Course Description

This course explores the vibrant and complex history of Latin America after independence, in the “modern period” of the nineteenth and twentieth centuries. We will find that modernity looks somewhat different from the perspective of Latin Americans than from that of the United States or Europe. The class is organized around the concept of a dialogue between "national" political histories--that is, the formation of independent states after centuries of Spanish colonial rule -- and the heterogeneous experiences and histories of workers, farmers, peasants, artisans, and slaves: the ordinary people that made up these societies. Within this framework we will examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation. The study of Latin America is extremely complex and challenging. We are dealing with twenty-one separate and individual nations, spanning a vast geographic region, and encompassing a multiplicity of languages, ethnicities and religious beliefs. This course is structured thematically around a loose chronological framework. We will look at issues and themes common to the region as a whole, focusing in on individual countries as case studies to illuminate these themes. If you are interested in one or more specific countries, you can adapt your reading to focus specifically on this area, using the suggested and optional works from each week's bibliography.

This is an exciting time to be learning about Latin America, as presidential elections are to be held in various countries including Chile, Bolivia, Ecuador and Mexico which stand to potentially reshape the political standing and future of the continent. You are encouraged to keep abreast of contemporary developments by reading the international section of major newspapers.

Please note that this is an upper-division class and as such will rely on weekly reading-based student discussion and initiative. I will provide introductory lectures for each component or theme, but for the most part I will be eliciting and orienting class discussion by posing questions and suggesting
themes and perspectives. Class debate should not centre on presentation of facts, but rather on discussion of issues, questions, relationships, concepts and approaches. Every week we will analyse and discuss a range of secondary and primary sources, which are either available in your text books, or will be distributed before hand. Using range of secondary sources as opposed to a single text book will allow us to develop an appreciation of the complexities of the historiography of gender in Latin America. Using primary sources will provide us with a first-hand insight into Latin American realities, while allowing us to experience and construct history as historians do, and to gain an understanding of the strengths and shortcomings of different types of sources. It is imperative that you prepare for each class by doing AT THE MINIMUM the required reading for that week. You should aim to spend at least three hours doing preparatory reading for each class. As preparation for writing essays you should read at least four additional sources. Please do not sign up for this course unless you are interested in the close, critical reading and discussion of assigned materials. Failure to prepare for the class will result in a very low participation grade and can affect your overall mark for this class. Student attendance is required at all course meetings and events.

Learning Outcomes:

By the end of this course you will:

- Understand the key themes and issues that contributed to the development of modern Latin American societies.
- Be familiar with a range of historiographical and interdisciplinary approaches to the study of modern Latin America.
- Express yourself in oral and written communication with greater fluency and coherence.
- Have improved your ability to analyze and assess historical argument.
- Have improved your ability to work with and interpret primary sources.

Key Readings:

The following books are the required readings for this class. You may purchase them at the FGCU Bookstore. They are also available on reserve in the library. Additional readings will also be suggested (occasionally required!) for each week: these are available in the library, either in general holdings or on reserve. They may also be purchased on Amazon.com. You will need to read some of these for your discussion papers, which cannot be written from the textbooks alone. Each week one or more primary sources will be distributed for discussion in class. If you miss a class it is your responsibility to contact me to collect these documents.

Greg Grandin, The Last Colonial Massacre: Latin America in the Cold War. University of Chicago

**Coursework and Grading:**

Short response papers: 25%.

One Critical Book Review: 20%.

One Discussion Paper: 20%

Final exam: 25%.

Attendance and participation: 10%.

Short response papers. You will be required to prepare weekly response papers based on primary sources of about one page in length. These do not need to be typewritten. They will be based on issues to be discussed in the first class of each week, and must be submitted to me AT THE START of that class. You are required to write eleven response papers; the best ten will count towards your final grade. See study guide for advice on how to approach these papers.

Critical Book Review: You are required to write one critical book reviews on EITHER Ada Ferrer, *Insurgent Cuba* OR Greg Grandin, *The Last Colonial Massacre*. Your review should explore the historical context of the book: when it was written, why, and for whom. You should outline the arguments made by the book, and state your opinion of the strengths and weakness of the argument, and the degree of balance it provides. You should explain how useful it is for understanding a particular theme, how it relates to wider reading on this and other topics, and what you think we can learn from it. For more tips, see the study and essay writing guide for this course. Specific issues related to each book will be discussed in class. The book review must be at least 1500 words long (6 pages).

