

Do not copy without the express written consent of the instructor.

LAH 2020
Introduction to Latin American Civilization
A Global Learning Foundations Course



Semester
Lectures:
Reading Sections:
Course Website:

Please note: This is the site your professor and TAs will use for all emails related to the course.

Professor: Dr. Bianca Premo
E mail via Blackboard Website
Office: 300 B DM
Office Hours:

TAs:
Sections

Key Dates:

Mid Term Exam:
Final Exam:

CONTRACT

(Print and sign, and turn in to TA on Fri. Aug. 28. Failure to sign contract will result in grade penalty TBA.)

I have thoroughly read the syllabus and the instructions for LAH2020, and agree to *all* of the terms. Especially, I understand that:

Exams and Quizzes

- I will be required to take a midterm on X X and a final on X. Failure to appear for those exams will likely result in a grade of F or NG, and I will have to retake the course.
- **No make-up quizzes or make-up exams** are offered and there is **no extra credit**
- I am responsible for keeping track of my own grades, and for keeping a copy of all graded work. I present that work in order to correct a grading error
- I will be present at the *beginning* of Friday reading sections when at least five (5) quizzes will be administered, and will be able to keep my five (5) highest scores
- I have read and agree to all matters in the syllabus or including the **grading rubric** and “points” system

Papers

- I will turn in 3 response papers to a Question for Consideration, using the website, following the deadlines in the syllabus. The syllabus provides enough flexibility for due dates for these papers such that late papers or papers delivered by other means will not be accepted. I understand that if I gamble and decide to submit the final three papers and for some reason cannot, I will earn 0s.
- I have read the Instruction for Papers, including The Formula and posting and format rules
- I must draw from and properly cite **all sources** pertinent to answering the Question for Consideration, and using only one source will result in an unacceptable paper
- The use of anyone else’s words in my written work without quotes and citations –whether from another student, from assigned readings, or from outside sources (which are *not* to be used in this course)– constitutes plagiarism and will be reported to the College.

Classroom

- If I am more than 5 minutes late to class, I will not be able to enter the classroom
- I should bring copies of the syllabus and appropriate assigned readings to **every class**
- I should bring a #2 pencil to each meeting of Friday Section to take the quiz
- I will turn off my cell phone, refrain from texting or talking during class, and will struggle to stay awake no matter how boring it is. Non-compliance may mean I will have to leave the classroom.

Communicating with Professor and TA

- I must regularly check the BLACKBOARD course site for updates and information about the course, and use it for email communications with my professor and TA
- If I want to inquire about a grade, I will make an appointment to do so 24 hrs in advance and will explain in writing my question
- My professor and TAs are not ogres who institute punitive policies but rather wise pedagogues who seek to avoid misunderstandings and prolonged negotiations over policies, and thus to ensure that I can dedicate myself to learning as much as possible in this class

Signed name

Written name

Date

GOALS

During the semester we will:

- Learn about and be able to explain some of the key developments in Latin American history
- Become more experienced in understanding, analyzing, and evaluating written arguments in the form of historiography and primary sources.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as we construct our own written arguments.

HUMANITIES IN WRITING

This course fulfills your historical foundations core requirement (for history majors) and the University Core Curriculum's Humanities in Writing requirement (for all students). In order to meet these requirements, you must achieve a grade of C or better; not C-! [Optional: any additional information about what students need to do in your class to achieve this (ex: a certain number of points, turn in all assignments).] To help you meet this goal, we will practice writing frequently this semester and writing will make up a significant portion of your grade.

Clear, concise communication through writing is not only integral to the work of historians but also key to success in college and in any profession!

GLOBAL LEARNING

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course.

Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local and extralocal events (regional, inter-regional, international, and global, as appropriate) shaped the interactions of two or more groups in the region of Latin America. (Global Awareness)
- Construct an evidence-based argument that integrates multiple perspectives on a historical question or problem. (Global Perspective)
- Consider different perspectives on a series of problems related to Latin American history and attempt to reach a resolution about the problems in writing and in interactive dialog in class (Global Engagement)

CONTENT: A COLOR-CODED GUIDE TO A COLORFUL HISTORY:

This course is designed as an introduction to the history of Latin America, a region here defined as the Spanish- and Portuguese-speaking parts of the Americas and the Caribbean (the green and gold regions in the map on the first page). It is a journey that will take us through 500 years (!) of time, but essentially we'll make nine stops along the way. To help orient you, the "stops" on our journey are color coded in the on-line version of the syllabus. That way, if

you get lost, you can find where we are by matching the color of the theme to the paragraph below:

We begin with the native civilizations of the Americas and Iberia prior to contact in 1492, in order to assess the meaning of Spanish and Portuguese **conquest and colonization** of the Americas (1492-ca 1600). We then will ask what it was like to live in a **colonial world** where forced labor in the form of African slavery and native servitude were commonplace, and where Catholicism was imposed and melded with other religious practices (ca 1600-1800). We go on to discover the promises and limits of Latin America's **movements for Independence** (ca 1820s for most regions), and to look at the successes and perils of its **first republics** in the 1800s. Next, we bridge the 1800s and 1900s by analyzing how complex **nationalism** has been in the region, especially given the influence of outside powers over the economies and imaginations of Latin Americans. We move into the 20th century with an up-close look at the **Mexican Revolution** and other **populist movements** that got the masses involved in politics. Then, we'll discuss how the region's **Cold and "Dirty" Wars** have been part of an international story, not just national tales. We end with a brief consideration of the return of trends from the nineteenth and twentieth century, **neo-liberalism and neo populism**, in Latin American politics and culture.

COURSE TEXTS:

Main Text: The main text of the course, John Chasteen's *Born in Blood and Fire: A Concise History of Latin America* (W.W. Norton, 2013). It is available for purchase at the FIU Bookstore. If you prefer to purchase the text from outside of FIU, please note we are using the second edition, published in 2005.

Supplemental Texts and Films: In addition to selections from *Born in Blood and Fire*, each week you will also be required to read one or two book chapters and/or primary documents (which are texts written in the era or by the historical figures we are discussing). Some weeks, you will be asked to watch films on your own time as assignments. Supplemental texts and films are on the Blackboard course site. You must be able read pdf files for text and have Quicktime to watch the films.

Students are expected to incorporate **all** appropriate lecture material, assigned readings– both the textbook and the supplemental readings– and films into papers, quizzes and exams.

ASSIGNMENTS:

There are three major areas of assignments for the course: participation; writing assignments; and quizzes and exams.

- I. **Participation and Active Learning: (5%)**
Your participation grade is determined completely at the discretion of the professor and your teaching assistant. It will reflect attendance to and attentiveness in class meetings, as well as any obvious improvement or effort

made over the semester. It is primarily based on prepared participation.

The course is constructed around engaged lectures—meaning that the instructor will punctuate talking with opportunities for dialogue—and active learning. Active learning in part involves watching films outside of class time. These films have been made for diverse purposes and you must integrate critical analysis of them into your written work. Active learning also will guide Discussion Sections. It might entail group work or requests to collect information beyond the course. For example, you might be asked to explore websites and discuss how different events are remembered differently in different countries, or be asked to attend a lecture sponsored in History of LACC. These activities will be announced in Discussion Sections.

Prepared participation means reading the assignments **prior** to attending class and **bringing a copy of the syllabus and assigned readings** to class every meeting. It is strongly recommended that you print texts from the Blackboard site well in advance of class meeting in order to avoid any unforeseen server problems.

Participation grades will be negatively affected by uncivil classroom conduct. Out of respect for your colleagues, turn off cell phones upon entering the classroom, refrain from talking during lecture, and show respect for the fact that the classroom is a workplace by engaging only in the work at hand and interacting professionally with others. The door will be shut and *no student allowed* to enter 5-15 minutes after class begins. If you must leave early, please speak to the professor or TA before class.

II. Papers— (3 “Response Papers” at 20 % each for 60%):

Stop. Go to the handout “Instructions for Papers” and “Rubric” on the website!

Then read on:

What: In most weeks of the course, the lecture and readings cover individual chronological “Themes,” and those “Themes” are accompanied by a Question for Consideration which asks you to produce an original solution to historical problem using diverse primary and secondary sources. **Three (3)** times during the semester, you will choose to write a thesis-driven paper responding fully to that week’s Question for Consideration, using the appropriate lecture materials, assigned readings and films.

Papers must follow the format and content instructions, or “Formula,” which is detailed in the handout “Paper Instructions.” No outside readings will be considered; students are not free to formulate their own questions. A list of common writing errors that you are expected to avoid appear on the website.

When: Papers must be submitted before **x time on X day** each of the “Theme” weeks, according to the calendar in the syllabus. Which weeks you write a response paper and which weeks you “pass” is up to you.

Without exception, no late responses or responses delivered by means other than the Blackboard Turn it In site will be accepted since you have ample opportunity to “make up” a response. (Make special note of this policy if you decide to gamble and write responses only for the final themes.) You may not turn in more than three papers and choose the best grades.

