

Degree programme	Type	Course
Contemporary History, Politics and Economics	OB	3

Contact lecturer

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Prerequisites

Knowledge of Contemporary Latin American History (SS. XIX-XXI). It is important to know the precedents and historical foundations of America in the last eighty years.

Mastery of specific concepts to political science: among others those of revolution, populism, caudillism, revolutionary nationalism, national state, oligarchic liberal state, presidentialism, constitutionalism, militarism, neocolonialism, decolonialism, imperialism, indigenism, neoliberalism, extrem-right, drug trafficking.

Objectives

The subject of Contemporary History of Latin America (since 1945) has like a main objective of showing analytically and critically the recent historical evolution of the notorious Latin America. For this reason, the vision or visions that come from the different periods and events of the various American contexts start from an analytical perspective based on comparative history, and have continued among the different American realities with others extra-American contexts.

Provide the necessary resources and instruments to acquire a solid knowledge of the subject, keeping in mind the different interpretations and the historiographical debates on the political, institutional, economic, social and cultural channels of contemporary Latin America of the period 1945-2025.

Learning outcomes

1. Express an opinion based on the nature, perspective and rigour of texts referring to the course content.
2. Know different cases of memories in conflict between different places in different states.
3. Know different cases of memories in conflict between different places in the same state.
4. Be familiar with the basic bibliography on historical evolution of governmental systems in the countries of reference for the subject.
5. Make comparisons between the evolution of governmental systems within a supranational regional area.
6. Understand regional specificities within states.
7. Demonstrate motivation regarding the quality of the work performed and sensitivity regarding the consequences on the environment and society.
8. Engaging in debates about historical facts respecting the other participants' opinions.
9. Assessing and critically solving the historiographical problems of war studies.
10. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of

- cooperation, ability to participate in the problem solving processes.
11. Applying the necessary abilities in order to assess and spread historical knowledge.
 12. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
 13. Developing the ability of historical analysis and synthesis.
 14. Identifying the main and secondary ideas and expressing them with linguistic correctness.
 15. Work in teams respecting all points of view. Use the specific vocabulary of history correctly.
 16. Analysing the various historiographical perspectives in the different periods of history.
 17. Distinguishing the relation between historiographical theory and practice.
 18. Demonstrate capacity to adapt to changing environments.
 19. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
 20. Demonstrate initiative and work independently when required.
 21. Organise work in relation to good time management and planning.
 22. Value ethical commitment in professional practice.
 23. Select and generate the information necessary for each problem, analyse it and take decisions based on that information.

Contents

Topic 1. From Independence to the Oligarchic State (1833-1920)

1. The Problem of National Identity in Latin America

1.1. The Construction of National Identity

1.2. The New Ibero-American States and the Indigenous Question

1.2.1. The Indigenous Question in Mexico

1.2.2. The Indigenous Question in Argentina

1.3. National Identity from 1910 Onward

2. Consolidation and Reconstruction: Problems of the Various American States

2.1. The Fragmentation of Hispanic America

2.2. The Initial Formation of Latin American Nation-States

2.3. Caudillismo (Rule of Strongmen)

2.4. The Economic and Social Consequences of Independence in Latin America

3. The Oligarchic Era in Latin America

3.1. The Integration of Latin America into the Global Market

3.2. The Impact of the First World War on the Continent

3.3. The Oligarchic Order in Latin America

Topic 2. The Crisis of the Oligarchic State and New Revolutionary Ideas (1920-1940)

1. Forms of State in Latin America: From Democracies to Dictatorships

1.1. Democracies

1.2. Military Regimes

2. The United States as a Hemispheric Power

3. Theoretical Background of the Guerrilla Movements of the 1970s and 1980s: Thought and Revolution

3.1. Introduction: The Mexican Revolution (1910-1920)

3.2. Radical Peruvian Culture: Víctor Raúl Haya de la Torre and José Carlos Mariátegui

3.2.1. Peru (1930-1940)

3.2.2. Víctor Raúl Haya de la Torre

3.2.3. José Carlos Mariátegui

3.3. Nicaragua (1910-1934)

3.4. El Salvador (1920-1932)

4. The First Populisms and National-Populisms Prior to Those of the 1940s and 1950s

4.1. Mexico (1930-1940)

4.1.1. The Situation Prior to National-Populism: The Government of Plutarco Elías Calles (1924-1928)

4.1.2. The National Revolutionary State of Lázaro Cárdenas

4.4. Argentina (1928-1930)

5. Latin American Fascism: Right-Wing Revolutionary Nationalism

Topic 3. Background and First Phase of the Cold War (1930-1960)

