

## History of Modern Latin America

Day/Time: Thursday 6:00-9:00

Room: Conklin 455

Instructor: William Kelly

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Office Hours: Conklin 326 - Thursday 2:45-5:45

Course Description: This course will explore the history of Latin America (defined here as Mexico, South America, and the Caribbean) from the beginning of the independence era in the early 1800s until the present day. We will examine concepts such as violence, race, slavery, religion, poverty, governance, and revolution, and how these social processes have shaped the lives of Latin Americans over the course of the last two and a half centuries. We will explore questions such as: how was colonial Latin American society structured, and how did it change following independence? Why did independence happen early in some places (Haiti, Mexico, Colombia) and late in others (Brazil, Cuba)? How has racial ideology developed in Latin America, and how have Latin Americans historically understood the concept of “race”? Why have Latin Americans structured their governments in particular ways, and how have ideas of governance changed over time? How has the cultural and linguistic diversity in Latin America shaped its history, and how have the experiences of different cultural, linguistic, ethnic, or racial groups differed from one another? We will consult a variety of written and visual forms of media, including books, visual art, published speeches, music, films, and other types of sources in order to explore these and other questions so that we may gain a greater understanding of the historical forces that have shaped Latin American society.

Required Text: Cheryl E. Martin and Mark Wasserman, *Latin America and its People*, 3<sup>rd</sup> edition, Combined Volume. Prentice Hall. ISBN #: 978-0-205-05470-1

\*All additional readings will be posted on Blackboard

Course Objectives: At the end of the semester, students will be able to:

- Competently discuss key historical events in modern Latin American history.
- Understand the relationship between macro-level political, economic, and social developments in Latin American history and the lives of ordinary Latin Americans.
- Understand the difference between a primary and a secondary source and be able to thoughtfully engage with both.
- Construct an interpretive essay that contains a strong thesis statement and is adequately supported by substantial evidence.
- Conduct primary-source based research and use primary sources to construct an argument.

Grading: Your grade will be based on the following components:

- 5% - Map Quiz: This quiz will be given during the fifth week. You will be given a blank map of contemporary Latin America (defined as you see above in the course description) and will be asked to fill in the names of each country. A map of Latin America can be found on page XXV of your textbook, and a quick Google search will yield any number of additional maps of the region that you can use to study in

- advance of this quiz. You will be asked to identify Mexico and all the countries in Central and South America. In the Caribbean, you will be asked to identify Cuba, the Dominican Republic, Haiti, and Puerto Rico.
- 10%: Class Participation: Active participation and preparation for class are an essential part of the learning experience. The participation grade will be based on oral contributions to our class discussion (at least five times over the course of the semester), as well as your attendance. If you are shy or unaccustomed to speaking in class, let me know, and I can offer you some strategies and adaptations for class participation. Do **not**, however, assume that you have an “A” in participation simply because you have shown up to class and listened to the lectures or discussions. Rather, you must demonstrate your engagement with the material and your ability to collaborate in the learning process by actually participating in the class discussion.
  - 10% - Introductory Writing Assignment: This is a short (1-2 page) essay which I will collect from you during the third week of class that discusses your understanding of history as an academic subject of study. Does the study of history have any intellectual value? Why or why not? In this essay, you must state a position regarding your understanding of the value (or lack thereof) of the study of history and must then rationally defend that argument. Your essay must contain a clear thesis statement that summarizes your argument and the supporting evidence you will present in your essay. I recognize that most of you are not history majors and that, for many of you, this may be the first time you have been asked to question the intellectual value of historical analysis. That is perfectly fine. The point of this essay is not to test you, but rather, to give me a chance understand how you think about history. I will provide you with written feedback on your writing style, the structure of your essay, and the strength of your arguments.
  - 15% - Comprehension Quizzes: During the first five minutes of each class session I will administer a short comprehension quiz related to the week’s readings. These quizzes will be graded and returned to you by the following class meeting. They cannot be made up, so make sure that you arrive on time or early to each class. If you miss a comprehension quiz as a result of a documented, excused absence, you may discuss this with me privately and I will give you an alternative written assignment.
  - 15% - Reading Response Papers: You will complete two short response papers (2 pages - one to be submitted before Spring Break and the other to be submitted afterwards). In these papers, you will discuss a question, concern, or observation regarding that week’s readings. Your response papers must demonstrate a thorough familiarity with the readings you choose to analyze and must reflect your thoughtful engagement with the text.
  - 20% - Midterm Essay – Primary Source Analysis: You will be asked to complete a 3-4 page analysis of a primary source that relates to the topics we have addressed in class thus far. I will post several primary sources on Blackboard, each one accompanied by a writing prompt. You will then choose one and will be tasked with writing an essay that answers the question(s) asked in the prompt based on the knowledge of Latin American history you will have accumulated over the course of the semester, in conjunction with the primary source document(s) you choose. I will provide you with a list of the criteria beforehand that I will use to evaluate your essay.

