

# **HIS 240: (Dis)Order and Progress: Latin America since 1810**

Instructor: Kelsey Walker

Spring 2019

MWF 9-9:50am

MHRA 1214

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Instructor's Office: MHRA 2110

Office Hours: 10-11am M and W

## **COURSE SUMMARY:**

Welcome! This course traces the political, economic, and social histories of the diverse nations of Latin America—the region encompassing Mexico, Central America, the Caribbean, and South America—from roughly 1810 to the present day. Along the way, we will highlight the most prevalent institutional and structural features of Latin American civilization, their origins, and their historical trajectories. We will focus in particular on the complex racial and cultural crucibles that comprise different Latin American communities, their rocky quests for national identities, unity, and harmony, the interactions between precapitalist, capitalist, and anticapitalist modes of economic and social organization, the pendulum between revolution and counter-revolution, and the influence of external powers, partners, and aggressors. We will use race, gender, class, and other identities as an analytical lens to explore the impact of marginalized groups on traditional power structures throughout Latin America and the world. Our readings include a selection from a Primary Source Reader and scholarly journal articles. The class consists of three fifty-minute sessions per week, which include lectures, group activities, and discussions.

Knowledge and understanding of Latin America is especially important today. The United States is one of the world's largest Spanish-speaking nations, and hosts the northernmost "Latin American" society. Indeed, majority Hispanophone cities such as Los Angeles and Miami—as well as segments within North Carolina—are tightly integrated into the Latin American economic and cultural spheres and maintain deep historical and demographic ties to the rest of the hemisphere. Catholicism in the US is increasingly Spanish-speaking; Univision regularly outdraws the three major English-language networks; a Mexican media tycoon is part owner of the *New York Times*; and a Brazilian financial consortium owns Burger King. Meanwhile, despite political rumblings to the contrary, US business and trade is omnipresent in Latin America, Hollywood stars are as familiar in Buenos Aires as they are in New York, and a million US citizens live in expatriate communities across Mexico and Central America. This course is

not about a distant and exotic land; it is *our* history, a history of us, and students who complete it will be better prepared for today's globalized and multicultural world.

The course counts for 3 credit-hours, and is intended for undergraduates of all majors. It fulfills the following General Education (GEC) Requirements: GE core-**GHP**; GE marker-**GN**; College Additional Requirements-**GMO**. The course is also cross-listed with IGS (IGS-223). There are no prerequisites or co-requisites.

## **GENERAL EDUCATION (GEC) LEARNING GOALS AND OUTCOMES**

**Learning Goal 1. Foundational Skills:** *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

**LG3. Knowledge of Human Histories, Cultures, and the Self:** *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

**LG5. Personal, Civic, and Professional Development:** *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.*

As a General Historical Perspectives (GHP) course with a Global Non-western (GN) marker, this course emphasizes the following Student Learning Outcomes (SLOs):

### **GN**

1. Interpret or evaluate information on diverse cultures. (LG1)
2. Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones. (LG3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)

### **GHP**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG1)
2. Use evidence to interpret the past coherently, orally and/or in writing. (LG3)

## **STUDENT LEARNING OUTCOMES (SLOS):**

Upon completing the course, students will be able to:

1. Evaluate the ways that gender and race shaped diverse conceptions of citizenship in different Latin American societies of the nineteenth century.

2. Evaluate and interpret the ways in which marginalized groups challenged traditional power structures throughout Latin America.
3. Link historical knowledge and thinking to contemporary political struggles through class presentations and written analysis.
4. Examine primary sources to construct original arguments in writing.
5. Locate appropriate scholarly sources and use evidence-based reasoning to interpret the past in effective written arguments.

### **REQUIREMENTS FOR ACHIEVING LEARNING GOALS:**

**1. Participation and Discussion (10%):** Participation in this class is a requirement. To receive full credit for participation, students must come prepared to class having done the reading, thoughtfully completed any study questions, and actively contribute to in-class discussions and activities. (SLOs 5,6) See “Participation Rubric” for further details.

**2. Guided Reading Questions (15%):** For each reading, primary and secondary, you will be assigned study questions (posted on Canvas). You must complete these questions and bring them with you to each class. Responses can be submitted to the drop box on Canvas or you may bring a paper copy to class to turn in. (SLO4, 5)

**3. Analytical Essays (45%):** Throughout the semester, you will be assigned 3 short (2-4 pages) essays based on analyzing primary and secondary source evidence. The first essay (SLO1, 4) will be worth 10% and is due **Monday Feb. 11th**, the second (SLO2, 5) 15% and is due **Friday March 22nd**, and the third (SLO3, 4, 5) 20% and is due **Wednesday April 17th**.

