

**History of Modern Latin America (21:510:208) - Section 01**  
**Spring 2017**

**Class Time:** Monday and Wednesday 4:00-5:20pm

**Course Location:** Hill Hall - Room 210

**Instructor:** Professor Brian R. Brown

**Instructor Email:** [brb115@scarletmail.rutgers.edu](mailto:brb115@scarletmail.rutgers.edu)

**Office Hours:** Monday and Wednesday 1:30-3:00 pm

**Office Location:** 326 Conklin Hall

**Course Description:**

What is Latin America? Scholars, intellectuals, and policymakers, have defined and redefined Latin America at various points in history, often to serve their own interests. In this course we will ponder this dilemma beginning with the independence movements in the late eighteenth and early nineteenth centuries. We will explore the rich historical, social, economic, political, and ethnic diversity of a number of nation-states that make up this region as well as exploring these factors within the region as a whole.

This course will examine the ways in which the people living in the former colonies of France, Spain, Portugal, and England gained political independence, created new nation-states and new national identities. It will also consider the challenges that faced Latin America in the post-colonial era. We will explore the formation of new cultural identities, economic policies, intellectual currents, and political reforms in the region over the course of the nineteenth and twentieth centuries. While many of these reforms were realized through peaceful social movements, others came only after armed popular resistance. We will consider these reform movements and the way that those in power responded to their demands - responses that ranged from negotiations to incidents of violent repression.

Six **KEY THEMES** will guide our course this semester. These themes guide our exploration of modern Latin American History and we will create groups that will take responsibility for calling attention to specific issues related to these themes. Our six key themes for the semester will be:

- Race, Gender, and Citizenship
- Inequality and Economic Development
- Politics and Rights
- Social and Cultural Change
- Globalization
- Violence and Civil Society

Our class sessions will consist of a series of discussions, mini-lectures, videos, art, music, and other forms of media designed to help us better understand the currents that have shaped Latin America over the past three centuries. The readings are from a wide selection of sources. Articles and chapters are available from the Blackboard site for the course. The assigned readings and class sessions are complementary; they do not repeat each other. So, to follow along in class discussion and with mini-lectures, it will be necessary for you to stay current on the readings.

**Course Goals:**

1. Improve written communication through engagement in weekly written "Conversations."
2. Differentiate between primary and secondary sources of historical information.
3. Outline the benefits and drawbacks of various sources of information.
4. With the help of other group members, call attention to the way in which specific historical situations influenced the lived experiences of persons living in the past.

### Course Information:

- Attendance: My first week of college, my R.A. told me the best way to be successful was to go to every class session. Nearly two decades later that remains true. It is in your best interest to attend every class and to complete your reading before class begins. Out of respect for the other members of this course, please arrive on time and stay throughout the class period. You will be graded on your class participation and if you will be unable to regularly attend the course sessions this may not be the right class for you.
- Attendance Policy: Your attendance and participation in class will make up 15% of your total course grade. If you miss more than eight classes through a combination of excused and/or unexcused absences you will not earn credit for this course and should withdraw.  
After two unexcused absences **each unexcused absence will result in a 1% reduction of your final grade.**
- Excused Absences: The Rutgers Catalog states that "the recognized grounds for 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" ([http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)). The Rutgers Catalog can be found at [http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/index.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html). To be considered excused an absence must be accompanied by written documentation such as a doctor's note.
- Blackboard: We will have a Blackboard site and I will use this site to post readings and make announcements.
- Communicating: Email is the best way to reach me. I will check email routinely during the week and do my best to reply as soon as possible. Please note that emails sent after 5pm may not be answered until the following weekday. This means that any emails sent after 5pm on Friday may not be answered until the following Monday. I ask that you also check your official Rutgers email account regularly (at least once before each class period) for course announcements or other pertinent information.
- Students with Disabilities: Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner. The Disability Services is located in the Robeson Campus Center and more information can be found at <http://robeson.rutgers.edu/studentlife/disability.html/> and <https://ods.rutgers.edu/>.
- Honor Pledge: The history department requires all students to write and sign the Rutgers University Honor Pledge on all assignments. To receive credit, you must write "On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment." and sign your name below this statement on every assignment submitted for this class.
- Academic Integrity: Plagiarism and cheating are unacceptable. For the University's policies, which you are responsible for reading and abiding by, go to: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. THERE ARE ALWAYS ALTERNATIVES to academic dishonesty. Please contact me if you ever feel tempted to engage in academic dishonesty so we can find alternatives.
- Consequences for Academic Dishonesty: If you commit Academic Dishonesty you will find that I am not understanding. All papers will be submitted to BLACKBOARD and will be reviewed for plagiarism. Any assignment in which a student engages in Academic Dishonesty, not matter how small, will receive a grade of **"0"** and will be brought to the attention of the History Department and the Rutgers University Administration.
- Proofreading and Peer Review: Proofreading and Peer Review are essential to successful written communication. It is my expectation that you will proofread every assignment you submit for typos,

spelling and grammar errors, etc. I encourage you to ask a peer to read over your journal entries to make sure they make sense before submitting them to me. However, the exams you submit should be your work and only your work. While I encourage you to form study groups for exams, once you begin your exam please do not let anyone else read or review it.

