

**HIS 240: Latin America since 1810**  
**Tuesdays & Thursdays | 11:00 am - 12:15pm | Online**

**Dr. Denisa Jashari**

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Access Zoom via Zoom tab on Canvas

**Office Hours: Please schedule appointments with me as often as you need. I am happy to meet with you individually whenever you need it!**

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**Course Description**

In this course, we will explore Latin American history from independence to the late twentieth century. This course is broad, geographically and temporally, but no prior knowledge of Latin American history is necessary. Drawing upon primary documents, audio and visual materials, and secondary historical literature, this course will explore the nation-building process and the ways that ordinary people interacted with the state. We will also analyze the construction of racial, class, and gender hierarchies in various Latin American contexts. We draw from case studies and national histories, but we will place these historical moments within a global perspective, elucidating how Latin American actors shaped imperial practices, nation-state formation, revolutionary and counterrevolutionary dynamics during the Cold War, and innovative political practices against neoliberalism. In doing so, we will invert common perceptions of the region and understand Latin American actors in their own terms.

**Course Objectives**

By the end of the semester, students will:

- understand key moments in modern Latin American history and will be able to make historical arguments using the course materials.
- identify the key argument and supporting evidence in weekly assignments.
- integrate evidence from readings and formulate an informed and supported argument and articulate this argument both orally in class discussions and in writing.
- articulate multiple perspectives and interpretations of an historical moment.

**\* PLEASE CHECK YOUR UNCG EMAIL & CANVAS ANNOUNCEMENTS \***

**ASSIGNMENTS**

1. Map Quiz: Students will be required to identify all the countries of modern Latin America by name and location. I will provide you with a link to a virtual map, which contains a list of country names in Week 1. You will receive the same link for the map quiz, and you **MUST** send a screenshot of your score to receive full credit for this assignment. **Date of Map Quiz: Tuesday, January 26 by 10 am.**
2. Discussion Posts: Since this course will take place synchronously via Zoom, you are expected to actively participate in class having completed the readings assigned for the day, with ideas and thoughts to discuss and share. To ensure you are grappling with the assigned readings, you will post comments/reflections on readings each week on our Canvas site (Discussion tab). For each week, I will add a prompt on the discussion board, and you are expected to respond in a full paragraph. You also have the option to engage your peers. Please keep in mind that writing “Yes, I agree with Dr. Jashari” is an insufficient form of engagement with the ideas of others. Please see posted example on Canvas in terms of how to do this effectively.
3. Short Essays: Students will write 3 short essays (2.5-3 pages) over the course of the semester that will ask them to respond to a question pertaining to course readings and discussion topics. Do **NOT** conduct outside research for these essays. You will be graded on your use of course material explicitly. Prompts will be provided one week in advance of due dates. Submission is via Canvas. **Due dates: February 11, March 11, and April 13.**
4. Final Exam: This written take-home exam will consist of multiple choice and short answer questions. Students will receive this prompt one week before the due date, and it should be submitted on Canvas. **Due date: 3pm on May 6<sup>th</sup> via Canvas**

**Final Grade Break down**

<b>Assignment Description</b>		<b>Percent</b>
Map Quiz		5
Discussion posts	Weekly	25
Short Essay Responses	3 @ 15 % each	45
Final Exam		25
<b>TOTAL</b>		<b>100</b>

**Grading Scale**

A: 93- 100	C+: 77-79	D-: 60-62
A-: 90-92	C: 73-76	F: 0-59
B+: 87-89	C-: 70-72	
B: 83- 86	D+: 67-69	
B-: 80-82	D: 63-66	

\*I reserve the right to modify the reading schedule (add, subtract, swap out readings) or slightly alter assignment due dates (always later, never earlier).

ALL readings will be made available as PDFs on our course website in Canvas under Files, organized by week. You are responsible for checking the Canvas site frequently.

## **COURSE SCHEDULE**

*Assigned readings should be completed before class! Readings listed for Tuesday & Thursday must be completed before you arrive to class on those days*

### **Week 1: Course Introduction & Prologue to Colonialism**

#### **Tuesday, January 19**

- Syllabus
- Map of Latin America/ Imagining Latin America
- Introductions

#### **Thursday, January 21: Conquest and Colonialism**

- Read: Prologue excerpt “Conquest and Colonialism” in Virginia Garrard, Peter V.N. Henderson, and Bryan McCann, *Latin America in the Modern World* (10 pages)

### **Week 2: Colonial Society: Slavery**

#### **Tuesday, January 26: Slavery in the Caribbean**

- From the *Cuba Reader*, “Autobiography of a Slave”
- Gloria Garcia Rodriguez, “Introduction” PAGES 1-15 from *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History*
- **DUE:** Online Map Quiz. Email Screenshot of 100% score to instructor by **10 am** [d\\_jashari@uncg.edu](mailto:d_jashari@uncg.edu). Retake the quiz as often as needed to master it!
- In Class: Intro to primary sources and secondary sources, and class exercise on how to read a primary source.

