

Syllabus Subject to Change

HIST/LALS 071

Modern Latin America, 1808-Present

Prof. Melissa Teixeira

Spring 2019



Diego Rivera, "Pan-American Unity" (1940)

OVERVIEW

This course examines central themes of Latin American history, from Independence to the present. Focusing on events in Brazil, Mexico, and Cuba, it engages a hemispheric and global approach to understand the economic and social transformations of the region. It highlights how moments of revolution often give rise to political uncertainty and the destruction of wealth, but they also inspire new visions of progress and create spaces for social mobilization. How these projects are designed, or whether they are ever realized, is a process shaped by competing models for a nation's, or empire's, future. This course considers how popular classes mobilize to resist or redesign grand schemes for national progress, and how they articulate their visions for social inclusion and citizenship. It uses Latin America as a lens to explore how projects for development are imagined and negotiated in the aftermath of revolutions, imperial breakdown, or economic crisis. The course begins with nineteenth-century struggles for Independence and concludes with the present-day. In between, we will ask a series of historical questions: How did slaves navigate the boundary between freedom and bondage? Was the Mexican Revolution revolutionary? How did the Great Depression lead to the rise of state-led development? How have citizens mobilized for equality, a decent standard of living, and cultural inclusion? And what future paths will the region take given an uncertain export market and current political unrest?

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OBJECTIVES

In this course, you will become familiar with topics in Latin American history by:

1. Reading, interpreting, and contextualizing primary and secondary sources.
2. Synthesizing discrete materials into overarching themes that will allow you to build effective arguments.
3. Expressing ideas and arguments clearly in written prose and in oral presentations.
4. Discussing and critically appraising of key terms, like “inequality” and “revolution.”

ASSIGNMENTS

1. Class participation (20%):

You are expected to attend lectures and recitations, and to complete reading assignments. I encourage you to participate in lectures as well as in discussion sections: take notes on the key terms outlined in the syllabus and in lecture, read assignments in dialogue with lectures, share your interpretations of texts with the class, pose questions, and offer an opinion!

2. Map quiz (5%):

In week one, I will distribute a map of Latin America alongside a list of key cities, nations, rivers, mountains, etc. Understanding the geography of Latin America will assist you in your reading this semester. Study this map and prepare for a map quiz in week two.

3. Midterm in-class exam (20%):

Exam consisting of key term identifications and a short essay.

4. Newspaper blog post (1-2pp) (15% each):

Use online databases for English-language newspapers (*The New York Times*, *Wall Street Journal*, *New Yorker*, etc.) to find 2-5 newspaper articles on US receptions of 1) the Cuban Revolution (due week 8) and 2) the Pinochet coup (due week 10). Write a 1-2pp blog post about the articles you find. Post to Canvas to share with your peers.

5. Final paper (5-7pp) (25%):

Two weeks before the end of the semester, I will email the class with two possible exam questions. Pick one and prepare a clearly written and argued essay that addresses the question. Use only assigned readings and lecture materials. I encourage you to attend office hours to discuss your approach to the exam.

GRADES

1. Class participation: 20%
2. Map quiz: 5%
3. Midterm: 20%
4. Newspaper blog posts: 30%
5. Final exam: 25%

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OFFICE HOURS

Students are highly encouraged to attend office hours. Office hours are held in College Hall 206F on Mondays, 3:00pm – 5:00pm, or email Prof. Teixeira to schedule an appointment at an alternative time.

REQUIRED READINGS

All required readings are on Canvas or available as Ebooks in the Penn library system, accessed at www.library.upenn.edu.

For students who prefer to read printed books, certain books have also been placed on reserve in Van Pelt Library (Rosengarten Reserve). If you would like to borrow books from the library for more than a few hours, use EZBorrow or Borrow Direct.

DISABILITY POLICY

University of Pennsylvania, provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of [Student Disabilities Services](#) (SDS). Please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your needs.

If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling SDS 215.573.9235. The office is located in the [Weingarten Learning Resources Center](#) at Stouffer Commons 3702 Spruce Street, Suite 300.

All services are confidential.

ACADEMIC INTEGRITY

Students are expected to be familiar with the Penn's Code of Academic Integrity. You are encouraged to study and discuss course materials with other students, but all submitted assignments should be original and individual work. Please note that an important element of academic integrity is fully and correctly citing the work of others. If you have any questions or concerns about how to properly acknowledge the ideas, words, and research of others, feel free to reach out to me directly.

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WEEKLY READINGS

Recommended Textbook:

Lawrence A. Clayton, Michael L. Conniff, Susan M. Grauss, *A New History of Modern Latin America*, 3rd Edition (2017).