Discussion paper: Each student is required to write one essay from the list of topics at the back of the reading list. They will be based on class readings and discussion. These papers will be 6-7 pages (1500-2000 words) in length and reflect your analysis of materials discussed in the readings. All papers must be properly footnoted and formatted, and include page numbers, citations and a bibliography. (See essay-writing guide.) They should be based on a minimum of four scholarly sources (books and journal articles). This is a chance to demonstrate critical thinking, and to develop your skills in producing well-structured and coherent pieces of writing. Marks will be given for clarity of argument, engagement with sources and ability to present different sides of the debate. Please note that the stringing together of fragments of notes taken from the reading materials does not constitute paper-writing! Students are required to be familiar with FGCU guidelines on plagiarism and the submission of written work. Papers should be submitted to me by midnight on the due date. Late papers will be penalised for each day of lateness at the rate of a third of a grade per day. (B to B-, B-to C+ etc.) Papers submitted at 12.01 on the day following the due date will be counted as late.

Final exam: There will be a two hour comprehensive in-class exam scheduled during exam period.
You will be required to answer three essay questions from a choice of eight, encompassing the themes covered in the course.

**Exam make-ups will be given only for a verifiable medical emergency occurring on the scheduled test day. There will be no exceptions to this policy.**

Attendance and Participation: Attendance will be taken each class period and you will be required to attend the entire class session to receive full credit. If you arrive late to class, you will receive only half credit for the class period. In case of sickness or other legitimate reason for absence it is your responsibility to inform me in advance, or as soon as possible after the class. Any student with perfect attendance at the end of the semester will receive extra credit points. To earn full participation points, you must come to class prepared to discuss the readings assigned for that class period.

**Grading scale:**

92.6 and up = A 82.5 to 87.4 = B 70 to 78.4 = C  
91 to 92.5 = A- 80 to 82.4 = B- 60 to 69.9 = D  
87.5 to 90.9 = B+ 78.5 to 79.9 = C+ 0 to 59.9 = F

I consider all students equally capable of successfully completing the requirements for this class. I therefore do not grade students in a class on the basis of a “natural” curve which presumes that there will and should be a “normal” distribution of grades. I evaluate a student’s work solely on their individual performance, and I do not assume that there can be “too many” A’s (or C’s, for that matter) in any class section. In borderline cases improvement and dynamic class participation will be decisive factors.

Every student must participate in class discussions, write the assigned papers, and complete the examinations in order to receive a final grade and pass the course. This means that if you do not turn in all the assignments, you will automatically fail the course. Students are expected to attend all classes and to finish the assigned readings by the dates indicated.

**Deadlines:**

First Paper Due: Thursday 24th February, 12 midnight.
Second Paper Due: Thursday 14th April, 12 midnight.

**Extra Credit** (up to 5%): For extra credit you may write critiques of articles which relate to some aspect of Latin America published in one of the following leading mainstream newspapers: *The Miami Herald, The New York Times, The Washington Post, The Chicago Tribune, The Los Angeles Times,* or *The Dallas Morning News.* These newspapers are available either in the library or online. If you want to use another newspaper (particularly one from Latin America or an alternative news source) please check with me first. The critique can be typed or handwritten, and should be approximately 250 words long. Include one paragraph describing the social content of the article, and a second analysing its historical and social significance. Please include a copy of the article along with your written critique. You may submit a total of five critiques for the course. I will add one percentage point to your course grade for each acceptable critique.
Plagiarism:

The academic integrity of the university requires all students to be honest in the representation of their work. This means that you must not copy from other students during exams, that your written assignments should be properly cited and represent your own work. FGCU keeps an archive of submitted essays, thus anyone attempting to pass off a previous students work as their own will be caught. Likewise I regularly check the internet for essays on the themes discussed here. Anyone caught cheating will automatically fail the course, and will place their entire university career in jeopardy. This is not a theoretical issue: every year at least one person is caught cheating and thus fails the course. See the student resources centre for help on clear and correct citation. Contact me if you require further help.

Disability Policy

Students with disabilities or other issues that may impact their performance in the class should speak with me at the start of the course in order to work out strategies regarding note-taking, reading the assigned books and taking the exams.

Academic Freedom

I guarantee your right to freely express your ideas, no matter what they are and how unpopular they may be. I will endeavour to present a variety of perspectives in the classroom, and to share my own personal beliefs with the class when appropriate. If you feel intimidated or are reluctant about expressing your ideas in class please talk to me about it, or send me an anonymous message if you feel more comfortable. You have complete freedom with one important exception: attacking or harassing individuals in the class will not be permitted.