- **Late Work:** If you feel that you will not be able to submit an assignment when it is due, please contact me as soon as possible and include the work you have done on the assignment so far. Unless we have discussed some accommodation twenty-four hours before the assignment is due, late work will automatically be reduced one letter grade and will be reduced by half a letter grade for each additional day (including Saturday and Sunday) that it is late. Simply put, its best to contact me ahead of time.
- **Extra Credit:** I will offer a few chances to earn extra credit this semester, but the best way to improve your grade is to show engagement in the course. While grades on early assignments matter, I will reward students who show improvement over the course of the semester.

### Assignments/Assessments:

- **Weekly Journal Part I - “Entering the Conversation”:** Students will keep an electronic journal throughout the semester. For the first four weeks of class, journal entries will apply the lessons outlined in the first four sections of *They Say/I Say: The Moves that Matter in Academic Writing* to the material they are reading in TEXTBOOK. Weekly prompts will be given by Professor Brown.  
**☒ - This Symbol Shows When Journals are Due on the Course Schedule**  
(5% of your Final Grade)
- **Weekly Journal Part II - “Conversations”:** After February 8, students will continue their journals with responses to weekly prompts given by Professor Brown.  
**☒ - This Symbol Shows When Journals are Due on the Course Schedule**  
(10% of your Final Grade)
- **In-Class Reading Assessments:** Over the course of the semester, there will be eight randomly assigned In-Class Reading Assessments at the beginning of class. These assessments will be based on the readings assigned for the designated class session. We will discuss the exact nature of these assessments in more detail during the first weeks of the semester. The days on which we hold these assessments will be determined randomly using the website random.org. Assessments cannot be made up so do not be late to class. Students will be allowed to miss one without penalty. Students who receive a passing grade on all eight In-Class Reading Assessments will have extra credit applied to another assignment of their choosing.  
(Each In-Class Reading Assessment is 5% of your Final Grade for a total of 35% of your final grade)
- **Take-Home Exams:** We will have two Take-Home Exams that draw on assigned reading and class discussion. While I will ultimately determine the topics of each exam, we will discuss the content and composition of each exam in the class periods before the each exam is formally announced and study guides distributed. These exams are not designed to test your memory, but rather your ability to think critically and make a coherent argument. Students will be expected to use the skills outlined in *They Say/I Say: The Moves that Matter in Academic Writing* on their exam, a factor that will be reflected in the grading expectations for each exam. Therefore, in the weeks leading up to each exam we will discuss the key

facts needed to answer the question. Because the class has Take-Home Exams, I will not offer makeup exams.

There will be three parts to each exam:

1. The first part of each exam will consist of five short answer prompts. Students will choose three of these prompts and write a short response (responses should be no longer than  $\frac{3}{4}$  of a typed page).
2. The second part will be an analysis of a primary source document.
3. The third part of each exam will consist of two essay prompts derived from class reading and discussion. Students will answer one of the two prompts in a longer essay (no more than five typed pages).

**☉ - This Symbol Shows When Exams are Due on the Course Schedule**

(Exam 1 is 15% of your final grade. Exam 2 is 20% of your final grade)

- **Class Participation:** Preparation for class participation is an essential component of the course. While you have to show up to class to participate, being present does not guarantee you an “A” in Class Participation. In the first two weeks of the semester you will be assigned one of six course themes (they are listed on the first page of the syllabus). Your ability to provide feedback based on your theme during class sessions will be an important part of your class participation grade. Please note that there are many forms of class participation including engaging in class discussion, emailing the professor with notes or questions prior to class, bringing relevant articles to class sessions, creating pieces of art that reflect your understandings of the course material, and many more. Please feel free to contact me to help determine the most effective way for you to participate in class.

