

SYLLABUS: Modern Latin America

Dr. Emily Wakild

MWF 1:00-1:50

Tribble A-305

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Office Hours: MWF 12-1

This class explores the transition of Spanish and Portuguese colonies into free and independent nations. It traces the development of Latin America through the nineteenth and twentieth centuries and explores political, social, economic, and cultural changes that occurred throughout the region. We will question how and why this region changed over the modern period and how Latin America affected, and was affected by, global historical trends. The course will focus on familiar concepts, such as development, nationalism, populism, and even the very idea of Latin America, to confront and challenge how these concepts have been created and dealt with in the past. There is no prerequisite for this course and it fulfills the wider world requirement for history majors.

This course is designed to allow you to gain familiarity with how historians write history. To that end we will be reading five historical monographs—that is books written on a single topic in a specific setting by a single author. We will develop ways of evaluating these studies and learning from their contents. In general, this is a reading and writing intensive course aimed at developing your critical thinking and argumentation skills. All class readings, lectures, and in class activities are designed to provide a varied amount of evidence as to the actions of people, in the past. In addition to the main texts, we will sometimes employ primary sources including documents, personal testimonies, novels, and films and several additional article-length secondary sources. The textbook that synthesizes broad patterns is an optional guide which I highly recommend to students who have no familiarity with Latin America and its past. On average, you will be asked to read 100-150 pages per week, however, the daily and weekly reading loads are often uneven—there are some weeks with much heavier reading loads than others. Plan ahead and stay on top of the readings, there is no room to lag behind and catch up. While Latin America consists of at least twenty nations, the semester is short so the main case studies will involve Argentina, Mexico, Colombia, Chile, and Guatemala with briefer attention given to Cuba and Brazil.

Course Objectives:

This course aims for students to:

1. Thoughtfully engage with the issues and developments in Modern Latin America.
2. Develop critical reading and writing skills used to evaluate historical monographs.
3. Compare and contrast different historical experiences and their significance.

Assignments:

All assignments are designed with your growth as a historian in mind. They give you an opportunity to showcase your writing talents and to critically analyze the materials. Concise, critical writing in the format of book reviews will play a major role in this class.

Please see individual assignment descriptions for further details. Assignments are due the day they are listed on the syllabus.

25%	participation, attendance, discussion
25%	final essays (2 essays, take home format)
10% each	2-3 page critical reviews of Lynch, Farnsworth, Henderson, Grandin, & Winn

**In order to earn credit for this class you must turn in all assignments, participate, and pass the Map Quiz (see handout for details).

Readings:

The main texts available for purchase at the campus bookstore are:

Recommended: John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*

Required: Benjamin Keen, *Latin American Civilization: History & Society 1492-Present*

Peter Dorner, *Latin American Land Reform: In Theory and Practice*

John Lynch, *Argentine Caudillo: Juan Manuel de Rosas*

Timothy Henderson, *The Worm in the Wheat: Rosalie Evans and Agrarian Struggle in the Puebla-Tlaxcala Valley of Mexico, 1906-1927*

Ann Farnsworth-Alvear, *Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia's Industrial Experiment, 1905-1960*

Peter Winn, *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism*

Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*

Readings also come from articles and documents posted on the class Blackboard site. If you are not yet familiar with Blackboard, take the time to become familiar.

Participation and Attendance:

Dynamic, engaged participation and attendance are required in every class discussion. Participation includes active listening, asking questions about reading and lecture material, responding to the ideas of your classmates, taking notes, offering ideas and comments, completing reading assignments, engaging in intellectual debates, and considering alternative points of view. You must participate to succeed in this class. In addition to Friday discussion, I welcome questions or comments about lectures and will often stop to ask questions periodically during lecture.

More than four (4) absences a semester will result in an automatic deduction of 1/3 of a letter grade from your participation grade. If you miss class you are unable to participate. Without prior approval from the instructor, circumstances that excuse attendance include a student illness which requires the intervention of a physician or the death of a family member. Under such circumstances, please provide appropriate documentation.

Students who believe that additional situations require similar consideration should discuss their concerns with the professor.

