

History of Modern Latin America HIST 3630

<http://www.usu.edu/history/faculty/sanders/classessanders.htm>

Spring term 2009

Tuesdays, Thursdays 10:30 PM -11:45 PM

Engineering 238

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COURSE DESCRIPTION

Latin America and the Caribbean have become of paramount importance to the United States in recent decades. Economically, politically, and culturally, the regions' histories are growing increasingly intertwined. Processes and events as different as the North America Free Trade Agreement (NAFTA), the "war" on drugs, the popularity of Latin pop and salsa music, and increased immigration have all made an understanding of Latin America critical to students studying in the United States.

Latin America and the Caribbean is an incredibly diverse region (there are speakers of Spanish, Portuguese, Quechua, Aymara, Haitian Creole, French, and English, among other languages) with rich and varied histories. Yet, all parts of the region faced the challenges of economic development in a world dominated by North Atlantic economies and of creating new political cultures after the collapse of the Spanish and Portuguese (and later the French and British) empires. The course will give students a framework for understanding the large-scale economic and political institutions and structures that affected the region as a whole. We will then delve into how everyday people in specific situations confronted these challenges. By examining how slaves sought their freedom, why poor farmers joined the Mexican Revolution, how workers organized unions, why Indians struggled for civil rights, how torture victims confronted their assailants, or how immigrants dealt with life in the United States, students will not only learn about Latin America, but about the constraints and possibilities people face in making history.

REQUIRED READING

There are four books, electronic reserve readings, and internet readings. The electronic reserve readings are quite lengthy – be prepared! The books are available at the campus bookstore. The electronic reserves you can access from the USU library home page (library.usu.edu) and clicking the "Course Reserves" link. The password is san3630. Internet readings can be accessed via the URL given below from any web browser.

Barnet, Miguel. *Biography of a Runaway Slave*. Willimantic: Curbstone Press, 1994.

de Jesus, Carolina Maria. *Child of the Dark: The Diary of Carolina Maria de Jesus*. New York: Signet Classic, 2003.

Menchú, Rigoberta. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. London: Verso Books, 1984.

Winn, Peter. *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism*. Oxford: Oxford University Press, 1986.

EVALUATION

Class participation - 20%
 Pop quizzes and map test - 10%
 4 essays interpreting historical or scholarly documents - 30%
 Midterm - 15%
 Final Exam - 25%

The essays will be 2-3 page responses to the assigned readings. Students will read critically and analyze a problem in either a secondary or primary text and make an argument to support their position. One paper will also involve employing scholarly journal literature from the library. A specific assignment will be given out for each essay at least a week before the assignment is due. You must attend class regularly or you will miss the assignments. To encourage experimentation, I will drop the lowest essay grade. Papers must be given to the instructor directly. As we will discuss your papers in class, late papers will not be accepted if you attend the class discussion. If you miss one paper, that paper grade will be dropped and a late paper will not be accepted. If you miss a second paper, late papers will be accepted, but will receive an extreme penalty.

Papers one, three, and four will be graded by the instructor. Paper two will be reviewed by the class as a whole, to allow students to better understand which types of arguments and styles make an excellent paper. This paper will be graded pass/fail – a fail grade will count towards your final paper grade.

Quizzes are based on the assigned readings for each class period. I will drop your lowest quiz grade. Missed quizzes cannot be taken later.

The tests will be essay and short answer format.

As noted earlier, student participation is central to the success of the goals of this course. Without participation you rob your classmates of the opportunity to benefit from your ideas and you yourself do not polish your skills in analyzing information and relating your conclusions in a comprehensible form to others. Missed classes will affect your participation grade. Simply attending class without participating will only earn you a D- participation grade.

A Note on Plagiarism

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F and be reported to the Dean.

Disability Resource Center

If accommodations for the course are needed, students should contact the Disability Resource Center, located in the University Inn, Room 101: (435)797-2444 and (435)797-0740, Monday through Friday from 8:00 a.m. - 5:00 p.m.