Consulting Your Instructor

My goal is to assist you in developing a meaningful understanding of history and to help you achieve the highest grade you are capable of. A constructive, mutually respectful attitude in all matters will greatly facilitate this process. I will be available to discuss your questions and concerns during the office hours stated at the top of this syllabus. You can also make an appointment to see me at a different time by consulting me at the end of class, or by phone or email. Please note: I will not open any email that does not show a recognizable name in the send field, nor will I open any attachments to emails that do not show recognizable names in the email containing the attachment. I will need to receive all email attachments as word documents. Therefore, you will not be able to send me emails under names or nicknames other than your name on the class role for this course. Please note also that you will not receive a grade for any paper submitted via an email attachment that does not show your name on the first page.

Web Links

The following are not required reading, but you may find the material these sites contain useful and interesting.

www.oberlin.edu/faculty/svolk/latinam.htm provides web sites on a series of countries.
www.history.emory.edu/LatAm/ provides chronologies and other information on Argentina, Mexico and Brazil.
www.lanic.utexas.edu The LANIC database at the University of Texas at Austin is one of the most comprehensive data bases on all aspects of Latin America.

www.globetrotter.berkley.edu/GlobalGender/latampage.html This web site has links to other web sites that look at women in Latin America.

http://www.historicaltextarchive.com/sections.php?op=listarticles&secid=14 has text articles on various Latin American topics. There is also a link to further articles and texts on various country histories and thematic issues. You can also find ebooks on this site.

http://lib.nmsu.edu/subject/bord/laquia/-pub is another data base with links to interesting sites about Latin America.

http://lcweb2.loc.gov/hlas/mdbquery.html The Hispanic Division of the Library of Congress has been annotating books and articles on Latin American Studies since the 1930s. Now you can get it online.

http://www.uoregon.edu/~caquirre/resources.html Here is another website of favorite resources compiled by Prof. Carlos Aguirre.

http://www.iiss.nl/~womhist/vivalink.html This web site offers links to sites about women’s history in Latin America and other places in the world.

http://www.georgetown.edu/pdba/Constitutions/constitutions.html provides English translations of all Latin American constitutions.

http://www.evitaiperon.org/ provides information on the life of Argentine Evita Perón.

http://www.fordham.edu/halsall/mod/modsbook32.html offers an internet sourcebook on 19th century Latin America.

http://www.fordham.edu/halsall/mod/modsbook55.html provides information and documents for 20th century Latin America.

http://www.unl.edu/LatAmHis/LatAmLinks.html This web site offers thematic topic web links for Latin America.


http://www.popact.org/ tracks reproductive rights and policies.

http://www.bbk.ac.uk/ibamuseum/library.html For those interested in cultural history, this source offers full text articles on cultural topics in Latin America.

http://www.sul.stanford.edu/depts/hasrg/latinam/balder.html provides an extensive bibliography on sex and sexuality topics in Latin America.

http://www.iiss.nl/~womhist/specialtopics.html This is the virtual library on women’s history topics.

http://www.latinamericanstudies.org/ has lots of links for most countries.

Course Schedule and Readings

Week beginning January 9th
1a: Introduction - What, When and Where is Modern Latin America?

Primary Source: José Martí, *Our America*

Suggested Reading: Duncan Green, *Faces of Latin America* (1997)
Part I - From Colonies to Republics (1810-1850)

1b: The Colonial Background
Reading:
Chasteen, *Born in Blood and Fire*, pp. 59-91

Week beginning January 16th
2a: The Wars of Independence
Reading: Chasteen, pp.91-113
Halperin Donghi, pp.42-73.

Primary Sources: Simón Bolívar, *The Jamaica Letter*.
Pedro I, “Declaration of Brazilian Independence”, from *The Brazil Reader*. (Class handout)

Suggested Reading:
Simón Bolívar, *El Libertador: Writings of Simón Bolívar*
John Lynch, *The Spanish American Revolutions, 1808-1826*

2b: Postcolonial Politics - Liberals, Conservatives and Caudillos
Reading: Chasteen, pp.119-134
Halperin, pp.74-115.

Primary Source: Extract from Domingo Faustino Sarmiento, *Facundo: Civilization and Barbarism* (Class handout).

Suggested Reading:
Peter Bakewell, *A History of Latin America: Empires and Sequels, 1450-1930* Ch. 15.