How: The paper must be turned in on the **Blackboard Turn it In interface on the website**, where it will be checked for plagiarism and academic honesty. Be sure to post your response in the file for the appropriate week on the website. The website will not permit you to upload a paper after the due date and time

Why: These papers serve two functions: 1) to expose you to evidence-based argumentation, honing your skills in drawing out facts to make a unique, well-informed interpretation of a complex historical problem that might have looked different by different groups in the past 2) to improve your basic skills in writing. Those skills are evaluated with a rubric (see Grading, below)

III. Quizzes and Exams: (5 quizzes; 2 exams for 65 %)

Why: Quizzes and Exams are intended to provide you the same analytical skills as writing papers. **In fact, long-answer essay questions are drawn from the Questions for Consideration.** There are, in essence, and opportunity for you to rewrite or reapproach the question after having discussed it with your peers and considered different perspectives. Key Terms test not just the term but its relationship to other terms and concepts in the class. Essays are evaluated based on the same rubric as written essay answers to Questions for Consideration. (see Grading, below)

A. **Pop Quizzes** (5 at 3 % each for 15%)

At the beginning of class on select Friday Reading Sections with your TAs, you will be given objective-style pop quizzes based solely on the “Key Terms” for the Theme week during which you are meeting. The quizzes might take the form of matching, fill-in-the-blank, place-in-chronological order-style-tests; or they may be a short essay of 3- to 4- sentences simply asking you to identify and describe the historical significance of one, single key term. Bring a #2 pencil to every section meeting.

There will be group work surrounding answering the questions and discussion of the answers during the class meeting, so you should be prepared to discuss readings even on weeks that you do not intend to “count.” Sharing our own various perspectives as well as imagining the way events in the past were experienced differently by different groups and

nationalities is the core of the Discussions.

Absolutely no make-up quizzes will be offered. You will be given a chance to drop your lowest quiz grades, keeping only your top 5 quiz scores, making it possible also for you to miss Friday sections once or more during the semester without a formal excuse and without the need to take a make-up. You cannot take a quiz if you are late to class. No exceptions.

B. Exams (2 at 10% for a total of 20%)

You will take two exams: a mid-term (10%) taken in class on X and a final held during Exam Week _____ (10%). The mid-term and final are drawn from Key Terms and the Questions for Consideration, the latter of which will provide the basis for a long essay answer. The final is not cumulative. Bring BLANK blue books to class on exam days. Essay questions will be worth 5 percent each, making the cumulative writing grade in the course 70 percent. You will really know how to write well when it's over!

You will be provided an interactive forum for studying on the website as well as in-class time to discuss questions and key terms. I visit the forum and provide guidance if I see students actively engaged in helping one another study, so please make use of this tool.

No make-ups; no exceptions. Only a physician's note stating that your absence during an exam was unavoidable due to illness, a religious holiday or other such documented evidence will be considered as a legitimate reason for missing an exam. If you are otherwise passing the course, ***missing a midterm or final without such a formal excuse*** will result in ***a grade of NR or an F***, depending on your performance in the course to that point. In either case, you will be expected to retake the course to remove the grade.

GRADING AND PROGRESS:

Communicating with your professor and TAs:

Office hours: You are encouraged to visit /call us during our office hours.

E-mail: We also respond to *formally composed* emails, sent via the Blackboard email function. We respond to emails about issues that would also merit an in-person visit. However, there is an exception: we cannot help you individually with writing responses or studying for exams by email. Please visit us in person for such guidance (noting the Grading Policy and order of contact below.)

Grading Policy: It is your responsibility to keep track of your own performance in the course. We are always willing—indeed delighted!—to meet individually with you during the semester to

suggest ways in which you can perform at your best, and we really encourage you to visit during office hours to discuss the class. The appropriate time to discuss your performance in the course is during the semester, not at the end of the semester. **Incompletes, in general, will not be given.** Only if you have otherwise submitted all work on time and experience a catastrophic, documented emergency at the end of the term that prevents you from finishing the course should you approach the professor about an incomplete.

If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to do so with the instructor who has assigned your grade (usually your TA) no sooner than 24 hours after receiving the evaluation of your work and 2) before the appointment, submit a written statement (by e-mail is fine) explaining your question or doubts about the grade. Please note: *You must keep all graded copies of responses and exams in order to challenge or correct an error in recording a grade, as we cannot correct a mistake if we do not have proof an error has been made.*

Late Policy: Given the flexible nature of paper due dates and the opportunity to “drop” multiple quizzes, no late work is accepted in the course.

Grading at a Glance:

Points System:

In general, you will receive a **number out** of percentage points (such as 19 out of 20; 7 out of 10) on individual assignments, which will be tallied at the end of the semester to calculate your grade out of 100 total points.

