

History of Modern Latin America (21:510:208) - Section 02
Fall 2021

Asynchronous Remote Course

Instructor: Professor Brian R. Brown

Preferred Instructor Email: brb115@scarletmail.rutgers.edu

Office Location: Via Zoom [Link on Course Canvas Site]

Zoom Office Hours: Tuesdays from 6pm to 8pm [Eastern Standard Time]

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 and created new nation-states and new national identities. It will also consider the challenges that faced Latin America in the post-colonial era. While many 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.

Our class will consist of a series of mini-lectures, online discussion, 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 Canvas site for the course. The assigned readings and other course content are complementary; they do not repeat each other. So, follow along with online class discussions, and mini-lectures, and readings as all will be incorporated into quizzes and exams.

Course Goals:

1. Improve written communication through engagement in regular written assignments.
2. Differentiate between primary and secondary sources of historical information.
3. Outline the benefits and limitations 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:

Participation: My first week of college, my advisor told me the best way to be successful was to go to participate in class. Nearly two decades later that remains true. It is in your best interest to participate in class and to complete your reading before engaging in course materials. Out of respect for the other members of this course, please submit all elements of online discussion when they are due. You will be graded on your class participation in online discussions and if you will be unable to regularly participate in online course discussions this may not be the right class for you.

Canvas: We will have a Canvas site and I will use this site to post readings and make announcements. You will submit all assignments via the course Canvas site.

Communicating: Emailing brb115@scarletmail.rutgers.edu is the best way to reach me. I 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 or during the weekend may not be answered until the following Monday. I ask that you also check your official Rutgers email account regularly (at least once before Thursday at 5:00pm Eastern Standard Time) for course announcements or other pertinent information.

Office Hours: All office hours will be held via Zoom. I will post a Zoom link for my office hours on the course Canvas site. Our Canvas site will also have a feature that will allow you to reserve a block of time during my office hours. You should plan to reserve one of these blocks if there is something you need to discuss. If you have a conflict and cannot attend office hours during the times listed above, please send me an email that includes three days and times you are able to meet. My schedule is flexible, but I am unable to schedule a meeting with less than 24 hours notice.

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.

Course Policies:

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/>

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.

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 by including: 1) Your Name; 2) Your Signature – Typing your name is fine; 3) The Date. Again, you must include the honor code and your signature on Quizzes and Analytical Papers. I will be unable to grade assignments that do not contain the honor pledge in full.

Consequences for Academic Dishonesty: If you commit Academic Dishonesty you will find that I am not understanding. All papers will be submitted to Canvas and will be reviewed for plagiarism. Any assignment in which a student engages in Academic Dishonesty, no matter how small, will receive a grade of "**0**" and the incident 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 work. It is my expectation that you will proofread every assignment you submit for typos, spelling and grammar errors, etc. All assignments you submit should be your work and only your work. *I encourage you to form study groups for quizzes and papers. However, your Analytical Papers should not be proofread by anyone enrolled in this course and no one else should read or review your quizzes after you begin them.*

Late Work:

- **Learning Assessments and Online Discussions:** I am unable to accept late Learning Assessments or submission for Online Discussions.
- **Quizzes and Analytical Essays:** If you feel that you will not be able to submit a Quiz or Analytical Essay when it is due, please contact me as soon as possible. These communications should include all work you have completed on the assignment so far. Unless we have discussed your situation and I have offered you a form of accommodation two days (forty-eight hours) before the assignment is due, I will consider your work late. Late work will automatically be reduced half a letter grade and will be reduced by half a letter grade for each additional day (twenty-four

hours) including Saturday and Sunday that it is late. Simply put, it is best to contact me ahead of time.

Extra Credit: I may offer a few chances to earn extra credit this semester, but the best way to improve your grade is to show engagement and improvement in the course. I will initiate extra credit opportunities and make them available to all class members (there are NO INDIVIDUAL EXTRA CREDIT OPPORTUNITIES). Please do not ask if you can have extra credit.