**Remember after two unexcused absences each unexcused absence will result in a 1% reduction of your final grade.**

Note on Participation:

I consider disruptive or disrespectful classroom behavior to be negative contributions to class participation. Some forms of these behaviors during class sessions include: chatting, texting, repeated leaving and re-entering the classroom, use of computers for non-class related purposes. I weigh negative contributions to participation very heavily.

(15% of your final grade)

**Grading Summary:**

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Weekly Journal Part I - “Entering the Conversation”	<u>5%</u>
Weekly Journal Part II - “Conversations”	<u>10%</u>
In-Class Reading Assessments (7 total)	<u>5% Each (35% of Total Grade)</u>
Take Home Exam 1	<u>15%</u>
Take Home Exam 2	<u>20%</u>
Class Participation	<u>15%</u>

## Reading List:



### Required Books



### Articles Available on the Course Blackboard Site

Books are available through the Rutgers Library System and the PALCI “E-ZBorrow” service, and available for purchase at the bookstore or online at stores like Amazon.com. Additional articles, if assigned, will be posted on the class Blackboard website.

## Required Texts

- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, Second Edition published in 2009 by W.W. Norton and Co. (ISBN # - 978-0-393-93361-1)
  - There is a Third Edition of this book out. Please buy the Second Edition.
- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People*, Third Edition published in 2012 by Prentice Hall.
  - ☞ You may use either the “Combined Edition” (ISBN # 978-0-205-05470-1) -or- “Volume II: 1800 to Present” (ISBN # 0-205-05468-4.)
- Marguerite Guzman Bouvard, *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*, published in 2002 by Rowman & Littlefield Publishers (ISBN # 978-0842024877)

Please Note: This syllabus is subject to change at the instructor’s discretion as the semester progresses. Students will be notified of any changes in class, on the course Blackboard page and via email.

### **Planned Class Sessions**

This is my current plan for our class sessions. As noted earlier, this syllabus is subject to change at the instructor's discretion as the semester progresses. Students will be notified of any changes in class on the course Blackboard page and via email.

#### **WEEK 1**

##### **W Jan. 18: Introduction**

*Discussion:*

Course Goals, Expectations, and Syllabus

#### **WEEK 2**

##### **M Jan. 23: Say What?!: Naming, Reading, and Responding**

*Reading:*

- 📖 *They Say/I Say* – Preface (xvi-xxvi), Introduction (1-15)
- 📁 Thomas H. Holloway, “Latin America: What’s in a Name.” From the introduction of *A Companion to Latin American History*. Waltham, MA: Wiley/Blackwell, 2008.<sup>1</sup>

##### **W Jan. 25: The Colonial Crisis**

*Reading:*

- 📖 *They Say/I Say* – Part I “They Say” (pgs 17-51)
- 📖 *Latin America and Its People* - “Chapter 8: The New Nations of Latin America” (pgs 216-226)

#### **WEEK 3**

##### **M Jan. 30: Independence<sup>2</sup>**

*Reading:*

- 📖 *They Say/I Say* – Part II “I Say” (pgs 53-101)
- 📖 *Latin America and Its People* - “Chapter 8: The New Nations of Latin America” (pgs 226- 240)

##### **W Feb 1: Post-Independence Struggles**

*Reading:*

- 📖 *They Say/I Say* – Part III “Tying it All Together” (pgs 103-138)
- 📖 *Latin America and Its People* - “Chapter 9: Regionalism, War, and Reconstruction” (pgs 243-259)

#### **WEEK 4**

##### **M Feb. 6: Participation, Caudillos, and Economic Challenges**

*Reading:*

- 📖 *They Say/I Say* –Part IV “In Specific Academic Settings” (pgs 139-155 and 175-192)
- 📖 *Latin America and Its People* - “Chapter 9: Regionalism, War, and Reconstruction” (pgs 259-270)

##### **W Feb. 8: Rural Life After Independence**

*Reading:*

- 📖 *Latin America and Its People* - “Chapter 10: Everyday Life in An Uncertain Age” (pgs 272-287)
  - 📁 Selections from *Stray Notes from Bahia* by James Wetherell
  - 📁 “Standard Plots and Rural Resistance” by Raymond B. Craib
  - 📁 “House in the Countryside” by Brantz Mayer, *Mexico As It Was and As It Is*
- 🔗 [Electronic Journal for “Entering the Conversation” due to Blackboard Inbox at Beginning of Class](#)

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<sup>1</sup> More information can be found at - <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1405131616.html>

<sup>2</sup> Between 1820 and 1860 most of the countries we consider to be part of Latin America had gained independence from European colonial powers, however this trend was not universal. For example, although many Cubans and Puerto Ricans resisted Spanish colonial rule these islands remained colonies of Spain until the 1890s.

