkerley, "A Little Time (and Space)" from *Americana: The*

Americas in the World, around 1850 (or, 'Seeing the Elephant,' as the Theme for an Imaginary Western) (London: Verso, 2000).

PART II: DISSOLUTION OF EMPIRE

Week 4 Bourbon Reforms, Enlightenment, & Demographic Change

Mon 9/17 Meeting #1 in Benson Seminar Room

- Primary Sources on display at the Benson not OK for 1st Critical Review (but ok for 3rd).

Deadline: Commit to go to the Benson at least ONCE on your own before 10/11 for TWO hours. Benson special collections operate from 9am-5pm M-F. BRING A WAY TO PHOTOGRAPH PRIMARY SOURCES when you go. No flash. Smart phone or digital camera ok. You may check out photography equipment from UT Library if you need to: <http://www.lib.utexas.edu/fal/about/technology-and-equipment> (Links to an external site.)Links to an external site.

Wed 9/19

Primary sources to discuss in class:

- Reader: "Becoming 'Legally White in Colonial Venezuela'" from Chasteen and Wood eds., *Problems in Modern Latin American History Sources and Interpretations*, pp 11-16
- FIND IT: Become familiar with *Atlas of the Transatlantic Slave Trade* ([Links to an external site.](http://www.slavevoyages.org/voyage/))Links to an external site.<http://www.slavevoyages.org/voyage/> (Links to an external site.)Links to an external site.

Secondary sources to discuss in class: FIND THEM

- Gabriel Paquette, "The Dissolution of the Spanish Atlantic Monarchy," *The Historical Journal* 52, no. 1 (March 2009): 175-212.
- Marixa Lasso, "Race War and Nation in Caribbean Gran Colombia, Cartagena, 1810-1832," *American Historical Review* 111, no. 2 (April 2006): 336-361.

Week 5 **Napoleonic Invasion in the Age of Revolutions**

Mon 9/24 Reader (secondary sources and read footnotes):

- Jeremy Adelman, "Iberian Passages: Continuity and Change in the South Atlantic," in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* (Palgrave Macmillan, 2010).
- David Geggus, "The Caribbean in the Age of Revolution," in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* (Palgrave Macmillan, 2010).

Wed 9/26 Primary Sources:

- FIND IT (via link): "Introduction" in M.C. Mirow, *Florida's First Constitution: The Constitution of Cádiz* (Durham: Carolina Academic Press, 2012), 3-14.

http://ecollections.law.fiu.edu/cgi/viewcontent.cgi?article=1004&context=faculty_books (Links to an external site.)Links to an external site.

- FIND IT. Caracas Constitution of 1812 (and documents): Venezuela, *Interesting official documents relating to the United Provinces of Venezuela ... In Spanish and English*. London: Printed for Longman and co [etc] 1812. Available at HATHI TRUST
 - See especially the Venezuela Constitution, Chapter IX General dispositions <https://catalog.hathitrust.org/Record/008649546> (Links to an external site.)Links to an external site. (click full view)
- FIND IT. Via link: Haiti constitution of 1805 <http://faculty.webster.edu/corbetre/haiti/history/earlyhaiti/1805-const.htm> (Links to an external site.)Links to an external site.
- In Reader: Cadiz Constitution of 1812 in English
- In Reader: Haiti documents

Week 6 **"Independence" in a transnational context**

Mon 10/1 On your own (FIND THEM):

- Rafe Blaufarb, "The Western Question: The Geopolitics of Latin American Independence," *The American Historical Review*, 112, No. 3 (Jun., 2007), pp. 742-763.
- Rebecca Scott, "Paper Thin: Freedom and Re-enslavement in the Diaspora of the Haitian Revolution," *Law and History Review*, November 2011, Vol. 29, No 4.

Wed 10/3 Primary Sources:

On Your Own (FIND IT on Google Books): COLOMBIA. *The Recognition, the Loan, and the Colonization of Colombia*. London: Baldwin, Cradock, and Joy, 1822. (Prof. Del Castillo will Print out this for the class).

III. Early National State Formation and Questions of Race

Week 7 Caudillos: Focus on Juan Manuel de Rosas

Mon 10/8 In-class movie: "Camila"

***** ALL STUDENTS***** :

1st Critical Analysis of "Primary Sources" from week 4, 5, and/or 6 DUE BY 11:59pm VIA CANVAS. Students may NOT write their essays on the primary sources displayed at the Benson for this Critical Review.

Wed 10/10 Finish Movie and discuss:

1) FIND IT (via link) Letter by O'Gorman to Rosas <https://chnm.gmu.edu/cyh/primary-sources/69> (Links to an external site.)Links to an external site.

2) Reader: "Caudillos" in *Problems in Modern Latin American History*

3) Reader: Selections from *An Argentine Passion: Maria Luisa Bemberg and her Films* (London: Verso: 2000), 216-223.

