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LAH3200, Latin America: The National Period

Instructor:

Dr. Judith Mansilla, Department of History

Office:

Office Hours: TBA

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Welcome to **Latin America: The National Period**. The geographical region known as Latin America is unequivocally integrated with the rest of the world. Traditional scholarship has largely reduced Latin America to a peripheral place within the Western civilization. According to this narrative, Latin America is condemned to follow quite behind the political and economic ideals of Western Europe and US. This rhetoric writes off Latin America as underdeveloped, or pities it as a perpetual victim. In recent decades, scholars have reassessed the role of Latin America in the history of the West. In this upper division class, we will explore the development of Latin America during the national period from this more recent perspective. In analyzing the region, students will learn about the common historical processes Latin American countries went through after they obtained their political independence from the Iberian monarchies, starting in the early nineteenth century. Considering the political, economic, and social particularities of the various countries that comprise Latin America, students will examine their individual insertion within the global market and international politics. Rather than a region that developed mirroring the hegemonic Western powers, Latin American countries developed according to their own elements.

During the semester, students will:

- Recognize the region known as Latin America Spanish is comprised of different countries with their own characteristics.
- Become familiar with the main historical events and processes that affected the region.
- Understand how Latin American countries reinserted within global economy and politics after their political independence from the Iberian powers.
- Critically read primary and secondary sources to examine Latin America's social, economic, and political role within the world.
- Critically engage the life stories of historical characters to understand Latin America's political and economic processes within the global scenario.

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Required Materials:

- Paper 1: David Hollet: *More Precious than Gold. The Story of the Peruvian Guano Trade.* Madison: Fairleigh Dickinson University Press, 2008.
- Paper 2: Walter Nugent. *Crossings: the great transatlantic migrations, 1870-1914.* Bloomington: Indiana University Press, 1992.

Additional readings or visual materials will be available online (Canvas).

Bibliography:

Mark Burkholder, Monica Rankin, Lyman L. Johnson, *Exploitation, Inequality, and Resistance. A History of Latin America since Columbus.* Oxford: Oxford University Press, 2018.

David Bushnell and Neill Macaulay, *The Emergence of Latin America in the Nineteenth Century.* New York: Oxford University Press, 1994.

Marcello Carmagnani, *The Other West. Latin American from Invasion to Globalization.* Berkeley: University of California Press, 2011.

John Charles Chasteen, *Born in Blood and Fire. A Concise History of Latin America.* New York: Norton & Company, 2006.

Chasteen, *Born in Blood and Fire. Latin America Voices.* New York: Norton & Company, 2011.

Cheryl E. Martin and Mark Wasserman, *Latin America and Its People.* New York: Pearson Longman, 2008.

Grade Distribution:

Short papers	25% each/ 50% total
Weekly Comments	15%
Class Participation	15%
Group Assignment	20%
Total	100%

Grading rubric will be available online.

Assignments:

Short Papers (1200 words, approx. 3 pages): This course requires you to write 2 short papers in response to a question you will receive at least 2 weeks before the deadline. Your paper should have a **thesis statement and be built around an argument.** Your thesis statement will be your response to the question you receive for that specific assignment and should be stated in the introductory paragraphs.

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Build your argument and provide examples in following paragraphs. Reserve the last paragraph to strongly affirm, after showing evidence, your thesis statement. More guidance will be provided in class.

Weekly Analytical Responses or Comments: Every week you will have to read and analyze a short primary source. You will have access to the document every Thursday (4 days) before the deadline, at 12pm. In ONE paragraph, you will answer (100-200 words) to the question I will post along the document. In your response, you must include examples from the materials to show you have both read the document/material and understood its content. Comments are due every MONDAY at 11:59pm, unless otherwise indicated. I will ONLY count towards the final grade the top 10 comment grades.

