

Spring 2019

History of Modern Latin America

21:510:208

Wednesday and Friday 11:30-12:50
Conklin Hall 352

Instructor: Lance C. Thurner
lancet@scarletmail.rutgers.edu

Office Hours: Conklin 326 Wed. & Fri. 10:25 – 11:25

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 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, such as history “from below,” micro-history, women’s history, global history, and biography. Students will learn how to interpret and evaluate a wide array of primary sources (including correspondence, writing, oral histories, photographs, art, video, and maps) and practice using sources to elaborate or challenge narratives about the past. In addition to a strong understanding of the major problems in Modern 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.

skills for researching and analyzing current events in Latin America in a historical frame.

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

Please note: Latin America is a vast and diverse region, and in one semester it is impossible to cover the distinct paths of all of the region's peoples. Instead, I have by necessity been selective regarding on which nations we will concentrate. Because scholars have tended to focus their studies on just a few countries (Mexico, Brazil, Cuba, Argentina, Peru, and Colombia) this syllabus is weighed heavily towards those. If, however, you have particular interest in another country (such as El Salvador or Ecuador) please write me an email or come to me after class and I will what I can to work it in more centrally to the syllabus.

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.

Books to Buy:

Esteban Montejo, *Biography of a Runaway Slave* (any edition)

Books should be available at both the campus bookstore in Bradley Hall and New Jersey Books, and are available through online booksellers.

All other readings will be available on Blackboard

I have selected the readings for this course to illustrate different ways historians approach intellectual problems, to challenge students to read and think critically, and to exercise students' skills in interpreting historical sources. Therefore there is no textbook for this course. Should you desire additional, more comprehensive readings that summarize the entirety of Latin American history, below is a list of **optional** weekly readings from:

Martin and Wasserman, *Latin America and its People*, Volume II, 2nd Edition.

Week 3: Chapter 8

Week 4: Chapter 9

Week 5: Chapter 10

Week 7: Chapter 11

Week 9: Chapter 12

Week 12: Chapter 14

Blackboard

All additional readings as well as powerpoint slideshows will be posted and available on Blackboard.

Assignments:

This class has four types of assignments:

- 1) **Map Quiz**
- 2) **Six Response Papers:** There will be 14 opportunities; students need only complete **six**. Approximately 300-400 words. For each response paper, the professor will provide a prompt related to the week's readings and/or primary sources. Response papers will be submitted either online via Blackboard or in paper and must be completed before class starts.
- 3) **Two Class Presentations:** Each student must one time start off discussion of the week's primary sources based on their response paper. At the end of the semester, each student will briefly present the findings and substance of their final paper.
- 4) **Final Paper:** For final papers, students will choose from a selection of primary sources and write a five page essay on how it reflects on and relates to one of the semester's main topics. The final paper will be submitted as a rough draft, each

student will be required to give written and oral feedback on a peer's essay, and the final draft will be due the Monday after the last day of classes.

You must follow the University's guidelines on academic integrity. 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."

Grades will be assigned as follows:

Map quiz: 5 pts

Response Papers: 40 pts

Presentations and Class Participation: 15 pts

Rough Draft and Feedback: 10 pts

Final Paper: 30 pts

Attendance: Attendance will be taken each class period and will be consequential to your grade. 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 from the course.

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.

A+ 97-100

A 90-96

B+ 87-89

B 80-86

C+ 77-79

C 70-76

D+ 67-69

D 60-66

F 0-59

Week 1:

JANUARY 23: Introduction to the Course:

Why study Latin American history?
Where is Latin America?

Study Maps for the Quiz:

http://www.lib.utexas.edu/maps/americas/south_america_ref_2010.pdf

http://www.lib.utexas.edu/maps/americas/txu-oclc-123908752-caribbean_2006.jpg

http://www.lib.utexas.edu/maps/americas/america_caribbean_pol_97.jpg

http://www.lib.utexas.edu/maps/americas/latin_america.gif

JANUARY 25: What is the Purpose of Studying the Past?

Reading TBA

PART I – The Nation

Week 2: Legacies of Colonialism

JANUARY 30: Conquest, Slavery, and Rebellion

John Chasteen, “Encounter”

Maps as historical sources:

Maps of the empire, maps of the nation (in class)

Map Quiz : See end of syllabus

FEBRUARY 1: The Colonial Order of Race and Gender

John Chasteen, “Colonial Crucible”

Paintings and illustrations as primary sources:

Casta Paintings from Colonial Mexico (in class)

Week 3: The Meanings of Independence

FEBRUARY 6: Independence Stories

Justo Sierra, *The Political Evolution of the Mexican People*, 169-171

Octavio Paz, *Labyrinth of Solitude*, 117-120

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

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

Jaime Rodríguez, *The Independence of Spanish America*, 1-5

Response Paper

FEBRUARY 8: Programs for the New Nation

Primary Sources:

Alexander von Humboldt, Political Essay on the Kingdom of New Spain, 17-27
Simon Bolivar, Letter from Jamaica
Simon Bolivar, “A Panoramic View of South America”
Letter from Field Marshall José María Villagrán to Dr. Diego Antonio Rodríguez Zimapán, 14 April 1812
Haitian Declaration of Independence, January 1, 1804

Response Paper

Week 4: Post-Independence Politics

FEBRUARY 13: Citizenship and Liberalism in South America

Primary Source:

Domingo Sarmiento, *Facundo, or, Civilization and Barbarism*, (excerpt)

Response Paper

FEBRUARY 15: Independence and Popular Politics

Ariel de la Fuente, *Children of Facundo*, (excerpt)

PART 2 – RACE, GENDER, AND POLITICS

Week 5: Slavery and Freedom in Cuba and Brazil

FEBRUARY 20: Slavery and Sugar in the *Longue Durée*

Historical biography as a primary source:

Esteban Montejo, *Biography of a Runaway Slave*, “Preface,” “Slavery” and “Afterword.”