Technological Assistance/Resources:

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

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

Access to Microsoft Office: <https://it.rutgers.edu/microsoft-office/microsoft-office-for-students/>

Life Outside the Classroom:

I understand that your lives consist of more than this course. If, any time during the semester, you feel that your life outside of this course may impact your participation in this course, and you are willing to share those issues with me, please do so at your earliest convenience. The sooner I know about a potential problem, the sooner we can discuss options to help you get the most out of this course. Past students have dealt with issues including, but not limited to: caring for another person such as a parent, child, or partner; working at a job with irregular hours or a job in which you have little or no say over when you are required to work; being forced to take a job to support yourself or family members; pregnancies; and illnesses.

Student Health Services: <https://studentaffairs.newark.rutgers.edu/health-wellness/see-doctor-or-counselor> can assist you with a wide range of services. More information is available at by phone at (973) 353-5232, by email at stuhlth@newark.rutgers.edu, or in Blumenthal 104.

The Counseling Center: <https://studentaffairs.newark.rutgers.edu/health-wellness/see-doctor-or-counselor> can help you if you are: worried, stressed, or sad; have concerns about the wellbeing or safety of a friend; suffer mental illness; are concerned about the way you use alcohol/drugs; or have thoughts of harming yourself. Contact the center via email at counseling@newark.rutgers.edu or phone at (973) 353-5805.

Student Support Services: <https://studentaffairs.newark.rutgers.edu/support-services/student-communities> can help those seeking support as well. Students come to Rutgers University - Newark from all corners of the country and the globe, from varied backgrounds, and with distinct goals and perspectives. Our diversity invigorates the university and creates an enriching and enlightening community of communities. There are a number of student groups who share common situations and concerns. The following list features various communities on campus for those seeking support, resources, and others to connect with: Undocumented Student Services, LGBTQ+ Student Services, and Veterans Affairs.

Food or Housing Insecurity: If you or someone you know is experiencing food or housing insecurity, please contact the CARE Team who can speak with the student of concern and help identify community

resources. Visit the CARE Team webpage for more information:

<https://studentaffairs.newark.rutgers.edu/categories/support-well-being/care-team/care-team-report-concern>.

PantryRUN: is dedicated to addressing food insecurity by providing free, healthy groceries to any students or staff who have trouble affording a healthy diet. More information can be found at <https://studentaffairs.newark.rutgers.edu/health-wellness/pantryrun>. Reach this service via phone at (973) 353-0256 or email at pantry_run@newark.rutgers.edu.

Course Assignments:

Weekly Assignments: Submitted via the Course Canvas Site

Syllabus Assessment: You will review this syllabus and complete a Syllabus Assessment activity during Week 1 of this course. The Syllabus Assessment will comprise 5% of your final course grade.

Weekly Learning Assessments: You will complete a Learning Assessment based on assigned readings and course lecture as noted in the syllabus. Learning Assessments are open-book, open-note assignments designed to draw your attention to important concepts considered in both reading and lecture. Weekly Learning Assessments will provide you with an opportunity to review key concepts before taking quizzes and writing your analysis papers. Weekly Learning Assessments are due every Monday by 7:00 pm [Eastern Standard Time]. You CAN NOT make up Weekly Learning Assessments. It is essential that you take the time to complete them every week. Students who submit ALL Learning Assessments will have the option to drop their two lowest assessment grades. The average of your Weekly Learning Assessments will comprise 20% of your final course grade.

Weekly Online Discussion: Each week you will engage with your fellow students in the “Discussions” Section located on the course Canvas site. To receive credit for Weekly Online Discussion you must:

- Post a meaningful comment about the assigned reading and course lecture. Due every Friday at 7:00pm [Eastern Standard Time].
- Post a meaningful question that relates to the assigned reading and course lecture. Due every Friday at 7:00pm [Eastern Standard Time].
- Provide a meaningful response to a question or comment posed by a classmate. Due every Tuesday at 7:00pm [Eastern Standard Time]. Participation in Weekly Online Discussion comprises 25% of your final grade.

Quizzes and Exams: Submitted to the Course Canvas Site. These assignments MUST be submitted using [Microsoft Word](#).

You can download a free copy of Microsoft Word at <https://it.rutgers.edu/microsoft-office/microsoft-office-for-students/>

Quizzes: You will have two Quizzes that are designed to assess what you have learned from lecture and assigned readings. The composition of each quiz will be discussed in lecture at least one week before they are due. Quizzes will consist of a combination of short essays (no longer than 200 words) based on class discussion and analysis of primary source documents. Quiz 1 will be worth 5% of your final course grade and Quiz 2 will be worth 10% of your final course grade.

