

**History 160**  
**Introduction to Latin America**  
**Gustavus Adolphus College**  
**MWF 10:30-11:20**  
**SSC 107**

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### **COURSE SYLLABUS – Fall 2009**

**Overview:** No part of the developing world has had a longer or closer relationship with the United States than Latin America. At the same time, Latin America has struggled to create strong economies, just societies, and healthy democracies. This course will explore Latin America's history since the triumph of the independence movements early in the nineteenth century, focusing on the region's relationship with the United States as well as its economic frustrations, social tensions, political difficulties, and the development of a thriving Latin American culture.

**Assignments:**

- Attendance and informed participation, 25%
- Weekly Papers, 25%
- Map Quiz (in class Wednesday, September 23), 5%
- Midterm exam (in class Wednesday, October 28), 15%
- 5-page paper (due Monday, November 30), 15%
- Final Exam (Friday, December 18, 10:30AM-12:30PM), 15%

**Readings:** The following books are available for purchase at the BookMark:

- John C. Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 2<sup>nd</sup> edition (required)
- Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898* (required)
- Peter Winn, *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism* (required)

**Weekly Papers:** Over the course of the semester, students must submit a total of 7 two-page papers. Each paper will answer *one* of the study questions for the week – students are free to choose which question they prefer. The paper will be due at the end of the class in which we discuss the relevant reading. The weekly papers will be graded as a **portfolio**. My comments during the first few weeks will be more detailed than in the later weeks of the semester, when students are expected to incorporate feedback from the first weeks into their work. **The lowest 3 grades of the 10 weekly papers will be dropped (in other words, each student will be allowed to skip 3 of the 10 weekly papers without any penalty).** The study questions are posted on the same website as the e-reserve readings for the course: <http://moodle.gac.edu/>.

**Grading Policies and Late Work:** Weekly papers will be graded on a 4-point scale; other work will receive a letter or number grade. You may *request* an extension for the 5-page Paper provided that you make the request at least one week before the due date. Any other late work will be penalized at the rate of 1/6 of a letter grade per day (for example, an A- paper turned in two days late would receive a B+) with exceptions for documented illnesses and other emergencies. A weekly paper turned in after the end of the relevant class will be penalized one point on the four-point scale (for example, a “3” would become a “2”). If you cannot avoid turning an assignment in late, please talk to Sujay *in advance*.

**Attendance and Participation:** Attendance at all meetings is mandatory and will be recorded. Please make every effort to ensure that other activities do not interfere with regular attendance. If an absence is absolutely unavoidable, please talk to Sujay *in advance*. 2 or more unexcused absences will certainly not help your grade, *excessive unexcused absences will lead to an automatic reduction of your overall course grade by 1/3 of a letter grade for each absence after the fourth*. Participation is not entirely voluntary – at times students will be called on to contribute to discussions.

***Week 1: NO WEEKLY PAPER***

**Wednesday, September 9: Welcome to History 160 – Introduction to Latin American History**

- Handout: Syllabus

**Friday, September 11: Lecture – Colonial Latin America**

- Reading due: Chasteen, *Born in Blood and Fire*, Introduction and Chapters 1-2 (pp. 15-89).
- Handout: Study list and practice map for Map Quiz
- Handout: Instructions for e-reserve readings, explanation of 4-point scale

***Week 2:***

**Monday, September 14: Lecture – Independence and Civil War**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 3 (pp. 91-116).
- Discussion: The many ways to participate in a discussion

**Wednesday, September 16: Independence – The Creoles Revolt**

- Reading due: Simón Bolívar, “Reply of a South American to a Gentleman of this Island (Jamaica),” in Lecuna and Bierck, *Selected Writings of Bolívar*, Vol. 1, pp. 103-122 (on e-reserve).

**Friday, September 18: Independence – The Role of Indigenous People**

- Reading due: Charles F. Walker, “The Patriotic Society: Discussions and Omissions about Indians in the Peruvian War of Independence,” *The Americas*, Vol. 55 No. 2 (October 1998): 275-298 (on e-reserve).

**Week 3:**

**Monday, September 21: Independence – The Role of Black Latin Americans**

- Reading due: George Reid Andrews, *The Afro-Argentines of Buenos Aires*, Chapter 7 “The Black Legions,” pp. 113-137 (on e-reserve).