Grade Summary:

Participation	5 points
3 Paper Responses.	20 points (60 total)
5 Friday Key Term Quizzes	15 points (3 each)
Midterm	10 points
Final	10 points
<hr/> Total	100 points

Grading Scale:

A	100-95	A-	94-90	B+	89-87
B	86-83	B-	82-80	C+	79-76
C	75-70	D	69-61	F	60-

Rubric: All writing will be evaluated using a rubric that rates your performance in five key areas: 1) Strength and Quality of Thesis; 2) Organization; 3) Use of Historical Evidence; 4) Quality of Analysis of Evidence; 5) Grasp of Basic and Pertinent Historical Facts; and 6) Quality of prose. The rubric is available on the website, along with multiple writing guides.

OTHER RESOURCES:

Technology/ Blackboard Website: All questions about Blackboard beyond those that can be

answered during the instruction on 8/24, particularly those involving passwords, must be directed to University Technology Services. Go to http://Blackboard.fiu.edu/Blackboard_resources_students.html first to see if your questions are answered there. If you need more help, try the Resource Center XXXX.

Writing Help:

Regardless of how good a writer you are, you can always improve. It is highly recommended that you make use of FIU's Center for Excellence in Writing, where you can obtain valuable assistance in becoming the best writer you can be. The Center serves students by appointment. You are encouraged to attend workshops and write early drafts of papers to maximize the help you receive. The phone number is 305 348-6634 and it is located in GL 125. The website is <http://writingcenter.fiu.edu>

The History Tutors! There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website: <http://history.fiu.edu/tutoring>

Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu), 305-348-3532. I am very happy to work with you and with them to accommodate you in the best way possible. Even if you do not need accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

COURSE OVERVIEW

8/24; 8/26; 8/28

Lecture Outline (Mon., 8/24; Wed. 8/26)

- I. Course Introduction: How to Use the Syllabus
- II. Instructional on Web CT
- III. What, Where and When is Latin American History?
 - A. Latin America and other “Invented” Places
 - B. The “Periods”—Understanding Latin American Chronology

Reading Section (Friday 8/28)

Potential quiz on key terms/course overview so bring a #2 pencil. Additional discussion theme: What is Plagiarism, and The Formula.

Key Terms

Primary texts	Colonial Period
Central America	19 th Century
The Formula	Nationalism

Reading and Film Assignments:

- ✓ Chasteen, TimeLine, p. 10-11; “Introduction,” pp. 15-23.
- ✓ Watch “Writing History,” from a 2002 episode of PBS’s The News Hour. Link found in “media” section of 66 site or go to www.pbs.org/newshour/bb/law/jan-june02/history_1-28.html
- ✓ Study Syllabus; read “Instructions for Papers” on website under “Course Documents” and sign and turn in “Course Contract” (print from “Course Documents”) on Friday

THEME ONE:
EUROPEANS VS. INDIANS?: RETHINKING THE TWO-SIDED ENCOUNTER
8/31; 9/2; 9/4

Lecture Outline (Mon. 8/31; Wed. 9/2)

- I. America on the Eve of Contact
 - A. Empires
 - B. Hierarchies and Regions/Ethnicities
- II. Iberia on the Eve of Contact
 - A. Reconquest
 - B. Hierarchies and Regions
- III. Conquest: Myths and Realities
 - A. Myths about the main characters
 - B. Myths about the storyline

Key Terms

Aztecs	Bartolomé de las Casas
Iberia	Moors
Codex	caciques

Reading Section (9/4)

General discussion of reading assignments and Question for Consideration. Potential quiz so bring a #2 pencil.

Reading Assignment:

- ✓ Chasteen, Chapter I, “Encounter,” and “Counter Currents,” pp. 25-57
- ✓ 13 pages of selections from Kenneth Mills and William Taylor, *Colonial Latin America: A Documentary History* (2002). In Readings as “Mills & Taylor, Early Colonial”. Includes:
 - “Fray Pedro de Gante’s Letter to Charles V, Mexico City, 1552,” [primary document] p. 104-112;
 - “Two Images from the Codex Osuna, Mexico City (1565),” [primary document], pp. 144-147;
 - “Two Images from the Codex Sierra, Oaxaca, Mexico (1555, 1561),” [primary document], pp. 148-49.

Question for Consideration* (*paper due M 9/7 even though it’s a holiday, by 11 am*):

It is conventional to describe the early colonial history of Latin America as the story of a unified group of “Europeans” discovering and conquering a unified group of “Indians.” Is this way of telling the story accurate or does it overlook important elements in the story?

THEME TWO:
COLONIALISM IN THEORY (PART I OF II)
9/9; 9/11

M 9/7 is Labor Day. No class.

