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### HIST. 071: MODERN LATIN AMERICA

What has the nation meant in 19th and 20th century Latin America? Colombians and Venezuelans lived through a devastatingly violent transition to independence. Brazilians experienced a constitutional monarchy that developed into a republican tradition embracing “Order and Progress,” the slogan emblazoned on their flag. Mexicans and Argentines emerged from the 19th century with social splits that then shaped political upheavals with implications for the region as a whole: the Mexican Revolution of 1910-1934 and the political storm that propelled Juan and Evita Perón to power.

This course provides a regional overview that links the crises of the 1800s to the violence and deep inequalities of the 1900s. Throughout, we ask questions about sovereignty, foreign investment, and anti-imperialism. A focus on the cold war era, from Ché Guevara’s sojourns in Guatemala (before 1959) to the heady days of the 1960s, allows students to understand the ideological splits that resulted in the paradox of the 1970s-1980s, when “strong hand” methods enjoyed deep-seated support from key sectors even as journalists found proof of massacres, disappearances, and widespread torture. Today’s generation has seen dictators on trial, lists of disappeared persons, and—now—a former armed militant who has transformed herself into the first woman president of Brazil, even as Fidel Castro’s Cuba seems to outsiders to remain unchanged. Readings and assignments are structured to allow students access to direct historical evidence, with an emphasis on primary texts and individual biographies.

For lecture, please arrive prepared, having done the reading and having submitted questions digitally. I do not require attendance, but if you are in lecture I expect your full attention. If you are not able to pay full attention, then you are not able to attend class and you will want to ask me if an audio file is available and check our bb site for others’ notes. Set aside the full hour you would have spend in class to catch up with these materials.

I am here to answer questions about Latin American history—it is your job to ask! If topics you hope to learn about are not on the syllabus, let me know and I will make adjustments, suggest readings, and/or meet with you in office hours.

Work in recitation is vital to your learning the material, and participation in recitation counts for 15% of your grade. Please arrive ready to discuss texts posted that week on blackboard, as well as our book assignments.

**Please note my classroom laptop policy: I will provide notes both in printed and digital form, as I want you to be freed to think and ask questions. You do not need to bring a laptop to class. If you wish to take notes in lecture on a laptop, I expect you to be respectful of others. Please sit with other laptop users so as to minimize distraction for those who take notes by hand (I will designate a specific area). Please understand that if you are using a laptop in class you are typing notes only—no internet use should be a part of that, and no other material should be displayed on your screen. Students who require a reminders on this point from myself or the TA will be placing their course grade at risk. If you have a question that you want to use the internet to answer, others may have the same question and I prefer that you ask me directly. If you want to include images or weblinks, add those after class. The point is that if we are in the room together we will be respectful of the class space and the class process.**

Those who take notes on laptop are expected to submit their notes to me via the blog tool on our bb site, with any unanswered questions included. Students who take notes by hand are also required to post questions about lectures or reading via the blog tool, but are not expected to scan their notes. If you would like to scan handwritten lecture notes to share with others in the class I am happy to do that scanning for you as I have a fast machine—drop your notes at the LALS office.

**In previous years I have not allowed laptops in lecture. The above represents a pilot program to find a middle ground and is part of a collective discussion among faculty from various departments. Please be aware that I will at times ask everyone to close their laptops and that if computer use becomes distracting to other students I will disallow them in lecture.**

You may buy the following books at **House of Our Own Bookstore**, 3920 Spruce Street:

Theresa Meade, *A History of LA*. Todd Diacon, *Stringing Together a Nation*. Hilda Gadea, *My Life with Che Guevara*. Elena Poniatowska, *Massacre in Mexico*.

Additional books, which you may want to purchase anyway, are available either through the BB site (selected pages) or in an “ebrary” version at the vanpelt library website: Kathleen Ross and Gonzalez Echavarría, 2008 translation of Sarmiento's *Facundo*, Lydia Chavez, *Cuba (Capitalism, God, and a Good Cigar)* on ebrary, and Ksenija Bilbija and Leigh Payne, *Accounting for Violence : Marketing Memory in Latin America*, on ebrary. Primary documents are available on the BB site. For most, the Spanish or Portuguese original is easily available.

## Assignments and Grading:

4 of 9 polished discussion essays, 750-1,000 words ea.	(submitted via assignments link on BB, due the Mon. after)	60 pts.
Thoughtful questions (at least 5 during the semester)	(submitted via the 'blog' link on BB)	5 pts.
Thoughtful participation in recitation		15 pts.
Take-home final (comprehensive)	(submitted via the assignments link on BB)	20 pts.

\*Extra Credit (up to 3 points) for an historian's review of a film (pre-approved by Dr. Farnsworth-Alvear).

\*Extra Credit (up to 3 points) for constructing a multiple-choice quiz that is thoughtful and allows fellow-students to self-assess how much they got out of a given reading. Quizzes (covering assigned pages) on the following will be accepted: Meade (each chapter separately), Diacon, Chávez, ed. (assigned excerpts), Bilbija and Payne (assigned excerpts).