1. The Cold War

1.1. Characteristics of the Cold War

1.2. The United States and the Good Neighbor Policy

2. The Populist Phenomenon in Brazil: The Vargas Era (1930-1945)

2.1. The Vargas Era (1930-1945): Periods and Phases

2.2. The New Republic (1930-1937)

2.3. The Estado Novo Dictatorship (1937-1945)

2.4. Liberal Presidential Democracy (1945-1954)

3. From the End of Yrigoyen's Populism to Perón's Populism in Argentina (1930-1955)

3.1. Politics under Uriburu and Justo (1930-1938)

3.2. Argentina during World War II

3.3. The Rise of Perón (1943-1946)

3.4. Perón's Government (1946-1955)

4. From Alessandri's Government to Ibañista Populism: Chile (1920-1958)

4.1. Alessandri's Government (1920-1925)

4.2. Military Intervention and the New Constitution of 1925

4.3. The Dictatorship of Carlos Ibáñez del Campo (1927-1931)

4.4. Arturo Alessandri's Second Presidency (1932-1938)

4.5. The Popular Front (1938-1941)

4.6. Continuation of the Radical Government (1942-1952)

4.7. The Return of Ibáñez (1952-1958)

5. From the Sergeants' Revolt to the Bearded Revolution: Cuba (1933-1959)

5.1. Introduction: Cuba before the Rise of Fulgencio Batista (1898-1933)

5.2. The Sergeants' Revolt and Batista's Governments (1933-1953)

5.3. The Bearded Revolution (1953-1959)

Topic 4. Between Reformist Militarism and National Security States: Heterogeneous Military Corporatism (1960-1980)

1. United States Foreign Policy (1960-1980)

1.1. The Alliance for Progress

1.2. The National Security Doctrine

1.3. Operation Condor

2. Cuba: The Consolidation of Revolutionary Power (1959-1980)

2.1. Cuban Foreign Policy (1959-1962)

2.2. Cuban Domestic Policy (1959-1980)

2.3. The Figure of Fidel Castro (1959-1980)

2.4. Social Trends (1959-1980)

2.5. Exporting the Revolution

3. Guerrilla Warfare in Latin America: The Cases of Nicaragua, Colombia, and Uruguay

3.1. Introduction

3.2. Nicaragua: From the Somoza Dynasty to the Sandinista Government (1934-1979)

3.2.1. Introduction

3.2.2. Consolidation of Somoza's Government (1934-1951)

3.2.3. Economic Transformation and the Establishment of the Somoza Dynasty (1951-1971)

3.2.4. The Fall of the Dynasty (1972-1979)

3.2.5. Consolidation of the Sandinista Government (1980)

3.3. Colombia: From the "Independent Republics" to the Emergence and Early Actions of the Revolutionary Armed Forces of Colombia-People's Army (FARC-EP) (1958-1980)

3.3.1. Introduction

3.3.2. From the Independent Republics and Operation Marquetalia to the First Appearance of the FARC (1958-1964)

3.3.3. Evolution of the Armed Struggle of the FARC-EP (1964-1980)

3.3.4. The Origin of the National Liberation Army (ELN) (1964)

4. Chile (1958-1980)

- 4.1. The Conservative as Technocrat: The Presidency of Jorge Alessandri (1958-1964)
- 4.2. Revolution in Liberty: The Presidency of Eduardo Frei (1964-1970)
- 4.3. The "Chilean Road to Socialism": The Presidency of Salvador Allende (1970-1973)
- 4.4. Pinochet's Military Coup (1973)
- 4.5. Pinochet's Chile: *Laissez-Faire* Economics and an Authoritarian State (1973-1980)
5. From the Presidency of Arturo Frondizi to Argentina's Military Junta (1958-1983)
 - 5.1. From the Presidency of Arturo Frondizi to the Argentine Revolution (1958-1966)
 - 5.2. The Argentine Revolution (1966-1973)
 - 5.3. The Return and Fall of Peronism (1973-1976)
 - 5.4. The National Reorganization Process (1976-1983)
6. Reformist Militarism in Peru (1962-1980)
 - 6.1. Background to Reformist Militarism (1930-1961)
 - 6.2. The Elections of 1962-1963 and Belaúnde Terry's First Presidency (1963-1968)
 - 6.3. Military Government and "Revolution from Above" (1968-1975)
 - 6.4. The "Second Phase" of the Military Government and the Transition to Civilian Rule (1975-1980)
7. Reformist Militarism in Bolivia (1964-1971)

