

**Rutgers University, Camden**

**Modern Latin American History (50-516-212). Spring 2017**

T, R 9:30 - 10:50 AM  
Armitage Hall (ATG-219)

Professor: Dr. Juan Manuel Lombera

Office: History Department - Room 107

e-mail: [juan.lombera@rutgers.edu](mailto:juan.lombera@rutgers.edu)

Physical mailbox: History Department - Room 108

Office Hours: By Appointment on class days: 11 - 12 PM

Course documents available on SAKAI: <https://sakai.rutgers.edu/>

For any security concerns on campus: Rutgers Camden Police: (856) 225-6111 or 911

**Course Description:**

This course offers an introductory examination of Latin America's history, politics, culture, and processes of socioeconomic change throughout the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. We compare the evolution of events along these lines in the different sub-regions and countries, noting where generalizations of the Latin American region are possible and where some sub-regional cases are unique. We start with a discussion of how colonial patterns of domination shaped the socio-economic and political structures of Latin American states after independence, which most countries in the region achieved in the 1820s. Thereafter, two centuries of state formation and development are examined. Throughout this period, the course explores in comparative perspective issues such as class formation, race, gender, national identity, "boom and bust" economic cycles, foreign influences, revolution and counter-revolution, and general social and political change.

**Course Objectives:**

1. To develop critical thinking about contemporary social, economic, cultural, and political issues in the Latin American region employing social science methods of analysis.
2. To enhance verbal communication skills by discussing issues in small groups, the large class context, and by giving a formal oral presentation.
3. To enhance written communication skills through the writing of a clear and persuasive analytical essay on a topic of the course.
4. To develop the capacity to work as a team member in a research project and to make a clear and persuasive oral presentation on that project.

## Course Requirements:

All students are expected to keep up with the readings and to attend all lectures. Grades will be based on points awarded for each of the following:

1. Two partial exams (10 points each):.....	20 points
2. Oral presentation and paper:.....	20 points
3. Mid-term Exam:.....	20 points
4. Final Exam:.....	20 points
5. Participation:.....	20 points
<b>Total:</b>	<b>100 points</b>

Partial Exams: There will be two partial exams throughout the semester, each with a potential value of ten points, based on lectures, assigned readings, and students' presentations. These exams will consist of identifications or short answers and will test the understanding of basic concepts of the course. **There will be no make-up or anticipated exams.**

Group Presentation and Paper: Students will form groups of two members (or more depending on the number of students in the course) to make an oral presentation on one of the Discussion Topics indicated in the syllabus and listed in **Handout 1**. Students should sign up for these groups no later than **Tuesday, January 24**. In addition to the oral presentation, which should be made in Power Point and posted on SAKAI, each member of the team must present an individual paper on the theme of the presentation. Papers are due the class following the oral presentation and must be turned in as hard copies; **papers by e-mail are not accepted**. There is no strict limit to the length of the written part but you should aim for 5 to 7 pages as a guideline. For more details on the format and requirements for the presentation and paper, please see **Handout 2**. Barring an extraordinary excuse, all late papers will be marked down a third of a grade (ex. A to A-) for each day following the due date.

Midterm and Final Exams will consist of two parts: short answers to ID's or short questions. Exams will be based on lectures, assigned readings, and students' presentations. The midterm is scheduled for **Thursday, March 23**. The final exam will take place sometime between **May 4 and 10**, as determined by the University. **There will be no make-up or anticipated exams.**

Participation: The grade will be based on your participation in SAKAI's Forums; postings will be graded and must be submitted by the due date and time, which is designed to allow students to read each other's comments before class and to promote discussion during presentations. **Late postings or postings by e-mail are not acceptable.**

Student participation and discussion in class is **essential** for success in the course. Learning is not a passive activity; it depends on thoughtful student questions as well as willingness to engage in discussion. Students should read the assignments listed on the class schedule before class and

be prepared to discuss them both on SAKAI's Forums and in class. You are encouraged to ask questions, express your views, and debate among yourselves on the topics of the class. Remember that nothing in the social sciences is set in stone and historical events are always subject to interpretation.

Working ahead by downloading or printing out reading assignments in advance makes good sense. No single textbook or reading replicates the course. Classroom content defines the course.