Lecture Outline (Wed. 9/9)

(note that we will cover what we can on Wed, continuing the following week)

- I. The Colonial World in Theory
 - A. The Social World
 - 1. Race & Culture
 - 2. Gender
 - B. The Political and Economic World
 - 1. Trade
 - 2. Administration

Reading Section (Fri. 9/11)

General discussion of reading assignments and potential quiz so bring a #2 pencil. However, readings should be used for next week's Question for Consideration.

Key Terms

Caste System

Honor

Patriarchy

Repartimiento

Mercantilism

República de indios

Readings:

- ✓ Chasteen, Chapter 2, "Colonial Crucible," and "Countercurrents," pp. 59-89.
- ✓ The New Laws (1542), [primary document]. Find in Readings folder.
- ✓ "Two Castas Paintings from Eighteenth-Century Mexico," [primary documents and analysis.] From Kenneth Mills and William Taylor, eds, *Colonial Latin America: A Documentary History* (2002), pp. 360-5. In Readings as "Mills & Taylor, Two Castas"

THEME THREE:
COLONIALISM IN PRACTICE (PART 2 OF 2)
9/ 14, 9/16, 9/18

Lecture Outline (Mon., 9/14; Wed. 9/16)

- I. The Colonial World *in Theory...* (cont'd from last week if necessary)
 - C. The Political and Economic World
 - 1. Trade
 - 2. Administration
- II. The Colonial World *in Practice:*
 - A. The Social World
 - 1. Race and Culture
 - 2. Gender and Family
 - B. The Political and Economic World-
 - 1. Trade
 - 2. Administration

Reading Section (Fri. 9/18)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms

Hegemony	Female-headed households
Illegitimacy	Carrera de Indias
<i>Obedezco pero no cumpla</i>	Mestizo

Reading Assignment:

- ✓ Chasteen, Chapter 2, “Colonial Crucible,” and “Countercurrents,” pp. 59-89.
- ✓ Sor Juana Inés de la Cruz, “Letter to Sor Filotea,” (1691) [primary document]. From Kenneth Mills and William Taylor, eds, *Colonial Latin America: A Documentary History* (2002), pp. 207-214. In Readings as “Sor Juana”.
- ✓ “Brazilian Slaves who Marry,” (1811) [primary document]. From Kenneth Mills and William Taylor, eds, *Colonial Latin America: A Documentary History* (2002), pp. 372-4. In Readings as “Brazilian Slaves”

Question for Consideration: (Please note that this Theme’s Question draws from lectures and readings for Theme Two and Theme Three. You must incorporate lectures and readings from both weeks into your answer. Due by 10:45 am 9/21 via TurnItIn.com)

If it is historically accurate to characterize Spanish and Portuguese colonialism as a brutal system in which native Americans and peoples of African descent were oppressed, why didn’t they successfully dismantle colonialism for over three hundred years?

THEME FOUR:
“¡AMERICANOS!” INDEPENDENCE
M 9/21; W 9/23; F 9/25

Lecture Outline:

- I. Colonial Crisis (1808-14)
 - A. What’s Napoleon got to do with Latin American History?
 - B. First Wave Movements: Argentina and Mexico
- II. Colonial Collapse (1820s)
 - A. South America: “Plowing the Sea,” 1810-1825
 - B. Mexico: From “Indian” Uprisings to Native Empires: 1810-1825
 - C. Brazil: The “Bloodless Revolution” and the “Brazilian Party”

Reading Section (Fri. 9/25)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms

Nativism	Napoleonic Invasion
Creole	Brazilian Party
Simón Bolívar	Republicanism

Readings:

- ✓ Chasteen, Chapter 3, “Independence,” and “Countercurrents,” pp. 91-116.
- ✓ José María Morelos, “Sentiments of the Nation” (1816) [primary document.] From Mills & Taylor: *Colonial Latin America*, pp. p. 341-344. In Readings as “Morelos, Sentiments.”
- ✓ Simón Bolívar, “The Jamaica Letter,” (1815) [primary document]. From E. Bradford Burns and Julie A. Charlip, eds, *Latin America: A Concise Interpretative History* (7th ed.): pp. 79-83. In Readings as “Bolívar, Jamaica.”

Question for Consideration: (Due by 10:45 am 9/28 via BLACKBOARD)

Discuss the causes of and key actors for Independence movements in order pinpoint the reason for the collapse of Spanish and Portuguese rule in most of Latin America. Was it the result of Latin Americans’ desire for democracy rather than monarchy and colonialism, from a groundswell of nationalism, or from outside events?