## **WEEK 5**

### **M Feb. 13: Urban Life After Independence**

Reading:

- 📖 *Latin America and Its People* - "Chapter 10: Everyday Life in An Uncertain Age" (pgs 287-298)
- 📁 "Buenos Aires" by C.S. Stewart from *The Personal Record of a Cruise*
- 📁 "Quito" by Friedrich Hassaurek from *Four Years Among the Ecuadorians*
- 📁 Selections from *Stray Notes from Bahia* by James Wetherell

### **W Feb. 15: Modernization and Social Change**

Reading:

- 📖 *Latin America and Its People* - "Chapter 11: Economic Modernization, Society, and Politics" (pgs 302-312)
- 📁 Export Agriculture by Arthur Ruhl from *The Central Americans*
- 📁 "Argentina as Latin America Avant-Garde" by Rubén Darío, 1890
- 📁 Excerpts from "Porfirio Díaz, Hero of the Americas," by James Creelman

## **WEEK 6**

### **M Feb 20: The Politics of and Resistance to Modernization**

Reading:

- 📖 *Latin America and Its People* - "Chapter 11: Economic Modernization, Society, and Politics" (pgs 312-326)
- 📁 Carlos Manuel de Céspedes, "Decree on Slavery," December 1868
- 📁 Statement of Carlos Ibañez of Chile on the Role of the Military
- 📁 General Oscar Benavides, "Last Will and Testament," 1931

➡ Discussion of the Content and Composition of the First Exam ◀

### **W Feb. 22: Deciphering Every Day History**

Reading:

- 📁 "Research Notes from the Underworld: The Entry Logs of the Rio de Janeiro Casa de Detenção, 1860-1969" - Amy Chazkel *Latin American Research Review* Vol. 46, No. 2 (2011), pp. 181-199

❖ Topics and Study Guide for the First Exam Given in Class ❖

## **WEEK 7**

### **M Feb. 27: Review and Synthesis of the Six KEY THEMES in 19<sup>th</sup> Century Latin America**

### **W Mar. 1: Background on the Mexican Revolution**

Reading:

- 📁 Benjamin, Thomas. *La Revolución: Mexico's Great Revolution as Memory, Myth, and History*. Austin, TX: University of Texas Press, 2000.
  - "The Pantheon of National Heroes" (pgs 1-8)
  - "Chronology of Events, 1810-1910" (pgs 9-12)
  - "Chronology of Events, 1911-1928" (pgs 25-29)
  - "Chronology of Events, 1928-1968" (pgs 79-83)
  - "Chronology of Events, 1968-Present" (pgs 153-156)

**© Exam 1 - Due on Blackboard - March 1 at the 4:00 pm©**

## **WEEK 8**

### **M Mar. 6: Memory and History**

#### Reading:

- 📁 “Introduction” (pgs 13-23) and “Chapter 6: History: The Work of Concord and Unification” (pgs 137-151) from: Benjamin, Thomas. *La Revolución: Mexico's Great Revolution as Memory, Myth, and History*. Austin, TX: University of Texas Press, 2000.
- 📁 *The Plan de Ayala* by Emiliano Zapata, 1911
- 📁 Articles 27 and 123 from the Mexican Constitution of 1917

### **W Mar. 8: Early 20<sup>th</sup> Century Economic and Political Change**

#### Reading:

- 📖 *Latin America and Its People* - “Chapter 12: Between Revolutions,” (pgs 327-350)
- 📁 “Political Manifesto” by Augusto Sandino, 1927
- 📁 “The Oil Expropriation” by Josephus Daniels, 1947

## **WEEK 9:                   ◆◆◆ March 13 - March 19 - Spring Recess◆◆◆**

## **WEEK 10**

### **M Mar. 20: Labor Organization**

#### Reading:

- 📖 *Latin America and Its People* - “Chapter 13: People and Progress,” (pgs 352-362)
- 📁 “Declaration of Workers’ Rights” by Juan Perón, 1947
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

### **W Mar. 22: Urbanization**

#### Reading:

- 📖 *Latin America and Its People* - “Chapter 13: People and Progress,” (pgs 363-373)
- 📁 Quotes from seven women (Jorgina, Ninice, Ana, D. Nené, Maria José, Celuta and Maria) collected by Maria Luiza Melo Carvalho in the city of Belo Horizonte, Brazil
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

🔗 [Electronic Journal for “Conversations” due to Blackboard Inbox at Beginning of Class](#)