Analytical Papers: We will have two Analysis Papers that draw on class readings, historical sources, lecture, weekly class discussions, and other course elements. The purpose of these papers

is to demonstrate your ability to analyze a wide range of sources and use them to create a compelling, original written argument. Effective Analysis Papers are typically between 1200 and 1350 words in length and should not exceed 1400 words. The content and composition of each Analysis Paper will be discussed in the weeks before they are assigned. These papers 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 writing skills obtained from *They Say/I Say: The Moves that Matter in Academic Writing* in their papers. These skills will be incorporated into the grading criteria for each paper. Analytical Paper 1 is 15% of your final grade. Analytical Paper 2 is 20% of your final grade.

Students will be provided with rubrics/grading criteria for Quizzes, Analytical Papers, and Online Discussions.

Grading Summary:

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Syllabus Assessment	5%
Weekly Learning Assessments	20%
Quiz 1	5%
Quiz 2	10%
Analytical Paper 1	15%
Analytical Paper 2	20%
Participation in Weekly Online Discussions	25%

Grading Scale:

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

 Required Texts:

Books are available through the Rutgers Library System and 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 Canvas website.

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, published by W.W. Norton and Co. Please use the 2016 Edition (ISBN # 9780393617436) or the 2009 Edition (ISBN # 978-0393933611) of this book.

Mark Burkholder, Monica Rankin, and Lyman L. Johnson, *Exploitation, Inequality, and Resistance: A History of Latin America Since Columbus*, published by Oxford University Press in 2017 (ISBN# 978-0199837618).

This syllabus is subject to change at the instructor's discretion as the semester progresses. Students will be notified of any changes on the course Canvas page and in Canvas announcements.

Course Schedule

This is my current plan for our class. 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 on the course Canvas page and in Canvas announcements.

Part 1: Independence to The Panama Canal

Key Dates:

-  Quiz 1 - Due Wednesday, September 29 by 3:00pm [EST]
-  Analytical Paper 1 – Due Wednesday, October 20 by 3:00pm [EST]

Additional Reading:

 *They Say/I Say* Parts 1, 2, and 3

Please read Parts 1, 2, and 3 of *They Say/I Say* before October 19, 2021. Elements from these readings will be incorporated into class lectures and you may complete the reading at a time that is most convenient for you. Part of your grade for Analytical Paper 1 [due October 20] will be based on your ability to incorporate elements from *They Say/I Say* into your argument.

Week 1, September 1 to 8 - Course Introduction and the Colonial Overview

Readings:

 Course Syllabus

Assignments:

-  Weekly Online Discussion – Discussion will focus on lecture only.
 - Comments & Questions – Due Friday, September 3 at 7:00pm [EST]
 - Responses – Due Tuesday September 8 at 7:00pm [EST]
- Syllabus Assessment – Due Friday September 8 at 9:00pm [EST]

Week 2, September 9 to 15 – Independence Movements

Readings:

 *Exploitation, Inequality, and Resistance*: Chapters 12 & 13 [pages 170-194]

Assignments:

-  Weekly Online Discussion
 - Comments & Questions – Due Friday by 7:00pm [EST]
 - Responses – Due Tuesday by 7:00pm [EST]
- Learning Assessment – Due Monday, September 13 by 7:00pm [EST]

Week 3, September 16 to 22 – Nation Formation

Reading:

 *Exploitation, Inequality, and Resistance*: Chapters 14 & 15 [pages 195-225]

Assignments:

-  Quiz 1 Assigned
-  Weekly Online Discussion
 - Comments & Questions – Due Friday at 7:00pm [EST]
 - Responses – Due Tuesday at 7:00pm [EST]
- Learning Assessment - Due Monday, September 20 at 7:00pm [EST]

Remember to Read Parts 1, 2, and 3 of *They Say/I Say* by October 20, 2021

Week 4, September 23 to 29 - Working with Primary Sources

Reading:

-  James Wetherell - Selections from *Stray Notes from Bahia*, Mid 1800s
-  Carlos Manuel de Céspedes - "Decree on Slavery," December 1868
-  Brantz Mayer - "House in the Countryside" from *Mexico As It Was and As It Is*, 1884