**4. Issue Analysis Poster Project and Presentation (30%):** As a final project, you will select one contemporary issue in Latin America to research and create an academic poster on. You will also prepare a 5-minute presentation of that poster. Finally, you will submit a written analysis and bibliography based on your research. (SLO3, 4, 5) See Canvas for more information.

**DUE: Monday May 6<sup>th</sup> at 11am.**

### **COURSE READINGS AND TEXT:**

**Textbook:** This class utilizes a primary source reader available for rent or purchase at the university bookstore, as well as new and used copies on various websites. Please note, readings from the text are referred to in the syllabus as “O’Connor and Garofalo.”

O’Connor, Erin, and Leo Garofalo. *Documenting Latin America: Gender, Race and Nation*. Volume 2, 2011. ISBN 9780132085090

**Canvas Readings:** Additional required readings from primary and secondary sources are also available on Canvas under the “modules” tab. Readings are listed by the date they are due.

## **COURSE POLICIES:**

### **Attendance**

Attendance is mandatory, and essential to performing well in the course. I do not distinguish between “excused” and “unexcused” absences. Recognizing that life happens, students may miss up to three class meetings without penalty. Each additional absence will deduct 15 points off of the final attendance score (beginning from 100/A+).

If you miss class, you are still responsible for all discussion, lecture and reading materials. It is up to you to find out about any class announcements, activities, or changes to the syllabus. Note also that if you miss an in-class activity, you will receive a zero on it.

### **Late Assignments**

Responses to the Guided Reading Questions are due in class on the date assigned, late submissions will not be accepted. If you miss class, you may e-mail me your guided reading responses by the time of class and I will accept them at full credit (a picture of hand-written responses is also acceptable). I will not accept Guided Reading responses after the due date. Late submissions for the analytical essays will result in a five-point deduction for every day that they are late.

### **Electronics**

Students are permitted to use electronic devices to access the assigned readings. However, cell phone and computer use should be limited to classroom pursuits. If you plan to use an electronic device in class, make sure you are not disrupting your fellow classmates. Use of a cell phone for purposes other than accessing class materials is prohibited.

### **Email**

Email is the best way to reach me. I will always confirm receipt of messages and try to respond quickly. If you do not receive confirmation of your message within 48 hours, it means that I did not receive it.

Most of the time, I will only respond to email between the hours of 9am and 5pm Monday-Friday. Be sure to send in email in adequate time to receive a response, particularly if a due date is coming up.

I will use e-mail to contact you, so you must check your UNCG email account regularly.

You can use [kew672@gmail.com](mailto:kew672@gmail.com) or [kewalke3@uncg.edu](mailto:kewalke3@uncg.edu).

### **Plagiarism**

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you

use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation.

Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized. For more information, see UNCG's academic integrity policy:

<http://academicintegrity.uncg.edu/complete/>

**Please see the following pages for the course calendar. All assignments are listed on the date due. Be advised, course schedule subject to changes.**

## **COURSE SCHEDULE:**

### *UNIT 1: Latin American in the 19<sup>th</sup> Century*

*Central Question: How do gender and race shape different conceptions of citizenship throughout Latin America in the 19<sup>th</sup> century?*

#### **WEEK 1: Colonial Legacies**

**M 1/14** Introduction

**W 1/16**

**F 1/18**

*READ:* Stanley and Stein "The Racial Heritage of Colonialism"

#### **WEEK 2: Revolution and Independence**

**M 1/12** NO CLASS MLK DAY

**W 1/23-** [Sourcing Workshop](#)

*READ:* O'Connor and Garofalo, Chapter 2, "The Many Views of Simon Bolivar" pp.11-17

**F 1/25-**

*READ:* French and Bliss, "Introduction: Gender, Sexuality and Power in Latin America Since Independence"

### **WEEK 3: Liberalism and Conservatism**

#### **M 1/28- Contextualization Workshop**

*READ:* O'Connor and Garofalo, Chapter 5 "Argentine Domingo Faustino Sarmiento's Views on Civilization and Barbarism" pp. 40-46

#### **W 1/30-**

*READ:* O'Connor and Garofalo, Chapter 6, "Citizenship through Marriage: De Facto Naturalization in 1840s El Salvador" pp. 47-54

#### **F 2/1-**

*READ:* Parker, "Gentlemanly Responsibility"

### **WEEK 4: The Profiriato in Mexico**

#### **M 2/4-**

*READ:* Luis Lara y Pardo, excerpt from *De Profirio Diaz a Francisco Madero* (1912).

#### **W 2/6-**

*READ:* O'Connor and Garofalo, Chapter 17 "'Bettering the Tarahumara Race': Indigenismo in Mexico, 1906-1945" pp. 145-153.