### **Required Texts and Readings:**

In addition to the book listed below (required) class meetings entail the reading of materials available via SAKAI, the Internet, or the Library. We will watch some films available on line (subscription to an on-line film provider may be required) or on reserve at the library. The following books are available at the University District Bookstore, Camden and other vendors:

1. Wood, James A., ed. 2014. *Problems in Modern Latin American History: Sources and Interpretations*, 4<sup>rd</sup> edition, Lanham, MD: Rowman and Littlefield Publishers, Inc. ISBN: 978-1-4422-1860-4. There is also an electronic version ISBN: 978-1-4422-1861-1

### **Optional Texts and Readings:**

2. Chasteen, John Charles, 2016. *Born in Blood and Fire*, 4th Ed. New York: W.W. Norton. ISBN: 978-0-393-28305-1  
See supplements and e-book for purchase at: <https://digital.wwnorton.com/bornfire4>

### **SAKAI and e-mail:**

The course uses Rutgers SAKAI web-based educational software platform for communication, discussion forums, online grade book, and posting of course documents, such as the syllabus, lecture notes, and digital course readings. Everyone enrolled in the course should be automatically enrolled in SAKAI for this course. The archive on SAKAI is not a substitute for taking notes in class, but it does provide a resource for students to use in preparation for papers and exams. All students **must** have a Rutgers e-mail address, through which all e-mail communications will be made in this course. The malfunction of any aspect of any computer systems cannot be accepted as a legitimate excuse for incompleteness of any course requirements.

### **Office Hours:**

Students are encouraged to meet with their professor on a regular basis by appointment during office hours. Office hours are designed to allow for additional questions and clarification of issues raised in class, or to discuss any concerns with the management of the class. Your constructive suggestions and ideas are welcomed to help enhance everyone's learning. **Please do not bring up personal issues during class time.**

## Class Policies:

- **There are no extra-credit assignments.**
- **Attendance** to class is mandatory and **all** absences will be registered as such. There is no distinction between excused and unexcused absences. **Any student who misses, for whatever reason, more than 20 % of class sessions (that is, more than 6 absences) will automatically fail the course.** If you miss class **for whatever reason** your main concern should be to try to understand the material covered in class and to complete the assignments that were due or assigned on that day. **I do NOT need to know why you didn't show up for class.** (Please do not send me emails with the details of your illness or funeral or whatnot). *Only in the exceptional case of an extreme medical emergency or a similar event do you need to justify your absence. In such case you must **make an appointment to see me during office hours** and bring with you a written explanation of the event together with a copy of a formal document validating the emergency condition.*
- Use of cellular phones, i-pods, i-pads, laptops, or any other electronic device is not allowed in class. If you have a mobile phone or pager, please turn it off before you enter class.
- Please avoid entering class late and/or leaving class early. Both actions are extremely disruptive to me and to the rest of your classmates. Plan to make calls or use the bathroom before class so that you do not disrupt class by leaving in the middle of it.
- **No eating** in class please. Beverages are OK.
- Rutgers University wishes to make accommodations for **persons with disabilities**. Please make your needs known by informing Dr. Lombera and the Office of Disabilities Services at (856) 225-6442 if you have not already done so. Sufficient notice is needed to make accommodations possible.
- **Academic Honesty:** Students are expected to do their own work, and *give credit where credit is due to works that they use in their assignments, papers, projects and presentations.* That means *citing* books, articles, news sources, interviews, etc. *all the time*. Cheating or **plagiarism**, which is purposely copying someone else's work and presenting it as if it were your own, will be severely punished. Failure to conform to academic integrity guidelines: [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf) will result in referral of the case to the Dean's office; the usual penalties in such instances range from a failing grade in the course to suspension (or even expulsion) from the university.  
I am sure that you all want to avoid **plagiarism**, but sometimes it is not easy to recognize. In the following document you will find some tips that will help you identify it.

*Plagiarism: What It is and How to Recognize and Avoid It*  
<http://www.indiana.edu/~wts/pamphlets.shtml>

- Please consult the **Learning Center** at 231 Armitage Hall (856)-225-6442; <http://learn.camden.rutgers.edu> to improve your writing or to better understand the rules to avoid plagiarism.