DEADLINE Midnight FRIDAY 10/12:

- Identify TWO objects from Benson Special Collections you would like to include in the Benson exhibit
- Upload a picture of your TWO correctly filled-out call slips asking for those two specific primary sources to Canvas.
- Upload a picture of the TWO specific primary sources.
- Write 1-4 sentences explaining the significance of each primary source and why you think it should be included in the exhibit.
- Identify at least one secondary source outside of those covered so far in class that helps us understand the Benson sources you have found.
- In 1-4 sentences, explain how that secondary source helps contextualize the Benson object.

Week 8 Independent Indians and the US-Mexican War

Mon 10/15 FIND IT:

- Brian Delay "Independent Indians & the US-Mexican War," *The American Historical Review*, Vol. 112, No. 1 (Feb., 2007), pp. 35-68

FIND IT: Primary sources (FIND THEM):

- Treaty of Guadalupe Hidalgo: February 2, 1848

http://avalon.law.yale.edu/19th_century/guadhida.asp#art5 (Links to an external site.)Links to an external site.

- The Gadsden Purchase Treaty: December 30, 1853

http://avalon.law.yale.edu/19th_century/mx1853.asp (Links to an external site.)Links to an external site.

- Antonio García Cubas, Carta General de la República Mexicana, 1858

<http://www.davidrumsey.com/luna/servlet/s/56497j> (Links to an external site.)Links to an external site.

- Lundt, The War in Texas: A Review of Facts and Circumstances...

<https://books.google.com/books?id=Vk0VAAAAYAAJ&lpg=PA4&dq=Do%20not%20you%2C%20an%20Anglo-Saxon%2C%20slave-holding%20exterminator%20of%20Indians%2C%20from%20the%20bottom%20of%20your%20soul%2C%20hate%20the%20Mexican-Spanard-Indian%2C%20emancipator%20of%20slaves%2C%20and%20abolisher%20of%20slavery%3F&pg=PA1#v=onepage&q&f=false> (Links to an external site.)Links to an external site.

DUE IN CLASS: The two CORRECTED (if you needed to correct) Physical Benson Special Collections Call Slips, identified as 1st choice and 2nd choice.

DUE 11:59PM Draft of your Object Caption.

Wed 10/17 **Meeting #2 in Benson Seminar Room**

Benson staff will have your #1 choices for your primary sources pulled and on display at the Benson Seminar Room.

Show and Discuss

You must give a short 3-5 minute presentation to the class as to what your selected source shows and why you find it interesting (for the exhibit and for your potential final project).

Week 9 The Invention of Latin America

Mon 10/22 FIND IT:

- Michel Gobat, “The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race,” *American Historical Review*, Vol. 118, pp. 1345-1375, December, 2013.
- Photographs in “Mexico: From Empire to Revolution” (must allow adobe flash player) http://www.getty.edu/research/tools/guides_bibliographies/mexico/flash/english/index.html (Links to an external site.)Links to an external site. Photos by Claude-Joseph-Désiré Charnay and photos from 1857-1867
- Francisco Bilbao “Iniciativa de la América. Idea de un Congreso Federal de las Repúblicas,” 22 June 1856 <http://www.filosofia.org/aut/002/fbb1285.htm> (Links to an external site.)Links to an external site.

Wed 10/24 No class USE THIS TIME FOR WRITING CRITICAL REVIEW 2

Deadline Wed 10/24 midnight: **Critical Review #2** for primary and secondary sources covered during weeks 7, 8, and/or 9.

IV. Mid-late 19th century Popular Politics, Commodities Trade, and Urban Transformations

Week 10 From Republican Bargains to Vanguard of Atlantic World.

Mon 10/29 FIND THEM:

1) James Sanders, "THE VANGUARD OF THE ATLANTIC WORLD: Contesting Modernity in Nineteenth-Century Latin America," *Latin American Research Review*, Vol. 46, No. 2 (2011), pp. 104-127. Latin American Studies Association.

Reader:

2) Beverly Serrell. Chapters 1-3, 9 & 17 from *Exhibit Labels: An Interpretative Approach*. Second Edition. New York: Rowman and Littlefield 2015.

DEADLINE Monday 10/29 midnight: To Canvas:

1. If you have changed your mind about the object you want in the exhibit, upload the image of the new source you will include in exhibit
2. Upload your working draft of the museum-quality caption that you will use for the exhibit.

Wed 10/31 Meeting in PCL Learning Lab #3

Discussion Gallery 1: Peer-review of captions for objects.

DEADLINES:

Comments on Peer's Caption due 10/31 11:59 pm

Final draft of caption due 10/31 11: 59 pm

Week 11 Urban growth

Mon 11/05 FIND THEM:

1) Pablo Ben, "Plebian Masculinity and Sexual Comedy in Buenos Aires, 1880-1930" *Journal of the History of Sexuality*, Vol. 16, No. 3, Latin American Sexualities (Sep., 2007), pp. 436-458. University of Texas Press.

2) Emily Wakild, "Naturalizing Modernity: Urban Parks, Public Gardens, and Drainage Projects in Porfirian Mexico City," *Mexican Studies/Estudios Mexicanos*, 23, No. 1 (Winter 2007), pp. 101-123. University of California Press.