Week beginning January 23rd
3a: Postcolonial Society: Change and Continuity
1st response paper due
Reading: Chasteen, pp. 135-143. pp.113-116.

Primary Source: Extract from travelers accounts (Class handouts).

Suggested Reading: David Bushnell and Neill MacCaulay, *The Emergence of Latin America in the Nineteenth Century*, Ch. 3.
Part II - Liberty, Liberalism and Progress (1850-1910)

3b: Latin America at mid-century: A Quickening Change of Pace.
Reading: Chasteen, pp.149-152
Halperin, pp. 115-124.
Chapter on railroads and steam power from *Cambridge History of Latin America* (Class handout)

Suggested Reading:
Bushnell and Macaulay, *The Emergence of Latin America in the Nineteenth Century*, Ch. 8.
William Roseberry et al, *Coffee, Society and Power in Latin America*

Week beginning January 30th
4a: The Heyday of Liberal Reform, Order and Progress: Views from Mexico, Brazil and Ecuador.
2nd response paper due
Reading: Chasteen, pp.152-175, pp. 193-198.

Primary Sources: Channing Arnold and Frederick J. Tabor Frost “Pofirio Diaz Visits Yucatan”
James Creelman “President Diaz, Hero of the Americas”, from *The Mexico Reader*. (Class handouts).

Suggested Reading:
Dain Borges, “A Mirror of Progress”, from Robert Levine (ed.) *The Brazil Reader*

4b: Indian Communities, Liberalism and Land: Colombia and Bolivia.
Reading: One of the following articles provided as class handouts.

Suggested Reading:

**Week beginning February 6th**

**5a: Slave Societies and Emancipation: The Case of Brazil.**

3rd response paper due


Primary Sources: Selection of extracts from *The Brazil Reader* (Class handout).

Suggested Reading: Robert Conrad (ed) *Children of God’s Fire*


-do – Caetana Says No: Women’s Stories from Brazilian Slave Society (2005)

**Part III - Neocolonialism**

**5b: US – Latin American Relations: Manifest Destiny, Caribbean Imperialism, and Rodó.**

Reading: Chasteen, pp. 200-208
Halperin, pp. 158-166


Primary Source: Extract from José Enrique Rodó, *Ariel.*

Suggested Reading:


**Week beginning February 13th**

**6a: Cuban Independence**

Fifth response paper due.

Reading: Ada Ferrer, *Insurgent Cuba: Race, Nation and Revolution, 1868-1898* (esp. Chs 1, 2, 4, 6 and conclusion)

Primary Source: Extracts from *The Cuba Reader* (class handouts).

Suggested Readings: Leslie Bethell (ed.) *Cuba: A Short History*


**6b: The Export Boom and Foreign Corporations - Bananas and Rubber.**

Reading: Chasteen, pp. 181-192

Primary Sources: Extract from *The Amazon Journal of Sir Roger Casement*. (Class handout)

Dario Euraque, “The Threat of Blackness to the Mestizo Nation: Race and Ethnicity in the Honduran Banana Economy”, in Striffler (ed.) *Banana Wars*  

------- 1st Essay due, February 24th, 12 midnight -------

**Week beginning February 20th**

**7a: Intellectual Currents: Positivism and Scientific Racism.**

Reading:

Primary Sources: Extract from Euclides da Cunha, *Rebellion in the Backlands*.  
Extract from Carlos O. Bunge, *Nuestra America*

Suggested Reading:
Nancy Stepan, *The Hour of Eugenics: Race, Gender and Nation in Latin America* (1991)

**Part IV - Pressures from Below: Nationalism and Populism**

**7b: The Mexican Revolution**

Reading:
Chasteen, pp. 221-225.  
Halperin, pp. 181-186.  
Mariano Azuela, *The Underdogs: A Novel of the Mexican Revolution*.

Primary Source: Extracts from *The Mexico Reader* (Class handout).

Suggested Reading:
BETHELL, Leslie, ed., *Mexico since Independence*

**Week beginning February 27th**

**8a: ISI and economic nationalism.**

Sixth response paper due.
Reading: Halperin, pp.247-255

Suggested Reading:

**8b: Populism I: Vargas and the Estado Novo**

Reading:
Robert Levine, *Vargas: Father of the Poor?, “Introduction: Vargas as Enigma”*. (Class handout)

Primary Sources: Extracts from *The Brazil Reader* (Class handout).