7.1. Military Government (1964-1978)

8. Paraguay (1946-1989)

8.1. Coalition Government and Civil War (1946-1947)

8.2. The Colorado Party in Power (1947-1954)

8.3. The State and the Party under the Stroessner Regime (1954-1989)

9. Uruguay (1972-1985)

9.1. The Military Regime (1972-1985)

Topic 5. The End of the Cold War and the Difficult Transitions to Democracy (1980-2000)

1. United States Foreign Policy (1980-2000)

1.1. The Reagan Doctrine (1981-1989)

1.2. New World Order Diplomacy under George H.W. Bush (1989-1993)

1.3. The Period of Globalization under Bill Clinton (1993-2001)

2. Chile: From Military Dictatorship to the Return of Democracy (1980-2000)

2.1. Political Renewal and the End of the Dictatorship (1982-1990)

2.2. The Presidency of Patricio Aylwin Azócar (1990-1994)

2.3. The Presidency of Eduardo Frei Ruiz-Tagle (1994-2000)

3. Argentina: From Raúl Alfonsín to Carlos Menem (1983-1999)

3.1. The Government of Raúl Alfonsín (1983-1989)

3.2. The Government of Carlos Menem: The Triumph of Neoliberalism (1989-1999)

4. Nicaragua: Revolution and Counterrevolution: The Sandinista Government and the Contra War (1979-2002)

4.1. From the Government Junta of National Reconstruction to Daniel Ortega's First Government (1979-1990)

4.2. From the Government of Violeta Barrios de Chamorro to Arnaldo Alemán Lacayo (1990-2002)

5. Cuba Stands Alone (1980-2000)

5.1. The Impact of the Decline and Collapse of the USSR on Cuba (1980-1991)

5.2. Post-Soviet Cuba (1991-1999)

5.3. Exiles, Opponents, and Dissidents (1999-2000)

Topic 6. Latin America in the 21st Century

6.1. The Rise of Neo-Populism: The Transformation of Peronism into Kirchnerism

6.2. The Indigenous Challenge: Multinational Constitutionalism (Chile and Bolivia)

6.3. The Renewal of Revolutionary Nationalism: Chavista and Madurista Venezuela

6.4. The Difficult - Perhaps Impossible - Pacification of Revolutionary Guerrillas and Drug Trafficking

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorships	10.5	0.42	7, 17, 20, 21, 22
Classroom practices and seminars	7.5	0.3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Personal study and historiographical work	75	3	1, 4, 11, 13, 16, 17, 19, 21, 22
teacher-led classes	50	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

1.- The main monitoring of the subject will be based on two weekly sessions of 1.5 hours where the teacher will disseminate and critically analyze the syllabus presented in the \"Contents\" section.

2.- The subject presented in the classroom through the teachers' explanations will be complemented by bibliographic material (the books shown in the Bibliography of this Teaching Guide and all kinds of articles delivered via Virtual Campus) and visual (presentations, power points and various images such as posters or photographs).

3.- In turn, the students, based on the preparation of four tests of different characteristics, will be able to demonstrate their degree of competence in the achievement of the knowledge disseminated from the teacher's explanations and the various bibliographic materials and visuals that will have been used throughout the semester.

4.- Obviously, there will be monitoring of the students by the teacher based on tutoring sessions/interviews where the evolution of the students will be analyzed and they will be guided in order to positively lead their academic career in the matter. For this reason, students will be able to use the office hours offered by the teacher.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Test 4. Written theory test in class	35 %	1.5	0.06	1, 2, 4, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23
Test 2. Written theory test in class	35 %	1.5	0.06	1, 7, 8, 11, 12, 13, 14, 16, 17, 18, 20, 21, 22, 23
Test 1. Film essay	15 %	2	0.08	1, 2, 4, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23

Test 3. Written essay	15 %	2	0.08	1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23
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1. CONTINUOUS ASSESMENT

The basic evaluation process of the subject will be Continuous Assessment. This will be structured around the following four (4) tests:

First Test: It consists of a group work in which an essay is presented based on the viewing of a film or documentary framed within the thematic and chronological context of Latin America between 1900 and 2025, and which relates to the explanation given in class with a historiographical book on the subject. It will be submitted through the Virtual Campus (CV). The objective of this test is to make a comparison between the vision attributed to historical events and figures in popular culture and that established by historiography.

Its numerical value corresponds to 15% of the final grade of the course.

Second Test: written test (exam format) that will cover approximately the first part of the subject's syllabus.

The essential material to work and prepare for this test will be made up of the following elements: books and articles selected by the teacher of the subject and found in the Bibliography of this Teaching Guide; Likewise, the books, book chapters and articles that the teacher of the subject has uploaded to the Virtual Campus until the date of this exam will also be elements of work and study.