THEME FIVE:
CONSERVATIVES: 1825-1850
 M, 9/28; W 9/30; F 10/2

Lecture Outline: (Mon., 9/28; Wed. 9/30)

- I. What kind of nations? Liberals versus Conservatives
- II. Caudillos in the Countryside
- III. Caudillos in the “Presidential” Palaces
 - a. Argentina: Juan Manuel de Rosas
 - b. Mexico: Antonio López de Santa Anna

Reading Section (Fri. 10/2)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms:

Liberal	Conservative
Caudillo	Juan Manuel de Rosas
Federalists	Antonio López de Santa Anna

Reading Assignments:

- ✓ Chasteen, Chapter 4, “Post Colonial Blues,” and “Countercurrents,” pp. 118-47.
- ✓ 12 pages of selections from John Charles Chasteen and James A. Wood, *Problems in Modern Latin American History* (2003). In Readings under “Chasteen & Wood, Caudillos.” Includes:
 - Intro (authors: Chasteen and Wood), pp. 77-79;
 - Document 3, Ariel de la Fuente, “Caudillos as Culture Heroes,” pp. 87-92;
 - Document 6, Antonio López de Santa Anna, “Protagonist on a National Stage,” pp. 99-101 [primary document]
 - Document 8, D. F. Sarmiento, “Ribbons and Rituals,” pp. 61-3 (note that the page numbers move back [primary document])

Question for Consideration: (Due by 10:45 am 10/5 via BLACKBOARD)

Was the prevalence of *caudillismo*—the rule of nationalist military strongmen—after Independence a sign that most Latin Americans remained conservative and wedded to colonial culture and ways of doing politics? If not, what had changed?

MID-TERM EXAM WEEK:

M 10/5: IN-CLASS REVIEW

W 10/7 KEY TERM PORTION (BRING BLUE BOOK)

F 10/9: QUESTION FOR CONSIDERATION PORTION (BRING BLUE BOOK)

THEME SIX:LIBERALS: 1850-188010/12; 10/14/ 10/16**Lecture Outline** (Mon. Oct. 12; Wed. Oct. 14)

- I. When Liberals Triumph, Who Wins?
 1. La Reforma in Mexico
 2. A (nother) Monarch for Mexico and Other Wars of Nationalism
- II. Civilization and Barbarism:
 1. Romantic Liberalism in Argentina
 2. Liberalism and Slavery in Brazil

Reading Section (Fri. 10/16)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms

Domingo F. Sarmiento	Liberalism
Benito Juárez	Law of the Free Womb
Mexican Constitution of 1857	War of the Pacific

Reading Assignment:

- ✓ Chasteen, Chapter 5, “Progress,” and “Countercurrents,” 148-78.
- ✓ David Bushnell and Neill Macaulay, Chs. 8 , “Latin America at Mid Century,” from *The Emergence of Latin America in the Nineteenth Century* (1994), pp. 180-91. In Readings as “Bushnell & Macaulay.”
- ✓ Selection from Domingo F. Sarmiento, “Civilization and Barbarism” (1845), [primary document]. From E. Bradford Burns and Julie Charlip, eds. *Latin America, A Concise Interpretative History* (2002) pp. 123-130. In Readings as “Sarmiento, Civilization.”

Question for Consideration: (*Due by 10:45 am 10/19 via BLACKBOARD*)

Did people who had been legally and socially subordinate since colonial times—namely indigenous people, slaves of African descent, and women—benefit from the triumph of liberalism (remember: we are talking about *classical liberalism*) in the second half of the 19th century?

THEME SEVEN
NATIONS OR NEO-COLONIES? (1880s-1920s)
 10/19; 10/21; 10/23

Lecture Outline (Mon. Oct 10; Wed., Oct. 21)

- I. Politics and Pasta, Coffee with Cream
 - A. Politics in Argentina and Brazil
 - B. Immigration
 - C. The Consequences
- II. Neo-Colonialism
 - A. Cuba: Caught between Empires
 - B. Mexico: Porfirio and Progress

Reading Section (Fri. 10/23)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms:

José Martí	café com leite politics
Porfirio Díaz	Radicales
blancamiento/ branqueamento	the export boom

Readings:

- ✓ Chasteen, Chapter 6, “Neo Colonialism,” and “Countercurrents,” pp. 180-209.
- ✓ Louis A. Pérez, “Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898,” *Journal of American History* 81, no. 2 (1994): pp. 493-517. In Readings as “Pérez, Baseball.”
- ✓ William Beezley, Chapter 1, “The Porfirian Persuasion,” in *Judas at the Jockey Club and Other Episodes of Porfirian Mexico* (1987), Introduction section on baseball, pp. 13-26. In Readings as “Beezley, Porfirian.”