#### **Thursday, January 28: Slave Rebellions and Insurgency**

- Aisha K. Finch, “Rural Slave Networks and Insurgent Geographies” From *Rethinking Slave Rebellion in Cuba: La Escalera and the Insurgencies of 1841-1844*
- Primary Source: Haitian Declaration of Independence
- In class: Students work with primary sources from *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History* and write source statement

### **Week 3: Colonial Society: Andean Uprisings**

#### **Tuesday, February 2: Túpac Amaru and Neo-Inca State**

- Kim MacQuarrie, *The Last Days of the Incas*, Interview

#### Thursday, February 4: Túpac Amaru II

- Charles Walker, "PERU: Reflections of Túpac Amaru"
- Alberto Flores Galindo, "The Rebellion of Túpac Amaru"

#### Week 4: Latin America: Regionalism and Localism

#### Tuesday, February 9: Challenges After Independence

- Rebecca Earle, "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America," *Journal of Latin American Studies* 34:4 (Nov. 2002): 775-805.

#### Thursday, February 11: Civilization VS. Barbarism Debates

- Primary Source: Domingo Faustino Sarmiento, excerpts from *Facundo: Civilization and Barbarism*
- **DUE: Short Essay # 1**

#### Week 5: First Attempts at State Formation: The Liberal-Conservative Debate, 1830-1875

#### Tuesday, February 16

- Bryan DeLay, "Independent Indians and the U.S.-Mexican War," *American Historical Review* (2007): 112:1 (35-68)

#### Thursday, February 18

- Primary Source: "Liberalism and its Limits: Guillermo Prieto on Patriarchy, Politics, and Provincial Peoples"

#### Week 6: Worlds Connecting: Latin America in an Imperial Age

#### Tuesday, February 23 Panama Canal

- Paul S. Sutter, "'The First Mountain to be Removed': Yellow Fever Control and the Construction of the Panama Canal," *Environmental History* 21 (April 2016): 250-258

#### Thursday, February 25

- Primary Source: José Martí, "Our America"

#### Week 7: Progress and Its Discontents: Mexico's Unfinished Revolution (1910)

#### Tuesday, March 2: The Question of Land

- Primary Source: [Lázaro Cardenas' speech to the nation \(1938\)](#) [CLICK on hyperlink]
- Excerpts from the *Mexico Reader*: "Constitution of 1917"; Ricardo Flores Magón, "Land and Liberty"; and Emiliano Zapata, "Plan of Ayala"

#### Thursday, March 4: Innovations in Art and Education

- No readings. Diego Rivera murals and visual analysis in class!

## Week 8: The Great Depression and Populism, 1930-1950

### Tuesday, March 9:

- From the *Argentine Reader*
  - o “Populism and New Nationalism”
  - o Daniel James, “Perón and the People”

### Thursday, March 11: Authoritarian Populists on the Rise

- No readings today
- Short Essay #2 Due

## Week 9: Reform and Revolution Part I (1950s-1970s)

### Tuesday, March 16: Ten Years of Spring in Guatemala

- Primary Sources from *The Guatemala Reader*: “Ten Years of Spring and Beyond,” pp. 197-200; “A New Guatemala,” pp. 206-210; “Most Precious Fruit of the Revolution,” pp. 217-220. [all in one PDF on Canvas]

### Thursday, March 18:

- Stephen Schlesinger & Stephen Kinzer, “Advertisements for Myself,” in *Bitter Fruit: The Untold Story of the American Coup in Guatemala*.
- Primary Sources from *The Guatemala Reader*: “Operation PBSUCCESS,” pp. 230-237; “Denied in Full” pp. 256-261.

## Week 10: Reform and Revolution Part II

### Tuesday, March 23: Cuban Revolution

#### Primary Sources

- Herbert Mathews, “Cuban Rebel Visited in Hideout,” *New York Times*, 1957
- Lázaro Cárdenas, “Mexico and the Cuban Revolution,” pp. 207-210 in Robert Holdon and Eric Zolov, *Latin America and the United States: A Documentary History*.
- John F. Kennedy, “The Alliance for Progress,” pp. 221-223 in Holdon and Zolov, *Latin America and the United States: A Documentary History*.

### Thursday, March 25

- Devyn Spence Benson, “Conflicting Legacies of Antiracism in Cuba,” *NACLA Report on the Americas* 49:1, 48-55

## Week 11: Reform and Revolution Part III (Chile)

### Tuesday, March 30: Chilean Road to Socialism

- Peter Winn, *Weavers of Revolution*, pp. 209-245
- Primary Sources from *The Chile Reader*: Declassified U.S. Government Documents, “The Election of Salvador Allende” (pp. 380-385); Salvador Allende, “The Chilean Revolution One Year In” (pp. 400-405).