Deadline Monday 11/05 11:59 pm: Upload to canvas

1. A draft of your individual 'group text' for exhibit
2. A draft of whole exhibit introduction
3. Your pedagogical exercise idea.

Wed 11/07 **Meeting in PCL Learning Lab #3**

Discussion Gallery 2:

Theme: Group writing for exhibit text (intro, group, and pedagogy).

Deadline 11/07 11:59 pm : Upload to Canvas:

1. Final text submission of group text
2. Final pedagogy exercise for group
3. Translation into Spanish of individual caption

Week 12 Commodities and early industrialization

Mon 11/12

IN READER: Marixa Lasso, "Nationalism and Immigrant Labor in a tropical enclave: The West Indians of Colón City, 1850-1936," *Citizenship Studies* 17, Issue 5 (2013), Special Issue: Narratives and Imaginaries of Citizenship in Latin America. Routledge.

Wed 11/14

FIND IT: John Soluri, "People, Plants, and Pathogens: The Eco-social Dynamics of Export Banana Production in Honduras, 1875-1950," *Hispanic American Historical Review* 80:3 (2000) 463-501. Duke University Press.

V. Interventions and Revolution: late 19th-early 20th centuries

Week 13

Mon 11/19 FIND IT

Greg Grandin, "Your Americanism and Mine: Americanism and Anti-Americanism in the Americas," *The American Historical Review*, 111, No. 4 (October 2006), pp. 1042-1066. Oxford University Press.

Wed 11/21 No CLASS THANKSGIVING BREAK

Week 14 Pan Americanism in the context of military interventions by USA

Mon 11/26 FIND IT

Ann Towns, "The Inter-American Commission of Women and Women's Suffrage, 1920-1945," *Journal of Latin American Studies*, 42, No. 4 (November 2010), pp. 779-807. Cambridge University Press.

Wed 11/28 **MEET AT PCL LEARNING LAB # 3**

Workshop on digital exhibits led by Joshua Ortiz Baco: metadata

Week 15 Scientific Excellence on the frontier and Mexican Revolution seen through historian's eyes.

Mon 12/03 FIND IT

Paul Gootenberg, "A Forgotten Case of Scientific Excellence on the Periphery" *Comparative Studies in Society and History*, Vol. 49, No. 1 (Jan., 2007), pp. 202-232. Cambridge University Press

Wed 12/05 The Mexican Revolution seen through historiographical debates:

FIND ALL EXCEPT THE LAST ONE (That one is in the READER)

- Paul J. Vanderwood, "Resurveying the Mexican Revolution: Three Provocative New Syntheses and their Shortfalls..."
- Alan Knight, "Paul Vanderwood's 'Resurveying the Mexican Revolution: a Clarification,'" *Mexican Studies/Estudios Mexicanos*, Vol. 6, No. 1 (Winter, 1990), pp. 161-167
- Alan Knight, "Le Mexique de l'Ancien Regime a la Revolution by Francois-Xavier Guerra," *HAHR* vol 68 no 1 (Feb 1988) pp. 139-143
- Francois-Xavier Guerra, "Communications" *HAHR*, vol 69, no 2 (1989), pp. 381-388
- John Mason Hart, "US-Mexican Relations, 1910-1940: An Interpretation by Alan Knight" *HAHR*, vol 69 No 2 (1989), 372-373
- Alan Knight, "The Business of Revolution," *The London Review of Books* <http://www.lrb.co.uk/v10/n20/alan-knight/the-business-of-revolution> (Links to an external site.)Links to an external site.(article behind a paywall, so I put it in the reader).

Week 16 Exhibiting the Significance of Latin America in the 19th century

Mon 12/10 CLASS WILL MEET IN PCL LEARNING LAB 3

Group Presentation of exhibit (Online).

Coordinated Social Media "Push" of online exhibit day

See <http://www.socialmediaexaminer.com/facebook-news-feed-visibility/> (Links to an external site.)Links to an external site.

CRITICAL REVIEW #3 Due by 11:59pm Mon 12/10.

MUST USE BENSON PRIMARY SOURCES. Critical Reviews will be graded by Friday 12/14. Any re-writes in response to instructor feedback on CR #3 are due on date of final exam for this class: Tuesday, December 18 at 5pm.

Regarding emergency evacuation routes and emergency procedures:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation must inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Link to information regarding emergency evacuation routes and emergency procedures can be found at www.utexas.edu/emergency (Links to an external site.)Links to an external site.

University Resources for Students

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> (Links to an external site.)Links to an external site.or call 512-471-3614 (JES A332).

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. <http://uwc.utexas.edu/> (Links to an external site.)Links to an external site.

Counseling and Mental Health Center

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/> (Links to an external site.)Links to an external site.

Student Emergency Services

<http://deanofstudents.utexas.edu/emergency/> (Links to an external site.)Links to an external site.

ITS

Need help with technology? <http://www.utexas.edu/its/> (Links to an external site.)Links to an external site.

Libraries

Need help searching for information? <http://www.lib.utexas.edu/> (Links to an external site.)Links to an external site.

Canvas

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop> (Links to an external site.)Links to an external site.