Question for Consideration (Due by 10:45 am 10/26 via BLACKBOARD)

Focusing on the role of sports and recreation- both of which the authors call “metaphors” for the nations of Mexico and Cuba - discuss the cultural relationship between Latin America and outside regions such as the US and Europe. Does the fact that Latin Americans adopted the cultural practices and even people (via immigration) from elsewhere mean they *lacked* nationalism?

THEME EIGHT
THE MEXICAN REVOLUTION
 10/26; 10/28; 10/30

Lecture Outline: (Mon, Oct. 26; Wed. Oct. 28)

- I) A Revolution or Many Revolutions?
 - A) Francisco Madero
 - B) Fractured revolution from the North...Pancho Villa
 - C) ...and the south... Emiliano Zapata
- II) The Constitution of 1917
- III) The Revolution Institution (1920-1940)
 - A) Conflict with the Catholic Church
 - B) Lázaro Cárdenas: Oil and Land

Reading Section (Fri. 10/30)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Francisco Madero	Partido Revolucionario de México (PRM)
Constitution of 1917	Plan de Ayala
cristeros	Lázaro Cárdenas

Reading Assignments:

- ✓ Chasteen, Section on Mexican Revolution from Chapter 6, "Nationalism," only pp. 180-215-25.
- ✓ About 100 pages of selections from Mariano Azuela, *The Underdogs* [novel/primary source; first published in 1915]. Includes Introduction and Part I (1-75); and Part II, Ch. XIII, 123-100. In Readings as "Azuela, The Underdogs."

Question for Consideration: (*Due by 10:45 am 11/2 via BLACKBOARD*)

What was the ideology—or set of core principles and political convictions—behind the Mexican Revolution? Was there only one? If not, what does that tell you? (In your answer, be sure to consider Azuela's novel, asking what the main character Demetrio and his companions were fighting for, and who their enemies were.)

THEME NINE
POPULISM
11/2, W 11/4, F. 11/6

Lecture Outline

- I. The People and their Parties: Understanding Populism
- II. The Military
- III. Juan and Eva Perón in Argentina
 - a. The “shirtless ones” (*los descamisados*)
 - b. Juan and Eva: Dyad of Power
- IV. Getúlio Vargas in Brazil

Reading Section (Fri. 11/6)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms:

CGT	Fundación Eva Perón
Estado Novo	The Second Republic
PTB	ISI

Readings and Film Assignment:

- ✓ Chasteen, Ch. 6 “Nationalism,” and “Countercurrents,” pp. 225-246 and Section on Populism from Chapter 9, “Revolution,” pp. 249-56.
- ✓ 11 pages of selections from Chasteen and Wood, *Problems in Latin American History*. In Readings as “Chasteen & Wood Populism”. Includes:
 - Chapter X Intro, pp. 227-229
 - Chapter X Document 1, Daniel James, “Peronist Political Vision,” pp. 229-234;
 - Ch. X, Document 2, Juan Perón “Declaration of Workers Rights,” pp. 234-236 [primary document]
 - Ch. IX, Document 3 (note—skip Ch. X “Doc 3 Many Getúlios”) Julie Taylor, “Lady of Hope,” pp. 214-219;
 - Document 4, Eva Perón, “Peronist Feminism in Argentina,” pp. 219-222).
- ✓ **Film to be watched as an assignment (under Media):** A&E Biography, “Evita: The Woman behind the Legend,” 58 mins.
 - *A critical look at the career of Eva Perón, the wife of the Argentine populist president Juan Perón, intended for a popular audience in the US. Draws from archival footage as well as interviews with her contemporaries and biographers.*

Question for Consideration: (Due by 10:45 am 11/9 v. BLACKBOARD)

Using Eva Perón and Argentina as example, discuss whether populism significantly shifted the balance of political power in Latin American countries. Did appealing to new groups, especially workers and women, mean effectively giving them power, or was it mostly symbolic?

THEME TEN:**COLD WARS AND DIRTY WARS. PT. 1**

11/9; F 11/13

*Note W 11/11 is Veterans' Day. No class.***Lecture Outline (Mon, 11/9)**

- I. Latin America and the Cold War (1950-1990)
 - A. Doctrine of National Security
 - B. The Catholic Church
- II. Overview of Three Revolutions:
 - A. Cuba, 1959
 - B. Chile, 1970
 - C. Nicaragua, 1979

Reading Section (Fri. 11/13)

General discussion of reading assignments and preparation for viewing *Battle of Chile*. Potential quiz so bring a #2 pencil. No Question for Consideration this week; readings to be used next week.