### Thursday, April 1

- Documentary Film: *La Batalla de Chile* (Selections in Class)

## Week 12: The Late Cold War in Latin America Part II

### Tuesday, April 6: Sandinistas

- Virginia Garrard et al, ed. *Latin America in the Modern World*, pp. 541-558. Section begins from “The Sandinista Revolution in Nicaragua” and ends with Guatemala.
- In Class: *Las Sandinistas* film excerpts

### Thursday, April 8:

- Primary Sources: “School of the Americas ‘Study Manual,’” “Testimonies of the Mothers of the Plaza del Mayo”

## Week 13: Neoliberalism and Its Discontents (1970s-1990s)

### Tuesday, April 13: Freedom?

- Milton Friedman, *Capitalism and Freedom*, short selection
- *The Chicago Boys* Documentary Film
- **Short Essay #3 Due**

### Thursday, April 15: Human Rights Abuses

- Primary Source: Patricia Verdugo, “Pinochet’s Caravan of Death,” in *The Chile Reader*
- Primary Source: National Commission and Political Detention and Torture in *The Chile Reader*

## Week 14: New Identities, New Politics (1980-2016)

### Tuesday, April 20:

- William Finnegan, “Leasing the Rain,” *The New Yorker*, April 8, 2002.
- Primary Sources: Evo Morales, “Towards a New World Order for Living Well,” Address by President Evo Morales at the opening of the G77 Special Summit of Heads of States and Governments.

### Thursday, April 22

- Class Wrap Up & Course Reflections

## Week 15: The End!

Tuesday, April 27 – No Class per registrar’s calendar → substituted for Friday’s schedule

Thursday, April 29 - Reading Day

**FINAL EXAM: Thursday, May 6 at 3pm. Submit via Canvas**

## **COURSE POLICIES**

**Zoom Etiquette:** Please be aware that the same norms of conduct and behavior you would observe in an in-person classroom apply to online meetings via Zoom. The following are a set of guidelines you should follow in my course:

- Try to log-in from a **quiet and presentable space**. If needed, use a virtual background.
- To **minimize background noise, please keep audio on mute until you wish to speak**. You can do so by muting your microphone and holding down the space bar when you are ready to talk.
- To contribute, you can use the raise hand feature (bottom left of the participant's window) and I will call on you. Or raise your actual, material hand!
- I prefer that you enable your video but if you do not feel comfortable doing so or if it would make your internet connection unstable, you can use a photo of yourself.
- If you need to use the chat box, please remember that it is public. Keep your communications (oral and written) professional.

**Late assignment policy, make-ups:** Late assignments are accepted and will be penalized 10%, or one letter grade per day late. The one exception to this policy is the final exam, for which I will not accept late work. Reading quizzes and the map quiz cannot be made up unless pre-arranged with the professor.

**Disruptive Behavior:** Arriving late, packing up or leaving early, and talking during class are a few common examples of disruptive classroom behavior. These will not be tolerated.

**Respectful engagement with peers:** The classroom is an academically productive and safe environment for students to express their opinions and ask questions. History is controversial, and sensitive themes will be discussed in this class. Students are expected to treat their classmates with respect and maturity, and any behavior that inhibits productive academic engagement will not be permitted.

**Contacting your Professor:** Please call me Dr. or Professor Jashari (YA-SHAH-REE) and contact me via email (d\_jashari@uncg.edu). During weekdays, you can expect a reply within 24 hours; on weekends, I will reply within 48 hours. Please plan accordingly. Structure your emails in a professional way and be mindful of your tone.

**Academic Integrity:** I take violations of academic integrity very seriously. Please ask me if you have any questions about what constitutes plagiarism and know that it will not be tolerated in this classroom. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at: <http://academicintegrity.uncg.edu/complete/>.

**The following is the University's definition of plagiarism:**

Representing the words, thoughts, or ideas of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges. Examples of plagiarism include, but are not limited to, the following:

- submitting work done by another, whether a commercial or non-commercial enterprise, including the Internet, as one's own work
- failure to properly cite references and/or sources
- submitting, as one's own, work done by or copied from another including work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment

**Office of Accessibility Resources and Services** ([ods.uncg.edu/](https://ods.uncg.edu/)): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without the appropriate paperwork from OARS.

**Information Technology Services** ([its.uncg.edu/](https://its.uncg.edu/)): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

**University Writing Center** ([writingcenter.uncg.edu/](https://writingcenter.uncg.edu/)): Provides help with paper structure, argument, grammar, style, etc.