

Fall 2021

History of Modern Latin America

21:510:208 section 01

Monday and Wednesday 10:00 – 11:20
Hill Hall 115

Instructor: Lance C. Thurner
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Office Hours will be held virtually via Zoom. I have frequent availability for one-on-one meetings each week. See <https://www.statesofbelonging.org/office-hours/> to reserve a time and attend your appointment.

Course Description: This course is a general survey of Latin American history from 1800 to the present, providing students familiarity with the region and preparing them for future, more specialized studies. While Latin America is united by a common history of Spanish and Portuguese imperialism, it is also an incredibly diverse region, presenting myriad problems for historical analysis. In this course, we will focus on popular politics and how different groupings of people found ways to campaign for rights and resources through the political and economic transformations of the last 200 years. Key themes addressed will include national identity and citizenship; gender, sexuality, and race; and globalization, human rights, and migration.

This course includes a significant **collaborative digital component**:

“States of Belonging: Citizenship, Identity, and Globalization in Modern Latin America”

States of Belonging is a collaborative research and learning project that examines the history of modern Latin America to critically reflect on national belonging and citizenship in the 21st century. When most of Latin America gained independence from the Spanish and Portuguese empires in the early 19th century, just about no one thought of themselves as Mexican, Venezuelan, or Brazilian – that is, as a member of a nation. Yet 200 years later, national identity is now fundamental to most peoples’ worldview and sense of self and citizenship has become the foundation of political rights and agency, and material benefits and privileges. At the same time, mounting global crises such as climate change, COVID, and inequality demonstrate that national governments may not be up to challenges of our times. Indeed, many argue that nations are part of the

problem, not the solution. We therefore need to think critically about what our relationships are, and should be, to this country and to countries (nation-states) generally. Through States of Belonging, students analyze primary historical sources to evaluate two centuries of revolution, repression, war, and democracy in Latin America. Together, we work towards a nuanced understanding of why and how – as Latin Americans fought for rights, resources, and equality – the nation-state emerged as the foremost political entity of our time. Learn more at www.statesofbelonging.org.

Learning Goals:

This course is founded on student-led critical analysis of historical writing and sources. Students will learn how to evaluate conflicting historical narratives and assess why and how these narratives matter. Students will consider the value of different forms of historical representation and perspective and learn how to interpret a wide array of primary sources (including correspondence, writing, oral testimonies, legal documents, images, and maps) to elaborate or challenge narratives about the past. In addition to a thorough understanding of the major problems in Latin American history, by the end of the semester students will have a strong introduction to historical thinking as an integral part of a liberal education and a way of approaching intellectual problems.

The **goals** of this course are to provide students with:

a scholarly familiarity with the region and the historical problems debated both within and outside of the academy in regards to Latin American history.

analytical skills for reading, interpreting and evaluating historical writing.

skills for writing longer papers consisting of complex, multi-step arguments; for expressing one's ideas succinctly, clearly and convincingly; and for making and organizing evidence-based arguments.

analytical skills for using a historical approach to intellectual problems of many sorts.

Books

There are no books to buy for this course. All readings and materials will be provided through Canvas or open and free links on the internet.

Grading

The graded assignments for this course are:

- 1) **Attendance and Participation (20 pts.)**

- 2) **Map Quiz (5 pts.)**
- 3) **States of Belonging (total = 75 pts.)**
 - a. **Teamwork and Revision (20 pts.)**
 - b. **Personal Essay on Citizenship and Nationalism (10 pts.)**
 - c. **Mid-semester Project Review “Itinerary of Belonging” (20 pts.)**
 - d. **Final Project “Itinerary of Belonging” (25 pts.)**

See www.statesofbelonging.org for all assignment instructions

Grades will be assigned in accordance with the scale below. Since Rutgers University does not recognize minus grades and some plus grades, minus signs and some plus signs will be omitted from the final grades submitted for the course.

<u>A</u>	<u>90-100</u>	<u>C</u>	<u>70-76</u>
B+	87-89	D+	67-69
<u>B</u>	<u>80-86</u>	<u>D</u>	<u>60-66</u>
C+	77-79	F	0-59

Students will be expected to comply with the History Department’s Classroom Etiquette Policy (see <http://history.rutgers.edu/undergraduate/academicpolicies>). Cell phones must be switched off and meals must be eaten before the beginning of class. Electronic devices may not be used for purposes unrelated to the class.