## Lecture and Reading Schedule

(Subject to change)

### *Introduction*

Date	Topic	Readings /Assignments
Jan 17	<ul style="list-style-type: none"> <li>▪ Syllabus, class policies, and description of group projects.</li> <li>▪ Does Latin America share a single history?</li> <li>▪ Old and new thinking on Latin America.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Chasteen, Chapter 1, pp. 1-16</li> <li>▪ Begin forming groups of 2 or more members (depending on total number of students in the course).</li> </ul>

### *Theme 1: Legacies of Colonialism (16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries).*

Jan 19	<ul style="list-style-type: none"> <li>▪ The conquest of Spanish America</li> <li>▪ Colonial economics and political institutions</li> <li>▪ The role of the church</li> <li>▪ The Brazilian counterexample.</li> <li>▪ Colonial society and culture: Hegemony and Transculturation</li> <li>▪ Sor Juana Inés de la Cruz</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 2, pp. 34-55 and Chapter 3, pp. 55-81</li> </ul>
Jan 24	<ul style="list-style-type: none"> <li>▪ Late colonial transformations and early rebellions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 3, pp. 82-94</li> </ul>

### *Theme 2: Independence (1810-1825).*

Jan 26	<ul style="list-style-type: none"> <li>▪ Revolution and War in Europe</li> <li>▪ The Spanish-American rebellions begin, 1810-1815</li> <li>▪ The patriot's winning strategy: nativism</li> <li>▪ Patriot's victories in Spanish America, 1815-1825</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 4, pp. 95-114</li> </ul>
Jan 31	<ul style="list-style-type: none"> <li>▪ Discussion #1: Independence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 1, pp. 1-14</li> <li>▪ Film: <i>The Liberator</i>, Director Alberto Arvelo, 2014 (120 min).</li> </ul>
Feb 2	<ul style="list-style-type: none"> <li>▪ Brazil's different path</li> <li>▪ Unfinished revolutions</li> <li>▪ The gaze of outsiders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 4, pp.115-126.</li> </ul>
Feb 7	<ul style="list-style-type: none"> <li>▪ Discussion #2: The Role of Women in the Movement for Independence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 1, pp. 15-20</li> <li>▪ Film: <i>Manuela Sáenz</i>, Director Diego Rísquez, 2003 (97 min).</li> </ul>

**Theme 3: Post-Colonial Blues (1825 – 1850).**

<b>Date</b>	<b>Topic</b>	<b>Readings / Assignments</b>
Feb 9	▪ <b>Exam # 1 (themes 1 and 2)</b>	
Feb 9	<ul style="list-style-type: none"> <li>▪ Liberal disappointment</li> <li>▪ Patronage politics and caudillo leadership</li> <li>▪ Brazil’s different path</li> <li>▪ Continuities in daily life</li> <li>▪ Countercurrents: The gaze of outsiders</li> <li>▪ Countercurrents: The power of outsiders               <ul style="list-style-type: none"> <li>▪ The Mexican-American War</li> </ul> </li> </ul>	▪ Chasteen, Chapter 5, pp 127–160
Feb 14	<ul style="list-style-type: none"> <li>▪ Discussion #3: Caudillos</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 3, pp. 43-64</li> <li>▪ Treaty of Guadalupe Hidalgo (on SAKAI).</li> <li>▪ Film: <i>Empire upon the Trails, Texas Colonization and Independence 1820-1836</i>; (minutes 16:30-28:44 and 36:40-42:44), (streaming through Robeson Library).</li> <li>▪ Film: <i>Mexico: Battle for North America, Santa Anna 1838-1853</i>; segments 1-15 (30 min, on YouTube)</li> </ul>

**Theme 4: Progress (1850s-1880s)**

Feb 16	<ul style="list-style-type: none"> <li>▪ Liberal comeback</li> <li>▪ Mexico’s liberal reform</li> <li>▪ Other countries join the liberal trend</li> <li>▪ The limits of progress for women</li> <li>▪ Models of progress</li> <li>▪ Countercurrents: International wars</li> </ul>	▪ Chasteen, Chapter 6, pp. 161–192
Feb 21	<ul style="list-style-type: none"> <li>▪ Discussion #4: Liberalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chap. 4, <i>Liberalism &amp; Catholic Church</i>, pp. 65-87</li> <li>▪ Wood, Chap. 7, <i>Women and Social Change</i>, pp. 129-139</li> <li>▪ Film: <i>Juárez</i>, Director William Dieterle, 1939 (120 min).</li> </ul>

