

Spring 2020

# History of Modern Latin America

21:510:208 Section 01

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

Instructor: Lance C. Thurner  
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Office Hours: Conklin 326 Wed. 4-6pm

**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”

Why do we live in nations at all? This project charts the transformations, variations, and contestations of nationhood and the relationship of citizen and state over the course of Modern Latin American history. When most of Latin America gained independence from the Spanish and Portuguese empires in the early 19<sup>th</sup> century, just about no one thought of themselves as Mexican, Venezuelan, or Brazilian – that is, as a member of a nation. One hundred years later, however, national identity was fundamental to most peoples’ worldview and sense of self; today, 200 years after independence, we are now witness to a resurgence of nationalism across the region. Through two centuries of revolution, repression, war, and democracy, the nation-state emerged as the foremost political entity of our time as Latin Americans fought for rights, resources, and equality through this institution. In Spring 2020, this course will collectively develop a web-based historical map/timeline that tracks the variations and changes in the ideas and experiences of citizenship across time and space. Students will be provided a curated selection of primary and secondary sources. Individually and with partners, students will create short descriptions and

analyses of these sources, catalog the sources, and local them in time and space on the shared website. At the end of the semester, students will be prompted to select a subset of sources from this shared site to write a final paper (5 pages) on national identity and citizenship in Modern Latin American history.

[www.statesofbelonging.org](http://www.statesofbelonging.org)

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 testimonies, legal documents, images, 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 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.

### **Blackboard:**

**All readings will be available on Blackboard**

### **Assignments:**

This class has four types of assignments:

- 1) **Map Quiz**
- 2) **Contributions States of Belonging** (Instructions at [www.statesofbelonging.org](http://www.statesofbelonging.org))
- 3) **One Class Presentation**
- 4) **Final Paper:** For final papers, students will prompted to select a subset of sources from Empire’s Progeny to write a final paper (5 pages) on nationalism and citizenship. The final paper will be submitted as a rough draft and each

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

**Grades** will be assigned as follows:

Map quiz: 6 pts

Website Contributions: 36 pts

Presentations and Class Participation: 18 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. University policies regarding excused and unexcused absences is available at [http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html).

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>
B+	87-89
<u>B</u>	<u>80-86</u>
C+	77-79
<u>C</u>	<u>70-76</u>
D+	67-69
<u>D</u>	<u>60-66</u>
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.

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/>

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking,

should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

#### ☐ Learning Resources:

- Rutgers Learning Center (tutoring services)  
Room 140, Bradley Hall  
(973) 353-5608  
<https://sasn.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](mailto:nwc@rutgers.edu)  
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

## Week 1: Jan 22 & 24 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/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/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/america_caribbean_pol_97.jpg)

[http://www.lib.utexas.edu/maps/americas/latin\\_america.gif](http://www.lib.utexas.edu/maps/americas/latin_america.gif)

Friedrich Nietzsche, “On the Uses and Disadvantages of History for Life” (edited)

## Week 2: Jan 29 & 31 Legacies of Colonialism

### **Meet in Engelhard 309**

Benedict Anderson, *Imagined Communities* (excerpt)

Michel Rolph Trouillot, *Silencing the Past* (excerpt)

### **Maps as historical sources:**

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

**Map Quiz: See end of syllabus**

**Database Assignment in Class**

## Week 3: Feb 5 & 7 The Meanings of Independence

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

Simon Bolívar, Letter from Jamaica

Haitian Declaration of Independence, January 1, 1804

**Rough Draft Essay 1 Due Feb 9<sup>th</sup> Midnight**

## Week 4: Feb 12 & 14 Post-Independence Politics

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

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

## Week 5: Feb 19 & 21 Slavery and Freedom in Cuba and Brazil

### **Historical biography as a primary source:**

Esteban Montejo, *Biography of a Runaway Slave*, “Slavery” and 61-64, 86-90, 151-156

**Final Draft of Essay 1 Due Feb 23 Midnight**

### Week 6: Feb 26 & 28 Post-Racial Societies?

Ada Ferrer, "A Raceless Nation"

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

Aluísio Azevedo, "Brazilianization"

**Rough Draft of Essay 2 Due Mar 1 Midnight**

### Week 7: Mar 4 & 6 Order and Progress

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

Mexican Constitution of 1917

### Week 8: Mar 11 & 13 Gender at Work

Ann Farnsworth, *Dulcinea in the Factory*, Chapter 5 & 6

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

**Final Draft of Essay 2 Due Mar 15 Midnight**

\*\*\* SPRING BREAK \*\*\*

### Week 9: Mar 25 & 27 Indigeneity in the 20<sup>th</sup> Century

Charles Hale, "The Authorized Indian"

Demetrio Cojtí Cuxil, "The Pan-Maya Movement"

**In-Class Final Paper Exercise**

### Week 10: Apr 1 & 3 American Empire and the Cold War

Juan Gonzalez, *Harvest of Empire*, Ch. 8

David F. Schmidt, "Lesser of Two Evils"

Nick Cullather, "Operation PBSUCCESS"

Ricardo Falla, "The San Francisco Massacre"

CIA "Denied in Full" (In Class)

### Week 11: Apr 8 & 10 Revolution, Civil War, and "Bureaucratic Authoritarianism"

Commission for Historical Clarification, "Acts of Genocide"

Helen Mack, "What is Reconciliation?"

**Rough Draft of Final Paper Due Apr 12 Midnight**

### Week 12: Apr 15 & 17 TBA

Week left open for accommodations to student interests or changes to the schedule

**Week 13: Apr 22 & 24 Latin America and New Natures**

Dominic Boyer, *Energopolitics* (Excerpt)

Thorough feedback to your partner due in class

**Week 14: Apr 29 & May 1 Presentations and Review**

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

Brasília

Salvador

Other:

Caribbean Sea

Gulf of Mexico

Andes Mountains

Amazon Basin

Guantanamo Bay

**Mexican Border pre-1836**