Office Hours:

I welcome visits to my office to discuss course material during the listed office hours. If you are unable to make it to my office during those hours, I am available a limited number of other hours by appointment. I much prefer in-person inquiries to email communication. I will not respond to emails that discuss absences, missed work, or grades. Appropriate uses of email include appointment scheduling and assignment clarification.

Drafts and Grade Disputes:

I am willing to look over paper drafts if I receive your draft (by email or hardcopy) at least 48 hours before the assignment is due. Please feel free to also take your essays to the writing center for additional assistance. I also welcome discussions about comments on graded papers, particularly if you have a mind towards improvement. Such conversations will often help you improve on future assignments. In the very rare cases where a student wishes to dispute the grade he or she earned, I require a written statement of at least one page outlining the specific reasons for reconsidering the grade earned.

Late Work Policy:

Without prior approval, late papers are assessed a penalty of one letter grade per day late (an A- would become a B-, or a C+ would become a D+, and so on). Penalties start once papers are collected at the beginning of class—meaning if you walk in to class five minutes late, your paper will lose one full letter grade. Absolutely no late finals will be accepted.

Electronic Devices:

Electronic devices of any sort are only allowed with my permission. The use of a computer is a privilege and is only permissible if you disable your wireless connection. Students found using the internet or instant messaging during class will forfeit their privilege of in-class computer use for the remainder of the semester.

Special Needs:

If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of the semester. Additionally, please meet with me as soon as possible.

Academic Honesty:

Plagiarism, or representing another person's ideas as your own, will not be tolerated regardless of circumstances. It will result in a failing course grade and possible disciplinary action. For questions about plagiarism and suggestions on how to avoid it, visit the library's guide at <http://zsr.wfu.edu/research/guides/plagiarism.html>

Emergencies:

In the case of a natural disaster or pandemic crisis that prevents classes from meeting students should continue to follow the reading outlined on the syllabus and continue working on paper assignments. If the university closes during exam periods (midterm or final) those exams will be done at home and sent back to the professor. Participation will be graded on classes that did meet.

Course Schedule:

All readings should be completed by the date they are listed on the syllabus. Author's last names are listed in ALL CAPS followed by an abbreviated title and pages when applicable. Please note some readings refer to articles or documents posted on the class Blackboard site.

Week 1: Issues and theories of Modern Latin America

1. January 16 w Introduction
2. January 18 f WINN, View from the South (Blackboard);
CHASTEEN, Introduction (Blackboard);
SKIDMORE and SMITH, Why Latin America? (Blackboard)

Week 2: Colonial Legacies, Independence and Caudillos

January 21 NO CLASSES

3. January 23 w LYNCH preface- 34
Recommended: Chasteen, Colonial Crucible, 25-89
4. January 25 f LYNCH 35-74
Recommended: Chasteen, Independence, 91-116

Week 3: Nineteenth Century Law and Order

5. January 28 m LYNCH 75- 120; KEEN, Santa Anna 304-312
Recommended: Chasteen, Postcolonial Blues, 119-147
MAP QUIZ
6. January 30 w LYNCH 121-138
Recommended: Chasteen, Progress, 149-178
7. February 1 f LYNCH 139-165; KEEN, Facundo 298-304, Dom Pedro 313-319

Week 4: Export Agriculture and Liberal Politics

8. February 4 m **LYNCH REVIEW DUE**
9. February 6 w KEEN, Guano Boom 328-335, Anti Slavery Impulse 347-357, On Racial Miscegenation 357-359, A Different Model of Economic Development 368-370
Recommended: Chasteen, Neocolonialism, 181-214
10. February 8 f DORNER, Complete;

Week 5: Liberalism and Foreign Investment

11. February 11 m HENDERSON 1-38; KEEN, Porfirio Díaz 370-379
12. February 13 w HENDERSON 39- 64; KEEN, Our America 386-390

13. February 15 f HENDERSON 65-115

Week 6: Social Change 1930s

14. February 18 m HENDERSON 116-154; KEEN, Land and Liberty 395-396
Recommended: Chasteen, Nationalism, 217-246
15. February 20 w HENDERSON 155-190,
16. February 22 f HENDERSON 191-228; KEEN, Cárdenas 399-403

Week 7: A revolutionary government?