\*Extra Credit will be given (up to 3 points) for an historian's review of a book of your choice that meets these criteria: is published within the past 15 years, is published by a university press, and is pre-approved by Dr. Farnsworth-Alvear. \*Note: All extra credit work must be turned in via bb and no extra-credit work will be accepted after 4/16.

\*Grading will focus on clarity. All work should be well-organized, should make good use of examples, should follow the guidelines given in class, and should have been carefully proofread. We will use a point scale:

A (94-100), A- (90-93), B+ (88-89), B (84-87), B- (80-83), C+ (78-79), C (70-77), D (60-69).

**Note: In this class, work received late may be graded down 1-5 points, at the grader's discretion.**

Read: Meade, Ch 1., Fowler, Introduction (both on BB).

Wed Jan 11 Introduction

Read: Meade, Ch 2. Rec: BB docs. about the Tupac Amaru rebellion from Stavig, ed.

Mon Jan 16 Class Cancelled: MLK events on campus

Wed Jan 18 "Juntos y Revueltos": Racial Divisions as key to the background of LA Independence, 1750s-1804

Read: Meade, Ch 2-3. Rec: BB docs. **Essay 1** focuses on the Tupac Amaru docs, the Bishop of Cartagena's rhetoric, Bolívar's "Guerra a Muerte," or José Morelos' constitution at Chilpancingo.

Mon Jan 23 Understanding Bolívar's world: Republicanism, Civil War, Racial Mobility in 1810-1830

Wed Jan 25 The Pull of a Monarchic solution: Comparing Brazil and Mexico

Read: Meade, Ch 2-3. Rec: BB docs. Extra Credit option: film, The Last Supper by Tomás Gutiérrez Alea.

Mon Jan 30 Slavery and Freedom in 19<sup>th</sup> C. Latin America

Wed Feb 1 Racial ideas and Nation-making: 1830s-1880s

Read: Meade, Ch. 4-5. Rec: BB docs. **Essay 2** focuses on Sarmiento's Facundo, posted on Blackboard.

Extra Credit option: film, Camila, by María Luisa Bemberg.

Mon Feb 6 Patriarchal Rural Society and the Political Culture of *Caudillismo*

Wed Feb 8 Comparing Mexico and Argentina in the 19<sup>th</sup> C.

Read: Meade, Ch 5-6. Rec: BB docs. **Essay 3** focuses on Diacon's book.

Mon Feb 13 Indigenous communities and individuals in 1900-1920: Rondón, Chambí, Lame, Zapata

Wed Feb 15 Neo-colonialism and Progress in the competing visions of LA intellectuals: 1880s-1920s

Read: Meade, Ch 5-6. Rec: BB docs. **Essay 4** focuses on José Martí's "Nuestra América."

Mon Feb 20 The Changed Role of the United States, 1898-1954

Wed Feb 22 Background to Understanding the Mexican Revolution

Read: Meade, Ch 7. Rec: BB docs. **Essay 5** focuses on Vasconcelos' "Raza Cósmica" or Zapata's "Plan de Ayala."

Mon Feb 27 The Mexican Revolution

Wed Feb 29 Review

Read: Meade, Ch 8-9, Rec: BB docs. **Essay 6** focuses on Evita's rhetoric. EC: Film Eva Perón dir. Juan Carlos Desanzo

Mon Mar 12 The Urban Populists: Gaitán, Perón, Vargas

Wed Mar 14 The Urban Populists: Gaitán, Perón, Vargas

Read: Meade, Ch 10-11. Rec: **Essay 7** focuses on Gadea's Memoir, but read also Guillermprieto's essay on Ché

Mon Mar 19 1954

Wed Mar 21 Outlines of the Cold War in LA, 1954-1985

Read: Meade, Ch 12-13. Rec: Fidel Castro's "History will absolve me," and Chávez, selected chapters (*ebRARY* book).

Mon Mar 26 Understanding the Cuban Revolution

Wed Mar 28 Ché at Punta del Este, Uruguay, Ché in Bolivia

Read: Poniatowska, all. Rec: **Essay 8** focuses on Poniatowska's Massacre in Mexico (La noche de Tlateloco in orig.)

Mon Apr 2 Students and Seminarians in 1968

\*EC: Film Rojo Amanecer dir. Jorge Fons.

Wed Apr 4 Urbanization 1950s-1990s

Read: Balbija and Payne, selected chapters (*ebRARY* book). Rec: BB Docs. **Essay 9** focuses on Pinochet's Speech.

Mon Apr 9 1964-1973-1976, but also 1983-1985-1990

Wed Apr 11 Pinochet and the war over memory

\*EC: Film—The Judge and the General

Reading: Meade, Ch 14. Rec. TBA

Mon Apr 16 Electoral states and Guerrillas in the post-Cold War

Wed Apr 18 Narcotrafficking and a changed political field: 1990-2010

\*Review for final: Monday Apr 23.