Assignments:

-  Quiz 1 – Chapters 11 to 14 - Due Wednesday, September 29 by 3:00pm [EST]
-  Weekly Online Discussion
 - Comments & Questions – Due Friday, at 7:00pm [EST]
 - Responses – Due Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday, September 27 by 7:00pm [EST]

Week 5, September 30 to October 6 – Interacting with Other Nations

Reading:

-  *Exploitation, Inequality, and Resistance* Chapters 16 & 17 [Pages 226-257]

Assignments:

-  Analytical Paper 1 - Chapters 12 to 19 – Assigned, Due October 20
-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday, October 4 by 7:00pm [EST]

Week 6, October 7 to 13 - Informal Imperialism

Reading:

-  *Exploitation, Inequality, and Resistance* Chapter 18 [Pages 258-273]
-  Arthur Ruhl "Export Agriculture," from *The Central Americans*, 1928

Assignments:

-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday, October 4 by 7:00pm [EST]

Remember to Read Parts 1, 2, and 3 of *They Say/I Say* by October 20, 2021

Part 2: From Populism to the Twenty-First Century

Important Dates:

-  Quiz 2 - Due Wednesday, November 17 by 3:00pm [EST]
-  Analytical Paper 2 - Analytical Paper 1 – Due Friday, December 17 by 3:00pm [EST]

Week 7, October 14 to 20 – Populism in Latin America

Reading:

-  *Exploitation, Inequality, and Resistance* Chapter 19 [Pages 274-291]
-  Emiliano Zapata, *The Plan de Ayala*, 1911
-  Articles 27 and 123 from the Mexican Constitution of 1917
-  Juan Perón, “Declaration of Workers’ Rights,” 1947

Assignments:

-  Analytical Paper 1 – Due Wednesday, October 13 by 3:00pm [EST]
-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 8, October 21 to 27 – Global Conflict

Reading:

-  *Exploitation, Inequality, and Resistance* Chapters 20 & 21 [Pages 292-330]
-  Josephus Daniels, “The Oil Expropriation,” 1947

Assignments:

-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 9, October 28 to November 3 – Responses to Ideological Conflict

Reading:

-  *Exploitation, Inequality, and Resistance* Chapters 22 & 23 [Pages 331-364]
-  Ernesto “Che” Guevara, Letter to Carlos Quijano, 1965

Assignments:

-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 10, November 4 to 10 – Financial Crisis

Reading:

-  *Exploitation, Inequality, and Resistance* Chapter 24 [Pages 365-384]
-  "The Election of Salvador Allende: Declassified United States Government Documents," 1970
-  Office of the United States Trade Representative, "Statement by Ambassador Yeutter: Signing Ceremony of the U.S.-Mexico Framework Agreement," November 6, 1987

Assignments:

-  Quiz 2 Assigned
-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 11, November 11 to 17 – The Craft of History

Reading:

-  Evgeny Morozov, "The Planning Machine: Project Cybersyn and the Origins of the Big Data Nation" in *The New Yorker*, 2014
-  Amy Chazkel, "Research Notes from the Underworld: The Entry Logs of the Rio de Janeiro Casade Detenção, 1860-1969" *Latin American Research Review*, Vol. 46, No. 2, 2011.
-  Additional Readings Based on Student Interest

Assignments:

-  Quiz 2 Due November 17
-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 12, November 18 to 23 – Contemporary Concerns Part 1

Reading:

-  *Exploitation, Inequality, and Resistance* Chapter 25 [Pages 385-403]

Assignments:

-  Analytical Paper 2 Assigned
-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 13, November 24 to 28 – Thanksgiving Break

Week 14, November 29 to December 1 - Contemporary Concerns Part 2

Reading:

 *Exploitation, Inequality, and Resistance* Chapter 26 [Pages 404-422]

Assignments:

-  Weekly Online Discussion
 - Comments & Questions – Friday, at 7:00pm [EST]
 - Responses – Tuesday at 7:00pm [EST]
- Learning Assessment – Due Monday by 7:00pm [EST]

Week 15, December 2 to 8 – Addressing Your Concerns

I will hold extended office hours to address any concerns you might have as we finish the semester.

Finals Week

 Analytical Paper 2 Due Friday, December 17, 2021, at 3:00pm [EST]