Response Paper

FEBRUARY 22: The End of Slavery in the Americas

Montejo, *Biography*, “The Abolition of Slavery,” and “The War of Independence.”

Joaquim Nabuco “Slavery and Society”

Response Paper

Week 6: Post-Racial Societies?

FEBRUARY 27: Mestizo Mexico and Racial Democracy

Lillian Guerra, “From Revolution to Involution in the Early Cuban Republic”

MARCH 1: Race and Politics from Below

Law as a primary source:

Jose Antonio Saco, “The Color Line”

“Abolition Decree, 1888”

“Laws Regulating Beggars in Minas Gerais, 1900”

José Martí, *Our America* (excerpt)

“Political Program of the *Partido Independiente de Color*”
Response Paper

Week 7: Order and Progress

MARCH 6: Gender, Sexuality, and Urban Life

Sueann Caulfield, *In Defense of Honor*, Ch. 3
Response Paper

MARCH 8: Photography and History

Nancy Stepan, “Portraits of a Possible Nation: Photographing Medicine in Brazil”

Photography as a primary source:

Early photographs from Peru and Brazil (in class)

Week 8: Gender at Work

MARCH 13: Patriarchy in the Factory

Ann Farnsworth, *Dulcinea in the Factory*, Chapter 5
Response Paper

MARCH 15: Labor Activism and Gender

Life history as a primary source:

Oral History of Doña María
Response Paper

*** SPRING BREAK ***

Week 9: Populism

MARCH 27: Populism

Daniel James, “The Peronist Political Vision”
Herbert Braun, “Words as Weapons”
Robert Levine, “Father of the Poor?”

MARCH 29: Forms of Popular Mobilization

Juan Perón, “Declaration of Workers’ Rights”
“Doña María Remembers Perón”
Julie Taylor, “The Lady of Hope and the Woman of the Black Myth”
Videos of Juan and Eva Perón (in class)

PART 3 – Latin America and the World

Week 10: Varieties of Experience with the United States

APRIL 3: Neo-colonialism

Eileen Findlay, “Marriage and Divorce in the Formation of the New Colonial Order”

APRIL 5: Fallout

Correspondence Between Sumner Wells and Cordell Hull
Augusto Sandino, Political Manifesto of 1927
Rockefeller Foundation Vaccination Video (in class)
Response Paper

Week 11: Narratives of US-Latin American Relations

April 10: Many Narratives of US-Latin American Relations

Eduardo Galeano, *Open Veins of Latin America*, Introduction (edited)
Greg Grandin, *Fordlandia*, (excerpt)
Response Paper

April 12: Epithets and Global Solidarities

Underdeveloped:

Walt Rostow, The Stages of Economic Growth,
Cardoso & Faletto, Dependency and Development in Latin America, 16-24
(edited)

Failed State:

<https://nyti.ms/2yPmtXu>

Global South:

Nour Dados & Raewyn Connell, “The Global South”

Third World:

“Third World,” Oxford Companion to Politics of the World
Trump quotes on the “third world”

Response Paper

Week 12: REVOLUTION! and Liberty

APRIL 17: 20th Century Revolutions

Rough Draft of Final Paper Due

APRIL 19: Revolutionary Experiences

First-hand memories:

Elena Poniatowski, *Here's to you, Jesusa*, (excerpt)

Margaret Randall, "Women in the Swamps"
Roberto Fernández Retamar, "Caliban"
Response Paper

Week 13: State Terror, Resistance, and Memory

APRIL 24: Dirty Wars

David F. Schmidt, "Lesser of Two Evils"
Nick Cullather, "Operation PBSUCCESS"
Ricardo Falla, "The San Francisco Massacre"

Primary Source:

CIA "Denied in Full" (In Class)
Thorough feedback to your partner due in class

APRIL 26: Indigeneity After Genocide

Commission for Historical Clarification, "Acts of Genocide"
Helen Mack, "What is Reconciliation?"
Charles Hale, "The Authorized Indian"
Demetrio Cojtí Cuxil, "The Pan-Maya Movement"
Response Paper

Week 14: Presentations and Review

MAY 1: Student Presentations

Carlos de la Torre, "Populism Revived, Donald Trump and the Latin American Leftist Populists." *The Americas*, 75:4. October 2018.

MAY 3: Student Presentations

Final Paper Due May 6 (submit through Blackboard's assignment tool)

Map Quiz: You will be given a copy of the map on the following page. To earn the full 10 points, you must correctly draw and identify 40 of the following 47 features, **including the Mexican Border pre-1836**.

Countries and Islands:

North America:

Mexico

Central America:

Guatemala

Belize

El Salvador

Honduras

Nicaragua

Costa Rica

Panama

Caribbean:

Cuba

Puerto Rico

Hispaniola (Haiti & DR)

Haiti

South America:

Colombia

Venezuela

Ecuador

Peru

Chile

Argentina

Uruguay

Paraguay

Bolivia

Brazil

Cities:

Mexico City

Guatemala City

Managua

Tegucigalpa

San Salvador

San José (Costa Rica)

Panama City

Havana

San Juan (PR)

Caracas

Santiago (Chile)

Buenos Aires

Asunción (Paraguay)

Montevideo

La Paz

Rio de Janeiro

São Paulo

Brasilia

Salvador

Other:

Caribbean Sea

Gulf of Mexico

Andes Mountains

Amazon Basin

Guantanamo Bay

Mexican Border pre-1836