#### **F 2/8-**

*READ:* Monsivais, "When Gender Can't Be Seen amid the Symbols: Women and the Mexican Revolution"

### ***UNIT 2: Alternative Possibilities in the early 20<sup>th</sup> Century***

***How did Latin American citizens challenge power structures and national identities in the 20th century?***

### **WEEK 5: The Mexican Revolution**

#### **M 2/11- Research and Writing Workshop:**

**MEET IN JACKSON LIBRARY LOWER LEVEL-** Digital ACT Studio Orientation

**ANALYTICAL ESSAY 1 DUE**

#### **W 2/13-**

*READ:* Gabriela Cano, “Unconcealable Realities of Desire: Amelio Robles’s (Transgender) Masculinity in the Mexican Revolution”

**F 2/15-**

*READ:* O’Connor and Garofalo, Chapter 16 “Peasants, Gender, and the Mexican Revolutionary Conflict” pp. 138-144

### **WEEK 6: Brazil: A Racial Democracy?**

**M 2/18**

*READ:* Mala Htun “Racial Quotas for a Racial Democracy”

**W 2/20**

*READ:* O’Connor and Garofalo, Chapter 18 “Rescuing the Sacred Mission of Motherhood: Brazil’s Campaign for Healthy Babies and Educated Mothers” pp. 154-162.

**F 2/22-**

*READ:* James Green, “Doctoring the National Body: Gender, Race, Eugenics and the “Invert” in Urban Brazil, ca. 1920-1945”

### **WEEK 7: US Intervention and the Good Neighbor Policy**

**M 2/25**

*READ:* Excerpt from Roosevelt’s Good Neighbor Policy speech (1933)

**W 2/27**

*READ:* Shari Roberts, “‘The Lady in the Tutti-Frutti Hat’: Carmen Miranda, a Spectacle of Ethnicity.”

**F 3/1**

### **WEEK 8: SPRING BREAK** (Sat 3/2- Sun 3/10)

### **WEEK 9: “Populism” in Argentina?**

**M 3/11**

*READ:* O’Connor and Garofalo, Chapter 20 “Eva Peron’s Views on Women and Society in Argentina” pp.175-182.

**W 3/13**

*READ:* Maryssa Navarro, “Wonder Woman was Argentine and her Real Name was Evita”

**F 3/15**

### **WEEK 10: The Cuban Revolution**

**M 3/18 Poster Design Workshop**

*READ:* Ursinio Rojas, “Life at the Mill”

**W 3/20**

*READ:* O’Connor and Garofalo, Chapter 21 “A Revolution within the Revolution? Gender and Socialism in Cuba”

**F 3/22**

**ANALYTICAL ESSAY 2 DUE**

### *UNIT 3: The Cold War and Neoliberal Globalization*

*Central Question: How did Latin America affect global economic and political changes? In what ways did those changes impact different nations in Latin America?*

### **WEEK 11: The Cold War in Chile**

**M 3/25**

*READ:* “The Chilean Road to Socialism: Reform and Revolution”

**W 3/27**

*READ:* Peter Winn, “Chile’s Revolution from Below” and Salvador Allende, “Chile’s Road to Socialism”

**F 3/29**

*READ:* O’Connor and Garofalo, Chapter 23 “Socialism and Indigenous Rights in Allende’s Chile” pp.205-212

### **WEEK 12 1980s: The “Lost” Decade?**

**M 4/1**

*READ:* Peggy Antrobus, “The Lost Decade: the 1980s”



**W 4/3**

*READ:* Jon Shefner and Julie Stewart “Neoliberalism, Grievances and Democratization”

**F 4/5 Research Workshop: MEET IN JACKSON LIBRARY**

**WEEK 13: Globalization**

**M 4/8**

*READ:* Lynn Stephen, “Epilogue: Rural Women’s Grassroots Activism 1980-2000: Reframing the Nation from Below”

**W 4/10**

*READ:* O’Connor and Garofalo, Chapter 25 “For Land and Dignity: Zapatista Goals in Chiapas Mexico, in the 1990s” pp. 221-229

**F 4/12**

**WEEK 14: Latin America in a New Century**

**M 4/15**

*READ:* O’Connor and Garofalo, Chapter 26 “International Indigenous Alliances for Global Justice” pp. 230-240.

**W 4/17**

**ANALYTICAL ESSAY 3 DUE**

**F 4/19- NO CLASS**

**WEEK 15: Issue Analysis Poster Workshop**

**M 4/22**

**W 4/24**

**F 4/26**

**WEEK 16: Issue Analysis Poster Presentations**

**M 4/29**

**W 5/1- LAST DAY OF CLASS**

**Final Project Due: Monday May 6<sup>th</sup> by 11am.** Either submit a copy on Canvas or you may place a hard copy in my mailbox in the history department along with an e-mail alerting me that you have done so.