Movie Analysis: You must write ONE analytical paper on the Film "Camila" (1984). You should examine the historical context of the movie, the argument of the movie. You must examine how the historical context influence the outcome of the movie. Remember to analyze the film as a historical source. How effectively does it reflect the historical context? Length: 3 pages, double space, Times New Roman 12pts. This assignment is due on **Friday, October 6, 2017**, at 5pm.

Film: Susú Pecoraro, Imanol Arias, and Hector Alterio, *Camila*. Directed by Maria Luisa Bemberg. Buenos Aires, Argentina: Gea Cinematográfica, 1984.

Citations:

You must provide reference of all sources use in your assignments. Use Chicago Style.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Grading Policy: It is your responsibility to keep track of your own performance in the course. I am always willing to suggest ways in which you can perform at your best, and I really encourage you to contact me if you have any concern about the class, assignments, and evaluations. 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.

If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to meet in person. Before the appointment, 2) submit a written statement (by e-mail) explaining your question or doubts about the grade.

Tools to Succeed

Support: I look forward to working with you this semester. Remember, I am available to answer questions. You are encouraged to visit me in my office during office hours. You can also

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email me to set an appointment at a convenient time to meet.

Writing your Papers: You will not be allowed to rewrite your papers. Nonetheless, I will be willing to read drafts of them and provide feedback. Draft must be submitted at least 72 hours before they are due.

History Tutors: There are several history students working at the Department of History (D 392), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, and preparing for evaluations. To set an appointment, please visit:

<https://slotted.co/fiuhistorywriting>

Online tutors are also available at:

<https://slotted.co/fiuhistorywritingonline>

You can only reserve a slot at a time. Even if the system allows you to reserve more than one, the administrators will delete any additional appointment. Once you complete an appointment you can reserve another one. If you cancel your appointment with less than 24 hours or do not show up, your name will be added to the list of those students who are not allowed to use the tutoring service. Please, use this service wisely.

The Center for Excellence in Writing: It is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website: <http://writingcenter.fiu.edu/>

Class Policies:

Late Policy: Assignments are due at the BEGINNING of the class meeting, of the due date. One-third of a letter grade will be reduced for each day a paper is late, including weekends, unless you obtained an extension from me, IN ADVANCE. No late assignments will be received during or after the last week of classes.

Academic Dishonesty: According to FIU student handbook (p.11) "In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work." In this class, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, plagiarizing (presenting someone else's work as yours), or cheating on assignments or the final exam. If students do not adhere to these good practices, the penalty will vary from a zero on the assignment to failure in the course, and may lead to a report in your academic profile.

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

Accommodations: If you foresee any possible problems to fulfill any of the requirements of this course—attendance or on-time submission of assignments—please contact me, to make arrangements. **DO NOT WAIT UNTIL THE LAST WEEK OF THE COURSE TO BRING UP SOMETHING YOU ANTICIPATED.**

Schedule:

Week 1

Introduction:

- Instructor's presentation
- Revision of the syllabus

Lecture:

- The diversity of Latin America
- Colonial Legacy

Read:

Bushnell, *The Emergence of Latin America*, 3-12.

Week 2

Lecture:

- The Age of Independence

Read:

Skhour, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 170-181

Primary Source:

Vizcardo y Gusmán, *Letter to the Spanish Americans*. Available at <https://soncdyck.files.wordpress.com/2014/09/viscardo-de-guzmc3a1n-juan-pablo-letter-to-the-spanish-americans.pdf>

Week 3

Lecture:

- The Failure of Absolute Power

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Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 182-194.

Primary Source:

Simón Bolívar, "Address to the 'Congreso Adminstable:' Message to the Constituent Congress of the Republic of Colombia." *El Libertador: Writings of Simón Bolívar* edited by David Bushnell. Oxford: Oxford University Press, 2003.

Henry Koster, "Travels in Brazil." Chasteen, *Born in Blood and Fire. Latin America Voices*, 61-69.