WEEK 1: COLONIAL CONTEXTS

Lecture 1: Introduction to Latin America

Lecture 2: Colonial Contexts

WEEK 2: INDEPENDENCE

[MAP QUIZ]

Lecture 3: Rebellion

Lecture 4: Sovereignty

Primary Source:

Lucas Alamán, "The Siege of Guanajuato." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (2003), 171.

"Brother Caneca Criticizes Brazil's Proposed Constitution," In *Latin American Independence: An Anthology of Sources*, ed. Sarah C. Chambers and John Charles Chasteen (2010), 169-172.

Simón Bolívar, *El Libertador: Writings of Simón Bolívar*, ed. David Bushnell, trans. Frederick H. Fornoff (2003), 12-30 [The Jamaica Letter], 54-85 [The Bolivar Constitution], 184-196 [Decrees on Indian Rights, Lands, and Tribute].

José Maria Morelos, "Sentiments of the Nation, or Points Outlined by Morelos for the Constitution." In *The Mexico Reader*, 189.

Secondary Source:

Caitlin A. Fitz, "'A Stalwart Motor of Revolutions': An American Merchant in Pernambuco, 1817-1825," *The Americas* 65, no. 1 (2008): 35-62.

WEEK 3: NATION-BUILDING

Lecture 5: Republicanism

Lecture 6: Liberalism

Primary Source:

Lucas Alamán, "The State of the Country after Independence," [from *Historia de Méjico*]. In *Latin American Independence*, 217-221.

Domingo Faustino Sarmiento, *Facundo: Or, Civilization and Barbarism*, eds. Mary Tyler Peabody Mann and Ilan Stavans (1998 [1845]), Introduction & Ch. 1.

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Secondary Source:

Miguel Angel Centeno, "Blood and Debt: War and Taxation in Nineteenth-Century Latin America," *The American Journal of Sociology* 102, no. 6 (1997): 1565-1605.
James Sanders, "'Citizens of a Free People:' Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia," *The Hispanic American Historical Review* 84, no. 2 (2004): 277-313.

WEEK 4: SLAVERY

Lecture 7: Second Slavery

Lecture 8: Abolitionism

Primary Source [Online Resource]:

Trans-Atlantic Slave Trade Database. <http://slavevoyages.org/>

Secondary Source:

Sandra Lauderdale Graham, *Caetana Says No: Women's Stories from a Brazilian Slave Society* (2002), part two.
Rebecca Scott, "The Provincial Archive as a Place of Memory: The Role of Former Slaves in the Cuban War of Independence (1895-98)," *History Workshop Journal* 58, no. 1 (2004): 149-166.

WEEK 5: ORDER & PROGRESS

Lecture 9: Modernization

Lecture 10: Globalization

Primary Source:

James Creelman, "President Díaz, Hero of the Americas." In *The Mexico Reader*, 285-291.

Secondary Source:

Paul Gootenberg, *Andean Cocaine: The Making of a Global Drug* (2008), Ch. 3.
Steven Topik, "Coffee," in *The Second Conquest of Latin America: Coffee, Henequen, & Oil during the Export Boom, 1850-1930*, edited by Steven Topik and Allen Wells (University of Texas Press, 1998), chapter 2, pp. 37-84.

WEEK 6: REVOLUTION

Lecture 11: Mexican Revolution

Lecture 12: Avant-garde

Primary Sources:

Emilliano Zapata and others, "Plan of Ayala." In *The Mexico Reader*, 339-343.
The Mexican Constitution of 1917 (Articles 3, 27, and 123).
President Lázaro Cárdenas, "Speech to the Nation," March 18, 1938 [translation]

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Josephus Daniels, "Populist Diplomacy in Mexico" (1938). In *Latin America and the United States: A Documentary History*, eds. Robert H. Holden and Eric Zolov (2000), 153-155.
José Vasconcelos, *The Cosmic Race*, trans. Didier T. Jaén (1979 [1925]), Selections.

Secondary Source:

Alan Knight, "The Myth of the Mexican Revolution," *Past & Present* 209, n.1 (2010): 223-273.

WEEK 7: CRISES

Lecture 13: Great Depression

Lecture 14: Midterm

Primary Source:

Oliveira Vianna, "Why the Estado Novo." In *The Brazil Reader*, 184-185.

Victor Raul Haya de la Torre, "The APRA," in *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Robin Kirk, Carlos Iván Degregori (2005), 253-257.

WEEK 8: POPULISM

Lecture 15: Peron

Lecture 16: Vargas

Primary Source:

"Ordinary People: Five Lives Affected by Vargas-Era Reforms," in *The Brazil Reader*.

Secondary Source:

Eduardo Elena, *Dignifying Argentina: Peronism, Citizenship, and Mass Consumption* (2011), Chs. 1-2.