17. February 25 m **HENDERSON REVIEW DUE**; Film, *La Ley de Herodes*
18. February 27 w Film, *La Ley de Herodes*
(look ahead and you may want to start Farnsworth-Alvear)
19. February 29 f Film and Discussion, *La Ley de Herodes*

Week 8: Industrialization Strategies

20. March 3 m FARNSWORTH-ALVEAR 1-122
LAST DAY TO PASS MAP QUIZ
21. March 5 w FARNSWORTH- ALVEAR 123-180; KEEN, Perón
appeals to People 406-408, Eva Perón, 408-411, Letter to
President Perón, 411-412
22. March 7 f FARNSWORTH- ALVEAR 181-239
FARNSWORTH-ALVEAR REVIEW DUE
KEEN, Protection of Brazilian Worker 404-406

March 10-15 Spring Break

Week 9: Guatemala and the Cuban Revolution

23. March 17 m KEEN, Operation Guatemala 509-518
Recommended: Chasteen, Revolution, 249-277
24. March 19 w NIETO, Some Good, Some Bad (Blackboard);
KEEN, History Will Absolve Me 464-471
Browse Bay of Pigs or Cuban Missile Crisis Archive)
<http://www.gwu.edu/~nsarchiv/bayofpigs/index.html>
http://www.gwu.edu/~nsarchiv/nsa/cuba_mis_cri/index.htm

March 21 NO CLASSES

Week 10: US – Latin American Relations

25. March 24 m KEEN, The Monroe Doctrine, 491-494, Roosevelt
Corollary, 501-503; To Roosevelt, 503-505
26. March 26 w LOWENTHAL, US and Latin America (Blackboard)
27. March 28 f TBA – JOHNSON, Latin America in Caricature

Week 11: Chilean exceptionalism?

28. March 31 m WINN 3-75
29. April 2 w WINN 79-136; KEEN, Prelude to Dictatorship 432-437;
Death of Victor Jara, 437-439

30. April 4 f WINN 139-155; Browse Declassified Documents at
<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB8/nsaebb8i.htm>

Week 12: Dictatorships in the Southern Cone

31. April 7 m WINN 159-205
Recommended: Chasteen, Reaction, 279-309
32. April 9 w WINN 209-256
33. April 11 f **WINN REVIEW DUE**

Week 13: Latin America and the Cold War

34. April 14 m WESCHLER, Great Exception (Blackboard);
NAVARRO, Plaza de Mayo (Blackboard);
KEEN Mothers of the Disappeared 471-473, Nation into
Prison 473-475
35. April 16 w GRANDIN 1-17
36. April 18 f GRANDIN 19-71

Week 14: Central American Crises

37. April 21 m GRANDIN 73-132; KEEN, Church in Nicaraguan
Revolution, 475-479
38. April 23 w GRANDIN 133-167
39. April 25 f GRANDIN 169-198

Week 15: Debt and New Social Movements

40. April 28 m **GRANDIN REVIEW DUE**; KEEN, Death of “Mexican
Economic Miracle” 439-443; Lula Speaks Out, 443-447;
Unpredictable Venezuela 447-450
Recommended: Chasteen, Neoliberalism, 311-329
41. April 30 w **HAND OUT FINAL EXAM QUESTIONS IN CLASS**
COLLIER, Roots of Rebellion in Chiapas, (Blackboard)
GUILLERMOPRIETO, Zapata’s heirs? (Blackboard);
KEEN Communique Subcommandante Marcos, 480-484

FINAL EXAM DUE: Friday May 2, 2008 2pm

Filename: 2 HST 275A SYLLABUS SPG 08-1.doc
Directory: C:\TEMP
Template: C:\Userdata\OfficeTemplates\Normal.dotm
Title: Modern Latin America Upper Division Course
Subject:
Author: Emily Wakild
Keywords:
Comments:
Creation Date: 1/11/2008 11:46:00 AM
Change Number: 13
Last Saved On: 3/16/2008 11:46:00 AM
Last Saved By: Wake Forest
Total Editing Time: 146 Minutes
Last Printed On: 11/14/2008 1:54:00 PM
As of Last Complete Printing
Number of Pages: 6
Number of Words: 2,044 (approx.)
Number of Characters: 11,161 (approx.)