Attendance: Weekly attendance and participation is required and will be recorded by the instructor. Recognized grounds for an excused absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. I do not require documentation, but please inform me if some condition prevents you from attending and participating. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Plagiarism: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

You must include the following Rutgers Honor Code Pledge on all examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

Technology: This course should require only a web browser, a word processing program, and reliable internet access. Our collaborative project, States of Belonging, works best if accessed through a computer, although many students have also used phones and tablets. If for any reason

you are unable to access the technology you need to participate in the course, please let me know ASAP and we will find a way to work around the issue.

For technical issues, also see

RU-N “Technology LaunchPad” <https://runit.rutgers.edu/technology-launch-pad/>

OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

❑ Learning Resources:

- Rutgers Learning Center (tutoring services)
Room 140, Bradley Hall
(973) 353-5608
<https://sas.n.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops)
Room 126, Conklin Hall
(973) 353-5847

nwc@rutgers.edu

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

Schedule

Sept 1. Why Study Latin American History? Where is Latin America?

To do:

Map Quiz (Not due until Sept 30)

Sept 8. States of Belonging

Be prepared to discuss

- <https://www.statesofbelonging.org/>
- <https://www.statesofbelonging.org/introductory-essay/>
- <https://www.statesofbelonging.org/instructions/>
- <https://arcg.is/rnjyq>

To do:

Establish web presence of your “Itinerary of Belonging” & submit link on Canvas
Complete course survey

Sept 13 & 15. The Nation and the State

Monday: Benedict Anderson, *Imagined Communities* 5-7, 9-12

Wednesday: “Textbook Nationalism,” Mexico 1951

To do:

Assignment: Personal Essay on Citizenship and Nationalism due Friday Sept 17 at midnight (submit via Canvas)

Sept 20 & 22. The Meanings of Independence

Monday: John Lynch, *The Spanish American Revolutions*, 1-2

Wednesday: Fernando Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, 31-35

Wednesday: Jaime Rodríguez, *The Independence of Spanish America*, excerpt

Sept 27 & 29. States of Belonging

Monday: Select your theme and select and read your first source. Bring this to class and be ready to discuss.

Wednesday: Stephanie Smallwood, Saltwater Slavery (excerpt)

Oct 4 & 6. Independence and Slavery

Monday: Haitian Declaration of Independence, 1802

Wednesday: Ferrer, Insurgent Cuba, Intro

Wednesday: José Martí, Our America, Cuba 1891

To do:

Assignment: Due Friday at Midnight: Mid-semester “Itinerary of Belonging” including Personal Essay and Source 1 analysis. Submit link via Canvas

Oct 11 & 13. Post-Racial Societies?

Monday: Esteban Montejo, Biography of a Runaway Slave, “Slavery” (1964)

Wednesday: Raimundo Nina Rodrigues, The Fetish Animism of Bahian Blacks (1896)

To do:

Prepare peer review, due Oct 18 before class (10 am), submit via Canvas

Oct 18 & 20. Indigenismo

Monday: Bring peer review to discuss in class

Wednesday: Readings TBA

Oct 25 & 27. Race, Gender, and the USA as Imperial Overlord

Monday: Eileen Findlay, “Marriage and Divorce in the Formation of the New Colonial Order” (Abridged)

Wednesday: Katherine Marino, “Feminism for the Americas” (Excerpt)

Nov 1 & 3. Women and Dictatorship in the Caribbean

Monday: Lauren Derby, The Dictator’s Seduction (Excerpt)

Wednesday: Julia Alvarez, In the Time of the Butterflies (Excerpt)

Nov 8 & 10. States of Terror

Monday: Juan Gonzalez, Harvest of Empire, Ch. 8

FILM: When the Mountains Tremble (excerpted)

Wednesday: Select, read, and bring to class your second source for your Itinerary of Belonging

Nov 15 & 17. American Empire and the Cold War

Monday: FILM: Granito: How to Nail a Dictator (excerpted)

Wednesday: VIDEO: Marco Saavedra on Citizenship and Undocumented Political Activism

Nov. 22. States of Belonging

No readings

Nov 29 & Dec 1. Indigenous Activism in a Global World

Monday: “International Indigenous Activism, Ecuador and Guatemala,” 1990 & 2007

Wednesday: Submit to peer updated Itinerary of Belonging for review

Dec 6 & 8.

Intentionally left open to accommodate eventualities and student interests

To do:

Provide Feedback to peer and submit via Canvas

Dec 13: Wrapping Up

No readings

**Final “Itinerary of Belonging” due midnight Dec 20th; submit link via
Canvas. Instructions at www.statesofbelonging.org**