- 25% - Final Paper - Independent Research Paper: This is a multi-step assignment which will require you to conceive of a research topic and explain its importance, spend time in the library developing a bibliography, write an outline of an essay that addresses that topic, and write a 6-7 page research paper on your topic that consults both primary and secondary sources. In week 10, our class will meet in the Dana Library for a research workshop led by librarian Natalie Borisovets. During this session, Ms. Borisovets will teach us how to locate books, journal articles, and newspaper articles on particular topics, how to navigate the library's special collections holdings, as well as other research strategies and techniques. Following this meeting, we will reconvene as a class in our normal classroom and will discuss how to construct a manageable research question. We will then break into groups in order to brainstorm topics of interest related to the history of modern Latin America that you will then be expected to research independently. In your groups, you will discuss potential topics with other group members and will ask each other questions regarding your ideas. Why is your potential topic important? Is it related to Latin American history? How will you research your specific topic? Where will you look for information? What sorts of sources will you use? You will then submit your topics to me and I will provide you with feedback. For this project, you must consult at least four individual sources, one of which must be a primary source and none of which may be online encyclopedias (such as Wikipedia), blogs, or other questionable sources. Your grade for this project will reflect the work you do at each stage in process of writing the paper: thinking of a manageable question, submitting a preliminary topic proposal, a preliminary bibliography, an outline of the paper, and the finished product. I will provide you with more detailed information regarding this project, as well as a timeline for completion of the project's various components, as the semester progresses.

#### Additional Grade Components

- Textbook: You must obtain the textbook by the second week of the semester and must bring it with you to class. New copies of the book are available for sale at the bookstore, but I highly recommend that you search for a used copy of the book or investigate Amazon's rental option, which is quite reasonably priced. **Failure to either rent or purchase the book by the third week of class will result in an automatic 5% reduction in your final grade.**
- Attendance: Attendance is mandatory and will be taken at every class meeting, and a significant percentage of your grade depends upon your regular attendance and your performance on our daily comprehension quizzes. Any student who misses four classes through any combination of excused or unexcused absences will not earn credit for the course and should withdraw.
  - o You are allowed **one** unexcused absence without penalty. **After that, each unexcused absence will result in a 1% reduction of your final grade.**

Late Work: Unless negotiated with me by the class meeting before the assignment is due, work submitted past the due date will receive an automatic two letter grade reduction. **If you anticipate that you will have a problem submitting work by the due date, please speak with me in advance so that we can come to some sort of accommodation.**

Plagiarism and Academic Integrity: I will observe the plagiarism guidelines set forth by Rutgers University which can be found at <http://wp.rutgers.edu/courses/plagiarism>. Put

simply (and as is stated on the website listed above), plagiarism is “the representation of the words or ideas of another as one's own in any academic work.” You should thoroughly familiarize yourself with the description of plagiarism found on the website, as well as the examples of plagiarism listed on the page. If you have any questions or concerns regarding the definition of plagiarism, please do not hesitate to email me or come to my office hours so that I can explain it to you. As is required by the department, all students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

Papers will be uploaded on blackboard and reviewed by turnitin.com, which will flag any possible instances of plagiarism. **Remember that plagiarized work will receive an irrevocable “0” and will be brought to the attention of the university administration.** I will not be flexible. I will not be understanding. I will not be compassionate. Do not plagiarize in this class.

Email: Your emails to me should be written in a professional manner, using appropriate grammar, capitalization, and full sentences; I retain the right to not respond to an email if it does not meet these standards. (In the spirit of teaching, however, I will let you know if you need to resend an e-mail.) Before you email me with questions regarding due dates, how your grade will be calculated, what my policy is regarding late work or extensions, or other such questions, please remember to check the syllabus first. If you email me with questions that are answered there, I will politely direct your attention to the syllabus.