**Theme 5: Neo-Colonialism (1880s – 1930s)**

Feb 23	▪ <b>Exam # 2 (themes 3 and 4)</b>	
Feb 23	<ul style="list-style-type: none"> <li>▪ The great export boom</li> <li>▪ Authoritarian rule: oligarchies and dictatorships</li> <li>▪ US interventions in Latin America: Cuba, Panama, Nicaragua, Dominican Republic, Haiti</li> <li>▪ Countercurrents: New immigration to Latin America</li> </ul>	▪ Chasteen, Chapter 7, pp. 193–232
Feb 28	<ul style="list-style-type: none"> <li>▪ Discussion #5: Race and Nation Building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chap. 5, <i>Race and Nation Building</i>, pp. 89-110</li> <li>▪ Film: <i>Black in Latin America</i>, Director Henry Louis Gates, Jr.; segments on Brazil and Cuba, (105 min).</li> </ul>

**Theme 6: Nationalism (1910 – 1940s)**

<b>Date</b>	<b>Topic</b>	<b>Readings / Assignments</b>
Mar 2	<ul style="list-style-type: none"> <li>▪ Mestizaje</li> <li>▪ Nationalists take power</li> <li>▪ The Mexican Revolution (1910-1917)</li> <li>▪ Cultural Nationalism in Mexico</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 8, pp. 233–248</li> </ul>
Mar 7	<ul style="list-style-type: none"> <li>▪ Discussion #6: Nationalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Ch. 6, <i>Nationalism</i>, p. 111-127</li> <li>▪ Film: <i>The Storm that Swept Mexico</i>, Director Ray Telles, 2011 (116 min)..</li> </ul>
Mar 7	<ul style="list-style-type: none"> <li>▪ Cultural nationalism in Brazil, Argentina, and Chile</li> <li>▪ Economic nationalism; Import Substitution Industrialization (ISI)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 8, pp. 261–262</li> <li>▪ Chasteen, Chapter 8, pp. 249–253</li> </ul>

**Theme 7: Populism (1930s – 1950s)**

Mar 9	<ul style="list-style-type: none"> <li>▪ FDR’s “Good Neighbor Policy”</li> <li>▪ Activist governments of the 1930s to 1950s                             <ul style="list-style-type: none"> <li>▪ Brazil under Getulio Vargas</li> <li>▪ Mexico under Lázaro Cárdenas</li> <li>▪ Argentina under Perón</li> </ul> </li> <li>▪ Other Populist Leaders of the 20th Century                             <ul style="list-style-type: none"> <li>▪ Gaitán in Colombia</li> <li>▪ Haya de la Torre in Perú</li> <li>▪ Velasco Ibarra in Ecuador</li> <li>▪ López Pumarejo in Colombia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 8, pp. 253–260</li> <li>▪ Chasteen, Chapter 8, pp. 263–266</li> </ul>
<b>Mar 11 (Saturday) to Mar 19 (Sunday)</b>		<b><i>Spring Recess - Enjoy the break!</i></b>

Mar 21	<ul style="list-style-type: none"> <li>▪ Discussion #7: Populism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 8, <i>Populism</i>, pp. 153-174</li> <li>▪ Wood, Chapter 7, <i>Women and Social Change</i>, pp. 139-147</li> <li>▪ Film: <i>Eva Perón</i>, Director Juan Carlos Desanzo, (114 min)</li> </ul>
Mar 21	<ul style="list-style-type: none"> <li>▪ Review of Themes 5, 6, &amp; 7</li> </ul>	

<b>Mar 23</b>	<ul style="list-style-type: none"> <li>▪ <b>Mid-term Exam (themes 5, 6, and 7)</b></li> </ul>	
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**Theme 8: Revolution (1950s – 1970s)**