**Wednesday, September 23: Independence and Slavery in Brazil**

- Reading due: José Bonifácio de Andrada e Silva, “On Slavery!” pp. 13-60 (on e-reserve).
- **Map Quiz**

**Friday, September 25: The US-Mexican War**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 4 (pp. 119-147).
- Video (in class): *The US-Mexican War* (Part 1 of 4)

**Week 4:**

**Monday, September 28: The US-Mexican War, continued**

- Reading due: Peter Guardino, “Barbarism or Republican Law? Guerrero’s Peasants and National Politics, 1820-1846,” *Hispanic American Historical Review* Volume 75, Number 2 (May 1995), pp. 185-213 (on e-reserve).
- Video (in class): *The US-Mexican War* (Part 2 of 4)

**Wednesday, September 30: Mexico**

- Discussion of *The US-Mexican War* (Parts 3 and 4 to be viewed outside class) and Guardino, “Barbarism or Republican Law?”

**Friday, October 2: NO CLASS – away at a conference**

**Week 5: NO WEEKLY PAPER**

**Monday, October 5: Lecture – The Age of Progress, 1850-1880**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 5 (pp. 149-178).

**Wednesday, October 7: Nobel Conference**

**Friday, October 9: “Civilization and Barbarism” – Race and Class in Argentina**

- Reading due: Selections by Argentine writers (Domingo Faustino Sarmiento, Juan Bautista Alberdi), in *The Argentina Reader*, pp. 80-90 and 95-101 (on e-reserve).

**Week 6:**

**Monday, October 12: Lecture – Latin America’s Gilded Age, 1880-1930**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 6 (pp. 181-214).

**Wednesday, October 14: The United States and the Caribbean**

- Reading due: Holden and Zolov, *Latin America and the United States*, Document #2 by John Quincy Adams, pp. 7-11; Document #3 by James Monroe, pp. 11-14; Document #26 by Andrew Carnegie, pp. 74-76; and Document #37 by Theodore Roosevelt, pp. 100-102 (on e-reserve).

**Friday, October 16: The Panama Canal**

- Reading due: David Healy, *Drive to Hegemony*, Chapter 5 “The Isthmian Canal,” pp. 77-94 (on e-reserve).
- Note-taking strategies

**Week 7:**

**Monday, October 19: The Cuban Independence Movement – The Ten Years’ War**

- Reading due: Ada Ferrer, *Insurgent Cuba*, Introduction and Chapters 1-2, pp. 1-69.
- Handout: Midterm exam study questions.

**Wednesday, October 21: The Cuban Independence Movement – The Black Heroes**

- Reading due: Ferrer, Chapters 3-5, pp. 70-138.

**Friday, October 23: The Cuban Independence Movement – Victory at Last?**

- Reading due: Ferrer, Chapters 6-7 and Epilogue, pp. 141-202.

**Week 8: NO WEEKLY PAPER**

**Monday, October 26: NO CLASS – READING DAY**

**Wednesday, October 28: MIDTERM EXAM**

**Friday, October 30: Lecture – Nationalism in Latin America**

- Reading due: Holden and Zolov, *Latin America and the United States*, Document #21 by José Martí, pp. 61-63; Document #23 by Carlos Calvo, pp. 68-69; Document #28 by José Enrique Rodó, pp. 78-80; Document #32 by Luis Drago, pp. 88-90; Document #35 by Rubén Darío, pp. 95-96; Document #47 by José Ingenieros, pp. 123-125; and Document #49 by Victor Haya de la Torre, pp. 128-129 (on e-reserve).

**Week 9:**

**Monday, November 2: Everything in Moderation – the Mexican Revolution**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 7 (pp. 217-246).
- Reading due: Plan of San Luis Potosí, pp. 1-2 and Plan de Ayala, pp. 1-4 (on e-reserve).

**Wednesday, November 4: Chile in an Age of Middle Class Reform**

- Reading due: Patrick Barr-Melej, *Reforming Chile*, Chapter 5 “For Culture and Country,” pp. 141-169 (on e-reserve).

**Friday, November 6: Gender and Urbanization in Post-Revolutionary Mexico**

- Reading due: Katherine Bliss, "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico City," *Hispanic American Historical Review*, Vol. 79, Number 1 (February 1999), pp. 1-40 (on e-reserve).

**Week 10:**

**Monday, November 9: Tango**

- Video (in class): *Tango*

**Wednesday, November 11: Tango, continued**

- Reading due: Eduardo Archetti, *Masculinities: Football, Polo, and the Tango in Argentina*, Chapter 5 "Masculinities and Morality in the Poetics of the Argentinian Tango," pp. 128-160 (on e-reserve).
- Handout: 5-page paper assignment

**Friday, November 13: Lecture – Industrialization and Urbanization in Latin America**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 8 (pp. 249-277).