Key Terms

Fulgencio Batista

Doctrine of National Security

FSLN

Salvador Allende

Liberation Theology

Christian Democrats (Chile)

Readings:

- ✓ Chasteen, Section on Cold War on in Chapter 8, "Revolution," and "Countercurrents," pp. 257-277
- ✓ 7 pages of selections from Chasteen and Wood, *Problems in Latin American History*. In Readings as "Chasteen & Wood Cold War". Includes:
 - Document 3, Margaret Randall, "Christianity and Revolution," from Chasteen & Wood, pp. 261-264.
 - Document 7, Roberto Fernández Retamar, "Caliban," from Chasteen and Wood, p. 189-192.

THEME ELEVEN:
COLD WARS AND DIRTY WARS: PT. 2

M, 11/16, W, 11/18 ; F 11/20

Lecture (Mon, 11/16; W 11/18)

No lecture this week. Instead, we will watch “The Battle of Chile, Part II” (*La batalla de Chile*), 88 mins. *An unprecedented inside view of the political schisms that strained the leftist coalition that had put socialist Salvador Allende into the presidency of Chile in 1970, and a chronicle of the US-sponsored 1973 coup that left Allende dead and the country under the control of military leader Augusto Pinochet.*

In order to prepare, it is strongly recommended that you complete readings **before** coming to Monday’s class.

Reading Section (Fri. 11/20)

General discussion of film, Question for Consideration, and potential quiz so bring a #2 pencil.

Key Terms:

Trucker’s Strike

UP

Christian Democrats (Chile)

Augusto Pinochet

Industrial Belts

Readings:

- ✓ Chasteen, Ch. 9 “Reaction,” and pp. 278-309.
- ✓ Viewing Guide for *The Battle of Chile*. Under “Handouts and Instructions”

Question for Consideration (Note that if you write a paper, it should integrate lectures, readings and film from **both** Theme Ten and Eleven. Due 11/23 by 10:45 am.)

Discuss the ideologies of revolutionaries, drawing from the examples of Chile and one other country. Did they combine the longstanding trends of nationalism and liberalism in predictable ways, or in new ways?

THEME TWELVE:
COLD WARS AND DIRTY WARS, PT. 3:

M 11/23; W 11/26

Note, F 11/27 is Thanksgiving. No Reading Section, so please complete readings by W 11/26. Note as well that there is a Question for Consideration due Mon. 11/31

Lecture Outline

- I. Argentina: Dirty War Case Study
 - A. From Perón to Videla
 - B. El Proceso
 - C. The Collapse
 - i. Pan y Trabajo
 - ii. The Malvinas
- II. Opening in the 1980s
 - A. Transition to Democracy: Chile and Argentina
 - 1. Economic Failings
 - 2. Pressure from Below and Beyond

Key Terms:

Reconciliation	Process of National Reorganization
Peronism	The Malvinas War
¡No!	

Readings:

- ✓ Re-read Chasteen, Ch. 9 “Reaction,” and pp. 278-306.
- ✓ Jo Fisher, Introduction, “Historical Background,” and Ch. 1 “The Kidnappings,” in *Mothers of the Disappeared* (1989), pp. 1-31; Glossary, pp. xii-xiv. In Readings as “Fisher, Mothers.”

Question for Consideration (*Note that if you write a paper, it should integrate lectures, readings and film from both Theme Eleven and Theme Twelve. Paper due 11/30 by 10:45 am.*)

Discuss the ideologies of reactionary military governments in Latin America, drawing from the examples of Chile and one other country. . Did they combine the longstanding trends of nationalism and liberalism in predictable ways, or in new ways?

THEME THIRTEEN**BACK TO THE FUTURE: NEO-LIBERALISM AND NEO-POPULISM**

11/30; 12/2; 12/4

Lecture Outline

- I. Neo Liberalism in the 1990s: Argentina, Mexico
 - A. Overall Trends
 - B. Opposition and Crisis: Chiapas and Argentina
- II. Old Parties, New Populism
 - A. Alberto Fujimori
 - B. New Populism and the “Pink Tide”

Reading Section (Fri. 12/4)

General discussion of reading assignments, Question for Consideration, and potential quiz so bring a #2 pencil.

Evo Morales	Neo Liberalism
NAFTA	PRI
Neo Populism	Globalization

Readings:

- ✓ Chasteen, Ch.10, “Neoliberalism,” pp. 310-29.
- ✓ Matthew Gutmann, Ch. 4, “For Whom the Taco Bell Tolls,” in *The Romance of Democracy: Compliant Defiance in Contemporary Mexico*, pp. 73-96; Glossary, pp. 249-251. In Readings as “Gutmann, Taco Bell.”

Question for Consideration (due 12/ 7 at 10:45 via Blackboard)

Explain how poor or working-class people in modern Latin America like Gutmann’s interviewees conceptualize neo liberal economic policies and more traditional liberal political institutions like parties. Do they seem them as compatible with nationalism?