## **WEEK 11**

### **M Mar. 27: Race and Identity**

#### Reading:

- 📁 “Racializing Regional Difference: São Paulo vs. Brazil, 1932,” by Barbara Weinstein in N. Appelbaum, A. Macpherson and K. Roseblatt, eds., *Race and Nation in Modern Latin America* (Chapel Hill: Univ. of North Carolina Press, 2003), pp. 237-262.
- 📁 Selections from *La Raza Cosmica (The Cosmic Race)* by José Vasconcelos, 1925
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

### **W Mar. 29: Gender and Identity**

#### Reading:

- 📁 “The Mysterious Case of the Missing Men: Gender and Class in Early Industrial Medellín” by Ann Farnsworth-Alvear in *International Labor and Working-Class History*, No. 49, Identity Formation and Class (Spring, 1996), pp. 73-92
- 📁 “Message to Dominican Women” by Darío Contreras, 1942
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!



## **WEEK 12**

### **M Apr. 3: Political Revolution**

Reading:

- 📖 *Latin America and Its People* - "Chapter 14: Revolution, Reaction, Democracy, and the New Global Economy," (pgs 375-383)
- 📁 "The Planning Machine: Project Cybersyn and the Origins of the Big Data Nation" by Evgeny Morozov in *The New Yorker*, 2014
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

### **W Apr. 5: Divergent Revolutionary Paths**

Reading:

- 📁 Selections from *Modern Latin American Revolutions* (2<sup>nd</sup> Edition) by Eric Selbin published in 1999 by Westview Press.
- Cuba:
  - 📁 "Castro Announces the Revolution, Fidel Castro, 1959
  - 📁 Letter from Ernesto "Che" Guevara to Carlos Quijano, 1965
- Chile:
  - 📁 "The Election of Salvador Allende: Declassified United States Government Documents," 1970
  - 📁 "The Chilean Revolution One Year In" by Salvador Allende, 1971
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

## **WEEK 13**

### **M Apr. 10: Repression, Exception, Renewal, and Reorientation**

Reading:

- 📖 *Latin America and Its People* - "Chapter 14: Revolution, Reaction, Democracy, and the New Global Economy," (pgs 383-399)
- 📁 "Opening Statement of Ambassador William E. Brock United States Trade Representative Before a Joint Oversight Hearing of the Senate Committee on Finance and the Senate Committee on Banking, Housing, and Urban Affairs on U.S. Trade Policy," July 8, 1981
- 📁 Robert Herzstein to Rodman Rockefeller and Guy Erb, memorandum, "Notes of our Conference with Héctor Hernández on February 12, 1985 in Mexico City," February 25, 1985
- 📁 Office of the United States Trade Representative, "Statement by Ambassador Yeutter: Signing Ceremony of the U.S.-Mexico Framework Agreement," November 6, 1987
- 🌀 Remember that we are reading *Revolutionizing Motherhood* soon - prepare accordingly!

### **W Apr. 12: Speaking to Power**

Reading:

- 📖 *Revolutionizing Motherhood* - Introduction and Chapters 1-5

## **WEEK 14**

### **M Apr. 17: New Articulations of Human Rights**

Reading:

- 📖 *Revolutionizing Motherhood* - Chapters 6-10

🌀 Discussion of the Content and Composition of the Second Exam 🌀

**W Apr. 19: Latin American and Global Human Rights**

Reading:

📁 Selections from *State Terrorism in Latin America: Chile, Argentina, and International Human Rights* by Thomas C. Wright, published in 2007 by Rowman & Littlefield Publishers, Inc.

📄 Electronic Journal for “Conversations” due to Blackboard Inbox at Beginning of Class

**❖ Topics and Study Guide for the Second Exam Given in Class ❖**

**WEEK 15**

**M Apr. 24: Every Day Life in the Late 20<sup>th</sup> Century**

Reading:

📖 *Latin America and Its People* - “Chapter 15: Everyday Life: 1959 to the Present,” (pgs 414-424)

**W Apr. 26: Global Latin America**

Reading:

📁 *What is Latin America Ruled the World?* by Oscar Guardiola-Rivera, published in 2010 by Bloomsbury Press - “Introduction,” (pgs 1-17) and selections from “Chapter 9: Crisis”

**WEEK 16**

**M. May 1: Discussion, Review, and Synthesis of Six KEY THEMES in 20<sup>th</sup> Century Latin America**

📁 *What is Latin America Ruled the World?* by Oscar Guardiola-Rivera, published in 2010 by Bloomsbury Press - selections from “Chapter 10: The Solution to All Our Problems”

**© Exam 2 - Due on Blackboard Wednesday, May 10 by 2:45 pm ©**