SCHEDULE AND ASSIGNED READINGS

USU electronic reserve readings are marked with an @. Internet readings are marked with a *.

January 6

Introduction - The Colonial Heritage of Latin America

No Readings.

January 8 - Independence from Above and Below

No Readings

January 13 -Creating Nations and Citizens

Readings: @A) Venancio Ortiz, "The Subversive "Democratic Society" in New Granada," in John Chasteen and Joseph Tulchin, eds., *Problems in Modern Latin American History: A Reader* (Wilmington: SR Books, 1994), 56-58.

@B) Three Petitions from Nineteenth-Century Colombia (Petitions I, II, and III).

January 15 - MAP TEST - Export Capitalism

Readings: @ A) "The Masters and the Slaves: A Frenchman's Account of Society in Rural Pernambuco Early in the Nineteenth Century," in Robert Edgar Conrad, ed., *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton: Princeton University Press, 1983), 63-71.

@B) "Slave Life on a Plantation in the Province of Rio de Janeiro in the Late Nineteenth Century," in Conrad, ed., *Children of God's Fire*, 79-86.

@C) Mary Prince, *The History of Mary Prince, A West Indian Slave (Related by Herself)* (London: F. Westley and A.H. Davis, 1831), 27-45.

January 20 - Making a New World - The Abolition of Slavery

Readings: Barnet, *Biography of a Runaway Slave*, 17-67.

January 22 - PAPER ONE DUE! - Neo-Colonialism I – Cuba

Readings: Barnet, *Biography of a Runaway Slave*, 99-103, 152-156, 185-200.

January 27 - Neo-Colonialism II - Out of the Frying Pan and into the Fire

Readings: @ A) Carleton Beals, "With Sandino in Nicaragua," in *Latin America and the United States: A Documentary History*, eds. Robert H. Holden and Eric Zolov (New York: Oxford University Press, 2000), 132-135.

@B) George W. Crichfield, "The United States is Honor Bound to Maintain Law and Order in South America," in Lewis Hanke and Jane Rausch, eds., *People and Issues in Latin American History: From Independence to the Present* (New York: Markus Weiner, 1990), 224-232.

January 29 - Siglo XX - The Rise of the West

@A) Domingo Faustino Sarmiento, "The Human Background of Dictatorship, the Gaucho," in Hanke and Rausch, *People and Issues in Latin American History*, 51-57.

@B) Herbert H. Smith, "Slavery Is a Curse for Both Negroes and Whites," in Hanke and Rausch, *People and Issues in Latin American History*, 143-146.

@C) José Martí, "Our America," in Chasteen and Tulchin, eds., *Problems in Modern Latin American History*, 182-185.

February 3 – PAPER TWO DUE! – The Origins of the Mexican Revolution

Readings: @A) James Creelmen, "President Díaz: Hero of the Americas," in Hanke and Rausch, *People and Issues in Latin American History*, 167-177."

@B) John Kenneth Turner, "The Díaz System," in Hanke and Rausch, *People and Issues in Latin American History*, 177-184.

@C) Anita Brenner, *The Wind that Swept Mexico* (Austin: University of Texas Press, 1971), 7-36.

@ D) "Plan of San Luis Potosí" and "The Plan de Ayala."

February 5 - The Mexican Revolution: Zapata, Villa, & Company

Readings: Brenner, *The Wind that Swept Mexico*, 37-61.

February 10 - Aftermath of the Revolution

No readings.

February 12 - MID-TERM

No readings.

February 17 – No Class. Monday Classes meet today.**February 19 -The Creation of National Capitalism**

Readings: Winn, *Weavers of Revolution*, 3-52.

February 24 - The World Crisis of the 1930s

No Readings.

February 26 - Populism

Readings: @A) Eva Duarte de Perón, "My Mission in Life," in Hanke and Rausch, *People and Issues in Latin American History*, 237-251.