Daniel James, "Perón and the People." In *The Argentina Reader: History, Culture, Politics*, ed. Gabriela Nouzeilles and Graciela Montaldo (2002), 273-295.

WEEK 9: COLD WAR

[Newspaper Assignment #1 Due]

Lecture 17: Democracy

Lecture 18: Cuban Revolution

Primary Source:

Fidel Castro, "History Will Absolve Me," (1953), see

<https://www.marxists.org/history/cuba/archive/castro/1953/10/16.htm>

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Fidel Castro at Columbia University, April 1959

Secondary Source:

Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala, 1952-1954*, 2nd ed. (1999), Chs. 1-2.

Alejandro de la Fuente, *A Nation for All: Race, Inequality and Politics in Twentieth-Century Cuba* (2001), Chs. 7-8.

WEEK 10: DEVELOPMENT

Lecture 19: Developmentalism

Lecture 20: Dependency

Primary Source:

Raúl Prebisch, "A New Economic Model for Latin America" (1950). In *Latin America and the United States: A Documentary History*, 198-200.

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, trans. Marjory Mattingly Urquidi (1979), Selections.

Octavio Paz, "The Sons of La Malinche" [from *The Labyrinth of Solitude*]. In *The Mexico Reader*, 20-27.

Secondary Source:

Paul Gootenberg, *Andean Cocaine: The Making of a Global Drug* (2008), Chs. 6-7.

Eric Zolov, *Refried Elvis: The Rise of the Mexican Counterculture*, Introduction & Ch. 3 & 4.

WEEK 11: DICTATORSHIP

Lecture 21: Military Coups

Lecture 22: Resistance

Primary Source:

Guillermo O'Donnell, "Modernization and Military Coups," in *The Argentina Reader: History*,

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Culture, and Politics, eds. Gabriela Nouzeilles and Graciela Montaldo (2002), 399-420.

Secondary Source:

Susan Hecht and Alexander Cockburn, *The Fate of the Forest: Developers, Destroyers, and Defenders of the Amazon* (2010), Chs. 6-7.

WEEK 12: IMPERIALISM

[Newspaper Assignment #2 Due]

Lecture 23: Intervention

Lecture 24: Neoliberalism

Secondary Source:

Heidi Tinsman, "Consumer Culture and Gender Politics in Authoritarian Chile, 1973-1988: Women Workers in the Fruit-Export Industry," *Latin American Research Review* 41, no. 3 (2006): 7-31.

Juan Gabriel Valdes, *Pinochet's Economists: The Chicago School in Chile* (2008), Chs. 6-7.

WEEK 13: REDEMOCRATIZATION

Lecture 25: Transitions

Lecture 26: Citizenship

Online Exercise:

Analyze World Bank Databank online and prepare three graphs for discussion in class.

<http://databank.worldbank.org/data/home.aspx>

What does the data tell us about Latin America? What does it obscure?

Primary Source:

Bryan McCann, *Hard Times in the Marvelous City: From Dictatorship to Democracy in the Favelas of Rio de Janeiro* (2014), Chs. 3-4.

"Mexico City, 1990," in Alma Guillermoprieto, *The Heart that Bleeds: Latin America Now* (1994), 287-316.

"Lima, 1990," in Guillermoprieto, *The Heart that Bleeds*, 68-91.

"Mexico City, 1992," in Guillermoprieto, *The Heart that Bleeds*, 237-258.

"Rio, 1993," in Guillermoprieto, *The Heart that Bleeds*, 287-317.

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WEEK 14: RESTRUCTURING

Lecture 27: Human Rights

Lecture 28: Debt

Primary Sources:

Fernando Henrique Cardoso, "Inaugural Address." In *The Brazil Reader*, 280-288.

Subcomandante Marcos, "The Long Journey from Despair to Hope." In *The Mexico Reader*, 646-654.

Readings:

Greg Grandin, "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala," *American Historical Review* 110, no. 1 (2005): 46-67.

Michael Taussig, *Law in a Lawless Land: Diary of a Limpieza in Colombia* (2003), Selections "Managua, 1990," in Alma Guillermoprieto, *The Heart that Bleeds: Latin America Now* (1994), 23-46.

WEEK 15: LATIN AMERICA TODAY

Lecture 29: Pink Tides

Lecture 30: Uncertainty

Readings:

David Barstow and Alejandra Xanic von Bertrab, "The Bribery Aisle: How Wal-Mart Got Its Way in Mexico," *New York Times* (December 17, 2012).

Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (2010), Ch. 5.

Kenneth Maxwell, "Brazil: The Corruption of Progress," *The New York Review of Books* (13 August 2015).

FINAL PAPER DUE: LAST DAY OF READING PERIOD