The formal structure of this written test (exam format) will be determined, at the beginning of the semester and through the Virtual Campus, by the teacher of the subject.

Its numerical value corresponds to 35% of the final grade for the subject.

Third Test: this consists of a group project in which students present an essay based on the historical analysis of an event or a period, contrasting national and international press coverage with the current perspective on the subject of study through the existing bibliography. The topic must be related to this geographical, cultural, and political framework of Latin America. It will be submitted through the Virtual Campus (CV). The objective of this assessment is for students to connect and interrelate the events explained throughout the course.

Its numerical value corresponds to 15% of the final grade for the course.

Fourth Test: written test (exam format) that will cover approximately the second half of the subject's syllabus.

The essential material to work and prepare for this test will be made up of the following elements: books and articles selected by the teacher of the subject and found in the Bibliography of this Teaching Guide; Likewise, the books, book chapters and articles that the teacher of the subject has uploaded to the Virtual Campus until the date of this exam will also be elements of work and study.

The formal structure of this written test (exam format) will be determined, at the beginning of the semester and through the Virtual Campus, by the teacher of the subject.

Its numerical value corresponds to 35% of the final grade for the subject.

2. IMPORTANT ELEMENTS TO TAKE INTO ACCOUNT TO PASS THE SUBJECT DURING THE CONTINUOUS EVALUATION:

1.- The four tests must be prepared, carried out and/or presented on the dates that the teacher of the subject indicates on the Virtual Campus.

2.- Any of the four tests will be considered passed when obtaining a score of 5 or higher.

3.- If you do not pass the continuous evaluation, tests 1 and 3 will have to be submitted again, if these, delivered late or suspended during the continuous evaluation, have not surpassed or equaled the grade of 5.

4.- Attendance to the class is, by definition, mandatory, although it is only evaluated for the benefit of the student..

3.- EVALUATION OF THE SUBJECT IN THE RECOVERY PERIOD:

RecoveryTest: written test (exam format) to be taken on the date designated by the dean of the Faculty of Letters, which will evaluate the entire set of topics established by the Teaching Guide for the subject.

This test will be performed by:

1.- those students who have not positively passed (with a numerical grade of 5 or higher) the Continuous Assessment made up of the four tests described in section "1. CONTINUOUS ASSESMENT", as long as a) the provisional final grade is between 3.5 and 4.8; and b) the student has taken a minimum of tests whose value exceeds 66.6% equivalent to 2/3 of the final grade.

4. SINGLE EVALUATION

1.- The student who takes advantage of this evaluation model will not take the Second and Fourth Test in the format and on the days established for Continuous Assessment like her classmates.

2.- The student who takes the Single Assessment will be evaluated on the contents of the Second and Fourth Test in a global exam of the entire subject that will take place on the day indicated by the teacher of the subject same day and in the same classroom in which the Fourth Test corresponding to the Continuous Assessment is carried out.

3.- That same day, the student receiving the Single Assessment will submit the First and Third Test in the format indicated by the teacher of the subject.

4.- Finally, the same reevaluation system will be applied to the student assigned to the Single Evaluation system as to the students enrolled in the Continuous Assessment.

5. EXCHANGE STUDENTS

Erasmus students who need to leave before the scheduled assessment dates must provide official documentation from their home university addressed to the Degree Programme Exchange Coordinator. The document must certify that an adjustment to the assessment schedule is required due to an academic calendar conflict (i.e., an overlap with academic activities at the home university).

6. NOT EVALUABLE

A student who has submitted a maximum of one third of the evaluation evidence will be considered \"not evaluable\".

7. PLAGIARISM

Evidence of plagiarism in any of the evaluable tests will lead to a negative evaluation of the test in which plagiarism was detected. The numerical grade for the test with evidence of plagiarism will be zero.

8. USE OF AI

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any work that includes content generated with AI will be considered a breach of academic integrity and may result in a partial or full penalty on the activity's grade, or more serious sanctions in severe cases.

Bibliography

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Software

It is the set of specific computer programs that are used during the development of the subject and that must be installed on the personal computer or that can be accessed from the computer classrooms. This information will be developed as the teaching and academic practice of the students progresses.

The following links allow you to consult the Academic regulations of the UAB and to which the student must adapt and make his/her own:

a. https://www.uab.cat/doc/TR_normativa_academica_UAB

b. Adaptation of the evaluation regulations at the Faculty: https://www.uab.cat/doc/normativa_avaluacio

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	50	Spanish	first semester	afternoon
(PAUL) Classroom practices	50	Spanish	first semester	afternoon