*B) Eva Duarte de Perón, "History of Perónism, excerpts, 1951," in *Modern History Sourcebook* - <http://www.fordham.edu/halsall/mod/1951evaperon.html>

March 3 - Forging Their Own Path I: The Cuban Revolution

Readings: Winn, *Weavers of Revolution*, 53-119.

March 5 – No Class. Watch *The Motorcycle Diaries*, dir. Walter Salles, available on reserve in the library.

March 10 and March 12 – No classes. Spring Break.**March 17 - Forging Their Own Path II: Chile**

Readings: Winn, *Weavers of Revolution*, 120-205.

March 19 – PAPER THREE DUE! - Reaction I: Capitalism Reborn

Readings: Winn, *Weavers of Revolution*, 209-256.

March 24 - Reaction II: Defining Democracy

Readings: @A) George F. Kennan, "A Realist Views Latin America," in Holden and Zolov, eds., *Latin America and the United States*, 195-198.

*B) Fidel Castro, "Speech of 1 May 1960," from Public Relations Department of the Ministry of Foreign Affairs, Havana, at <http://lanic.utexas.edu/la/cb/cuba/castro/1960/19600501>
Read from beginning to the short paragraph that begins "It is for this reason that we..."

*C) John F. Kennedy, "The Lesson of Cuba, 1961," (Speech of 20 April 1961), in *Modern History Sourcebook* at <http://www.fordham.edu/halsall/mod/1961-kennedy-cuba1.html>

March 26 - The Dictatorships: Making the World Safe for Capitalism

Readings: @ A) "The Tupamaros' Program for Revolutionary Government," "The Tupamaros: An Interview," and "The Reasons of the Junta, 1973."

@B) Augusto Pinochet Ugarte, *Chile Lights the Freedom Torch* (Santiago: Editora Nacional Gabriella Mistral, 1975), 13-14, 23-31, 33-34, 44-49, 52, 57-58.

March 31 – Return to Democracy and the Creation of Cosmopolitan Capitalism

Readings: @ Lawrence Weschler, "A Miracle, A Universe, Parts I and II" *The New Yorker* (25 May 1987): 69-84, 86; (1 June 1987): 72-80, 82-93.

April 2 – No Class. Watch *The Motorcycle Diaries*, dir. Walter Salles, available on reserve in the library.

April 7 - The Fruits of Neo-Liberalism: The Urban Poor

Readings: de Jesus, *Child of the Dark*, 17-61. [All of 1955 and 1958 until June 16]

April 9 - God's Playground: Central America in the 1970s and 1980s

Readings: Menchú, *I, Rigoberta Menchú*, 1-6, 21-42, 87-130.

April 14 – PAPER FOUR DUE! - Fields of Fire: Central America in the 1980 and 1990s

Readings: Menchú, *I, Rigoberta Menchú*, 131-152, 163-187, 195-200, 227-247.

April 16 - Globalization Unchallenged?

Readings: * A) Zapatista National Liberation Army (EZLN), "Declaration of War" and "Editorial", 6 January 1994. Found at <http://lanic.utexas.edu/project/Zapatistas/chapter01.html>
[Read from beginning to the end of the Editorial (stop at "Revolutionary Laws.")]

@B) Sam Dillon, "Profits Raise Pressure on Border Factories," *The New York Times*, 15 February 2001.

April 21 - Latinos in the U.S. - Work and Politics

Readings: @A) Lisa Jones, "El Nuevo West," in *The West in the History of the Nation*, V.2, eds. W. Deverell and Ann F. Hyde (Boston: St. Martin's, 2000), 285-290.

@B) Anthony DePalma, "'A Tyrannical Situation.' Farmers Caught in Conflict Over Illegal Migrant Workers," *The New York Times*, 3 October 2000.

@C) Judith Adler Hellman, *Mexican Lives* (New York: The New Press, 1994), 152-184.

April 23 - Conclusion and Review

No Readings.

April 30 (Thursday) - FINAL EXAM - 9:30 a.m. to 11:20 p.m.