Week 4

Lecture:

- New Political Possibilities

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 195-210.

Primary Sources:

Juan Bautista Alberdi: "Bases y Programa de Partida para la organización política de la república Argentina (1852). Except in English.

Domingo Faustino Sarmiento: "Macundo." Chasteen, *Born in Blood and Fire. Latin America Voices*, 80 – 86.

Week 5

Lecture:

- Nation-State Formation

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 211-221.

Discussion:

Martín "The 16th of September," *Latin America and Its People*, 268-270.

Week

Lecture

Challenges to Sovereignty

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 226-242.

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Bushnell, *The Emergence of Latin America*, 160-179. Chasteen, *Born in Blood and Fire*, 139-143

Discussion:

Castro Dias, "The Slave Ship"

Week 7

Lecture:

Post-Independence Economies

Read:

Martin, *Latin America and Its People*, 303-306; Bushnell, *The Emergence of Latin America*, 39-45.

Discussion:

Chinese in Peru in the 19th

- <https://library.brown.edu/create/modernlatinamerica/chapters/chapter-6-the-andes/moments-in-andean-history/chinese-peru/>
- <https://www.youtube.com/watch?v=H6pXsiOrVg>
- <http://99percentinvisible.org/episode/panama-mania/>

Paper 1 Due

Week 8

Lecture:

- Liberal Reform

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 243-257.

Discussion:

Altafيران, "The Inauguration of the Railway..." Chasteen, *Born in Blood and Fire*. *Latin American Voices*, 108-111.

Week 9

October 31

Lecture:

- Everyday Life transformations

Read:

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Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 221-224; Martin, *Latin America and Its People*, 326-31.

Primary Sources :

Various Authors: "A Mexican Self-Portrait." Chasteen, *Born in Blood and Fire. Latin America Voices*, 91- 97.

Week 10

November 14

- Positivism
- European immigration

Read:

Carmagnani, *The Other West*, 167-176

Primary Source:

Julián Martel, "The Stock Market." Chasteen, *Born in Blood and Fire. Latin America Voices*, 124-129. <http://library.brown.edu/fivecenturiesofchange/chapters/chapter-4/immigration/>

Azevedo, "The Beehive." *Born in Blood and Fire. Latin America Voices*, 129-133.
Born in Blood and Fire. Latin America Voices, 136-137.

Paper 2 Due

Week 11

Lecture:

- Neocolonialism and Authoritarian Rule

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 258-273.
Chasteen, *Born in Blood and Fire. A Concise History of Latin America*, 181-192; Bushnell, *The Emergence of Latin America*, 202-209.

Primary Source:

Ulysses S. Grant: *The Papers of Ulysses S. Grant*, 74-76.

Week 12

Lecture:

- Reaction to neocolonialism
- Mexican Revolution

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Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 274-291.

Primary Source:

Vicente Rossi, "Black Stuff," *Born in Blood and Fire. Latin America Voices*, 158-161.
Rodo, "Ariel," *Born in Blood and Fire. Latin America Voices*, 136-140.

Week 13

Lecture:

Latin America and the World in early Twentieth Century

Read:

Burkholder, Rankin, Johnson, *Exploitation, Inequality, and Resistance*, 292-301.

Primary Source:

José Maria Arguedas: "Runa Yupay," *Born in Blood and Fire. Latin America Voices*, 181-187.

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Week 14

Lecture:

Latin America and the Good Neighbors Policy

Movie Discussion:

Clarence Nash and John Oliveria, *Saludos Amigos*. DVD. Directed by Wilfred Jackson, Jack Kinney, Hamilton Luske, and Bill Roberts. USA, 1942.

Read:

Dale Adams, "Saludos Amigos: Hollywood and FDR's Good Neighbor Policy," *Quarterly Review of Film and Video*, 24:3, 289-295.

Week 15

Group Assignment due

I reserve the right to make changes to the syllabus for your own learning benefit.