The contents of this syllabus are subject to change at the instructor’s discretion. All changes will be posted on Blackboard; please make sure to check Blackboard/your Rutgers e-mail frequently.

### Weekly Agenda

- Week 1 – January 21 – Topic: Review of syllabus. Discussion of the academic study of history and of primary vs. secondary sources. Introduction to Latin America.
- **Tuesday, January 26 – Last day to drop course without receiving a “W”**
- Week 2 – January 28: A New People and Their World
  - o Reading for January 28:
    - Martin and Wasserman Ch. 6
    - Bartolomé de las Casas “A Voice in the Wilderness: Brother Antonio Montesino” (1511)
    - Ferdinand I “The Royal Response” (1511)
    - Bartolomé de las Casas “Criminals as Kings” (1526)
    - Francisco Antonio Fuentes y Guzmán “A Creole Landscape” (1695)
    - “A Royal Decree on the Feeding of Slaves and Their Days Off” (1701)
    - “An Italian Jesuit Advises Sugar Planters on the Treatment of Their Slaves” (1711)

- Week 3 – February 4: The Shifting Fortunes of Colonial Empires
  - **Short essay due: “Why study history?”**
  - **Textbook check today**
  - Reading for February 4:
    - Martin and Wasserman Ch. 7
    - Archbishop Pedro Cortés y Larras “Fugitive Indians” (1760s)
    - Tupac Amaru “Tupac Amaru Protests the *Mita* to the *Audiencia* of Lima” (1777)
    - José Antonio de Areche “All Must Die!” (1781)
    - Mariquita Sánchez de Thompson “The First British Invasion” (1806)
  
- Week 4 – February 11: Understanding the Impact, Meaning, and Legacy of the Haitian Revolution
  - Reading for February 11:
    - David Geggus, “The Haitian Revolution”
    - Michel- Rolph Trouillot, “An Unthinkable History: The Haitian Revolution as a Non-Event”
  
- Week 5 – February 18: The New Nations of Latin America
  - **Map quiz in class today**
  - Reading for February 18:
    - Martin and Wasserman Ch. 8
    - David Geggus, “The Sounds and Echoes of Freedom: The Impact of the Haitian Revolution on Latin America”
    - Pedro I “Declaration of Brazilian Independence” (1822)
    - The Argentine Declaration of Independence (1816)
    - Simon Bolívar, “Reply of a South American to a Gentleman of this Island (The Jamaica Letter)” (1815)
    - José María Morelos “Sentiments of the Nation” (1813)
  
- Week 6 – February 25: Regionalism, War, and Reconstruction: Politics and Economics, 1821-1880
  - Reading for February 25:
    - Martin and Wasserman Ch. 9
    - Juan Manuel de Rosas “The Caudillo’s Order” (1834)
    - Guillermo Prieto “The Glorious Revolution of 1844” (1844)
    - Junta of Conservative Notables “Offer of the Crown to Maximilian” (1863)
    - Texas Declaration of Independence (1836)
    - Buenaventura Báez “The Caudillo of the South” (1856-1876)
  
- Week 7 – March 3: Everyday Life in an Uncertain Age, 1821-1880
  - Reading for March 3:
    - Martin and Wasserman Ch. 10
    - Description of the Caste War (taken from *Oxford Bibliographies*)
    - Jacinto Pat “The Whites Began It” (1848)
    - Cecilio Chi “Through Fire and Blood” (1849)