**Week 11:**

**Monday, November 16: Peron and Populism in Argentina**

- Reading due: "Juan Domingo Perón," in *Encyclopedia of Latin American History and Culture*, Vol. 4, pp. 352-354 (on e-reserve).
- Reading due: Juan Perón, "Political and Social Situation Prior to the Revolution of 1943," pp. 3-19 (on e-reserve).

**Wednesday, November 18: Gender and Industrial Work in Colombia**

- Reading due: Ann Farnsworth-Alvear, *Dulcinea in the Factory*, Chapter 5 "Gender by the Rules: Anti-Communism and *La Moral*, 1936-1953," pp. 148-180 (on e-reserve).
- Discussion: Making an argument

**Friday, November 20: The Guatemalan Revolution and the United States**

- Reading due: Piero Gleijeses, *Shattered Hope: The Guatemalan Revolution and the United States, 1944-1954*, Chapter 5 "The United States and Arévalo: Arévalo's Sins," pp. 85-116 (on e-reserve).
- Discussion: Writing with sources

**Week 12: NO WEEKLY PAPER**

**Monday, November 23: The Cuban Revolution and the United States**

- Reading due: Fidel Castro, "Speech at the United Nations," pp. 1-30 (on e-reserve).
- Reading due: Roger Cohen, "The End of the End of the Revolution," *New York Times Magazine*, December 7, 2008 (on e-reserve).

**Wednesday, November 25: THANKSGIVING BREAK**

**Friday, November 27: THANKSGIVING BREAK**

**Week 13:**

**Monday, November 30: Lecture – Kennedy and the Alliance for Progress**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 9 (pp. 279-309).
- Reading due: Holden and Zolov, *Latin America and the United States*, Document #83 by John F. Kennedy, pp. 226-228 and Document #88 by Thomas C. Mann, pp. 239-241 (on e-reserve).
- Discussion of the short video *The School of the Americas*, to be seen in class
- **5-page paper due by 5PM**

**Wednesday, December 2: The Chilean Revolution – The Yarurs**

- Reading due: Peter Winn, *Weavers of Revolution*, Introduction and Part I, pp. 3-75.

**Friday, December 4: The Chilean Revolution – The Youngsters**

- Reading due: Winn, Parts II and III, pp. 79-155.

**Week 14:**

**Monday, December 7: Lecture – Latin America in an Age of Crisis**

- Reading due: Chasteen, *Born in Blood and Fire*, Chapter 10 (pp. 311-329).
- Handout: Final exam study questions
- Discussion of film *Central Station* (to be viewed prior to class)

**Wednesday, December 9: The Chilean Revolution – Allende**

- Reading due: Winn, Parts IV and V and Epilogue, pp. 159-256.

**Friday, December 11: Crossing the Border**

- Reading due: Daniel Rothenberg, *With These Hands: The Hidden World of Migrant Farmworkers Today*, Chapter 5, “*Pasando al otro lado: The US/Mexico Border*,” pp. 121-153 (on e-reserve).

**Week 15: NO WEEKLY PAPER**

**Monday, December 14: Latinos in the Midwest**

- Reading due: Ann Millard and Jorge Chapa, *Apple Pie & Enchiladas*, Chapter 5 “Not Racist like Our Parents,” pp. 102-124 (on e-reserve).

## **ACADEMIC HONESTY POLICY**

Every Gustavus Adolphus College student now agrees to abide by the academic honesty policy and honor code as a condition for enrollment. The honesty policy stipulates:

In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In addition, the policy states "a student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work had been submitted in a previous semester."

In this course, any violation of the academic honesty policy will carry the following penalty: failure of the assignment and, at the discretion of Dr. Rao, failure of the course. Students who dispute an allegation of academic dishonesty may request a hearing before a joint student/faculty honor board.

As your instructor I will attempt to clearly define the level of authorized aid appropriate to a particular assignment. However, you are responsible to ask questions about any reasonable doubt you have regarding my definition of authorized aid.

Under the honor code policy, the proctoring of exams is at the discretion of the instructor. I do intend to proctor exams in this course.

Finally, an integral part of the honor code is non-tolerance of violations. Under our code students are not expected to police others' actions. Rather, you agree to report violations of which you become aware. Failure to do so will constitute an honor code violation in this class.

## **DISABILITY SERVICES**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure 'reasonable accommodation' and non-discrimination for students with disabilities in higher education. A student who has a physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student's ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center, who will review the concerns and decide with the student what accommodations are necessary.