-------- Spring Break March 6th - 12th ----- No classes this week!!! ----

**Week beginning March 13th**

**9a: Peron and Evita.**

Seventh response paper due.
Reading: Chasteen, pp. 253-255
Extract from James P. Brennan, ed., *Peronism and Argentina*, 1998. (class handout)

Primary Sources: Extracts from Evita, *In My Own Words* (class handout).
Extracts from *The Argentina Reader* (class handout)

Suggested Reading:

**9b: Race, Gender, Nationalism and Popular Culture.**

Reading:

Primary sources:
- Extract from Gilberto Freyre, *The Masters and the Slaves*
- Jose Vasconcelos, *The Cosmic Race*
- Art of Diego Rivera and Frieda Khalo.

Suggested Reading:
- Mark Rogers, “Spectacular Bodies: Folklorisation and the Politics of Identity in Ecuadorian Beauty Pageants”, in Gutmann et al, *Perspectives on Las Americas*

**Part V - The Cold War in Latin America**

**Week beginning March 20th**

**10a: The Cuban Revolution.**

Reading: Chasteen, pp. 257-273.

Primary Sources: Extracts from *The Cuba Reader* (class handout).

Suggested Reading:
*Fidel by Fidel: An Interview with Dr Fidel Castro Ruz, president of the Republic of Cuba.*

Marifeli Perez-Stable, *The Cuban Revolution: Origins, Cause and Legacy*

**10b: Authoritarianism and Dictatorship in South America**
Reading: Chasteen, pp. 279-296.

Primary Source: Extracts from *The Argentina Reader* (Class handout).

Suggested Reading:
Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture*

**Week beginning March 27th**
**11a: Guerilla Priests: Liberation Theology**

Ninth response paper due.
Reading: Chasteen, pp. 274-277.

Primary Sources: Extracts from writing of Camillo Torres. (Class handout)

Daniel Levine and Stuart Mainwaring, “Religion and Popular Protest in Latin America: Contrasting Experiences”, in Susan Eckstein (ed.), *Power and Popular Protest*

**11b: Revolution and Intervention in Central America.**

Reading: Chasteen, pp. 296-305

Primary Sources: Extract from *I, Rigoberta Menchu.*
U.S Policy Documents. (Class handouts).

Suggested Reading:
Week beginning April 3rd
10th response paper due.
Reading:

Primary Sources: Extract from Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*.
Extract from Chico Mendes, *Fight for the Forest: Chico Mendes in His Own Words*. (Class handouts).

Suggested Reading:

Part VI - New Currents.

Reading:

Primary Source: Interviews with female activists.

Suggested Reading:
Jorge Dominguez, *Democratic Politics in Latin America and the Caribbean* (1998)

Week beginning April 10th
13a: Neoliberalism and globalization.
Reading: Chasteen, pp.321-326.
Victor Bulmer-Thomas, *The Economic History of Latin America Since Independence* Ch. 11 (e-book available online through FGCU website).
Suggested Reading:
Matthew C. Gutmann, “For Whom the Taco Bell Tolls: Popular Responses to NAFTA South of the border”, in Gutmann et al *Perspectives on Las Americas* pp. 404-417.

13b: The Drug Wars.
Reading: Chasteen, pp.306-309

Primary Sources: Extract from Herbert Braun, *Our Guerillas, Our Sidewalks: A Journey into the Violence of Colombia.*
Extract from Alonso J. Salazar, *Born to Die in Medellin.*


Week beginning April 17th
Eleventh response paper due.
Reading:

Primary Sources: Extracts from Subcomandante Marcos, *Our Word is Our Weapon: Selected Writings*
Extract from founding document of CONAIE (Ecuadorian Federation of Indigenous Federations).

Suggested Reading:
Maxine Molyneux, *Women’s Movements in International Perspective: Latin America and Beyond* (2001)

**14b: Hugo Chavez and the New Left.**

Reading: Chasteen, pp. 326-329
Extract from Richard Gott, *In the Shadow of the Liberator* (Class handout)

Primary Source: Extract from *An Interview with Hugo Chavez*.

Suggested Reading:

**Essay Topics**

- Discuss the nature of nineteenth century politics in Latin America.
- What impact did US political, economic and territorial expansion have on Latin America in the late nineteenth and early twentieth centuries?
- Account for the dominance of populism as a political phenomenon in mid-twentieth century South America.
- What was the impact of the Cold War on Latin America?
- How did race and gender affect national identities in modern Latin America? Discuss with reference to two or more countries.