Date	Topic	Readings / Assignments
Mar 28	<ul style="list-style-type: none"> <li>▪ Post-WWII environment; the National Security Doctrine of the US.</li> <li>▪ Courting Dictators during the Cold War</li> <li>▪ Reform and Revolution               <ul style="list-style-type: none"> <li>▪ Guatemala under Jacobo Arbenz</li> <li>▪ Bolivia under the MNR</li> <li>▪ The Cuban Revolution</li> <li>▪ The Meaning of Revolution</li> <li>▪ The Alliance for Progress (ALPRO)</li> </ul> </li> <li>▪ Discussion #8a: The Cuban Revolution - <i>Che, The Argentine</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 9, pp. 267–292</li> <li>▪ Film: <i>Che. Part 1, The Argentine</i>, Director Steven Soderbergh, 2009 (135 min).</li> </ul>
Mar 30	<ul style="list-style-type: none"> <li>▪ Countercurrents: Liberation Theology</li> <li>▪ The role of Latin American intellectuals: Neruda, Borges, García-Márquez, Vargas-Llosa, Fuentes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 9, pp 293–296</li> </ul>
Mar 30	<ul style="list-style-type: none"> <li>▪ The Chilean road to socialism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 10, pp 297–301</li> </ul>
Apr 4	<ul style="list-style-type: none"> <li>▪ Discussion #8b: Social Revolution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 9, <i>Social Revolution</i>, pp. 175-198.</li> <li>▪ Film: <i>Battle of Chile, Part 2, The Coup D'état</i>, 2009 [1975], Director Patricio Guzmán (88 min).</li> </ul>

**Theme 9: Reaction (1960s – 1980s)**

Apr 6	<ul style="list-style-type: none"> <li>▪ Military Rule in Chile, Brazil, Argentina, Uruguay, Perú.</li> <li>▪ Bureaucratic Authoritarianism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 10, pp. 303–313</li> </ul>
Apr 11	<ul style="list-style-type: none"> <li>▪ Discussion #9a: The Cold War</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 10, <i>The Cold War</i>, pp. 199-218</li> <li>▪ Film: <i>Operation Condor</i>, SW Pictures, 1990 (77 min).</li> </ul>
Apr 13	<ul style="list-style-type: none"> <li>▪ The last Cold War battles: Central Ame.</li> <li>▪ Discussion #9b: The Role of the Church in Central America's Civil War – Archbishop Romero</li> <li>▪ Countercurrents: La Violencia, Pablo Escobar, and Colombia's long torment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 10, pp. 314–323</li> <li>▪ Film: <i>Romero</i>, Director John Duigan, (102 min).</li> <li>▪ Chasteen, Chapter 10, pp. 324–328</li> </ul>



**Theme 10: Democratic Transition (1980s).**

Date	Topic	Readings / Assignments
Apr 18	<ul style="list-style-type: none"> <li>▪ Democratic transitions in Brazil, Argentina, and Chile</li> <li>▪ The human rights dilemma</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chasteen, Chapter 11, pp. 329–350</li> </ul>
Apr 20	<ul style="list-style-type: none"> <li>▪ Discussion #10a: Historical Memory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 12, <i>Historical Memory</i>, pp. 241-264</li> <li>▪ Film: <i>Death and the Maiden</i>, Director Roman Polanski, (1 hr. 43 min).</li> </ul>

**Theme 11: The US and Latin America after 9/11 (2001 – present.)**

Apr 25	<ul style="list-style-type: none"> <li>▪ The US and Latin America after 9/11</li> <li>▪ The George W. Bush and Obama administrations.</li> <li>▪ Regime change: the “Pink Tide” of Latin American regimes.</li> <li>▪ What can we expect from the Trump administration?</li> <li>▪ Discussion #10b: The U.S. and Latin America in the 21<sup>st</sup> Century.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wood, Chapter 11, <i>The Global Economy</i>, pp. 219-240.</li> <li>▪ Film: <i>Harvest of Empire</i>, 2012, Directors Peter Getzels &amp; Eduardo López, (93 min).</li> <li>▪ <i>Obama’s Long-overdue Relationship with Latin America</i> (on SAKAI).</li> <li>▪ <i>John Kerry’s Speech at the Organization of American States</i> (on SAKAI).</li> </ul>
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**Conclusions and Final Exam.**

Apr 27	<ul style="list-style-type: none"> <li>▪ Conclusions and Review</li> </ul>	
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May 4 to 10	<b>Final Exam: Time and date to be determined by the University</b>	
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