- Jacinto Pat “They Kill the Poor Indians As They Kill Animals” (1849)
  - William Anderson “They Expressed Themselves Much Delighted” (1858)
  - Thomas Ewbank “Cruelty to Slaves” (1850s)
  - Excerpts from the *Cuba Commission Report*
- **March 6: Midterm paper prompts posted on Blackboard – bring all questions and concerns to our next class**
- Week 8 – March 10: US Interventionism in Latin America in the 19<sup>th</sup> Century
  - Reading for March 10:
    - Lars Schoultz “Encountering Latin America”
    - Howard Zinn “The Empire and the People”
    - Monroe Doctrine (1823)
    - Polk to Congress “Declaration of War Against Mexico) (1846)
    - Narciso López “Contract Issued by Narciso López to Raise Funds for the War in Cuba” (1848)
    - US Commission of Inquiry to Santo Domingo “Dominican Support for Annexation” (1868)
    - Justin S. Morrill “Opposition to US Annexation” (1868)
    - Gregorio Luperón “Dominican Nationalism Vs. Annexation” (1868)
    - Josiah Strong, “The Anglo-Saxon and the World’s Future” (1885)
    - José Martí, “The Truth about the United States” (1894)
    - Theodore Roosevelt “The Platt Amendment” (1901)
- **Spring Break – March 12 – March 20 – No Class**
- Week 9 – March 24: Economic Modernization, Society, and Politics, 1850-1920
  - **Midterm project due in class – grades will be posted on Blackboard before you will have to decide whether or not to remain enrolled in the course**
  - Reading for March 24:
    - Martin and Wasserman Ch. 11
    - Juan Bautista Alberdi “Immigration as a Means of Progress” (1853)
    - Carlos Manuel de Céspedes “Freedom and Slavery” (1868)
    - Rubén Darío “Argentina as Latin American Avant-Garde” (1890)
    - 1917 Mexican Constitution (Selections)
    - Ursinio Rojas “Life at the Mill” (1933)
- **March 28 – Last day to drop the course**
- Week 10 – March 31: Research workshop. Topic brainstorming session.
  - **Due Monday, April 4: Email me with your topics and ideas about how you will find sources for your project**
  - Reading for March 31:
    - “What Does it Mean to Think Historically?” *Perspectives on History*

- Week 11 – April 7: Between Revolutions: The New Politics of Class and the Economics of Import Substitution Industrialization, 1920-1959
  - **I will return your topic proposals to you with comments. If I ask you to make changes, you must do so via email before our next class session.**
  - Reading for April 7:
    - Martin and Wasserman Ch. 12
    - Eyewitnesses “The Haitian Massacre” (1937)
    - Getulio Vargas, “New Years Address” (1938)
    - Juan Perón, “Declaration of Workers’ Rights” (1947)
    - Darío Contreras “Message to Dominican Women” (1942)
    - Government of Guatemala “Most Precious Fruit of the Revolution” (1952)
    - Fidel Castro “History Will Absolve Me” (1953)
    - Getulio Vargas, “Vargas’s Suicide Letter” (1954)
  
- Week 12 – April 14: Revolution, Reaction, Democracy, and the New Global Economy: 1959 to the Present
  - **Due today: Preliminary bibliography. Will give you comments by Monday, April 18.**
  - Reading for April 14:
    - Martin and Wasserman Ch. 14
    - Fidel Castro “*This* Is Democracy” (1960)
    - Rostow to LBJ “Mexican Riots – Extent of Communist Involvement” (1968)
    - Salvador Allende Gossens “The Chilean Revolution One Year In” (1971)
    - Jorge Rafael Videla (Argentina), “A Time for Fundamental Reorganization of the Nation” (1973)
    - Hugo Chávez “Inaugural Address” (Selection) (1999)
  
- Week 13 – April 21: US Interventionism in Latin America in the 20<sup>th</sup> Century
  - **Paper outline due**
  - Reading for April 21:
    - Greg Grandin “How Latin America Saved the United States from Itself”
    - Roosevelt Corollary to the Monroe Doctrine (1904)
    - US Government “The US Government Responds to the [Cuban] Revolution” (1959)
    - John F. Kennedy “On the Alliance for Progress” (1961)
    - Che Guevara “At Punta del Este” (1961)
    - US Government “The Election of Salvador Allende: Declassified US Government Documents” (1970)
    - Salvador Allende Gossens “These Are My Final Words” (1973)
    - Dana Frank “In Honduras, A Mess Made by the United States” (2012)

- Week 14 – April 28: Everyday Life in Contemporary Latin America (**Last class session**)
  - Reading for April 28:
    - John Charles Chasteen “Neoliberalism”
    - \*Search credible news sources on the internet, such as the New York Times or the BBC, for an article regarding contemporary Latin America that you find interesting. In class, we will break into groups and you will share your articles with each other and discuss them within the context of the course. This activity will count as your participation grade for the day.
  
- **Final Paper Due: Friday, May 6**