

**HIS 240-01: (Dis)Order and Progress
Latin America Since 1810
MWF 10:00 am – 10:50 am
Bryan Bldg 105**

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



Spring 2022 Course Delivery: *This course is scheduled to be taught in-person and all participants are required to face coverings in the class at all times. Students are strongly encouraged to wear three-layer surgical-style face coverings in class which are available at [designated on-campus locations](#). No food or drink (including water) is allowed in the class. The ongoing COVID-19 pandemic may require changes to our meeting plan; we will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Canvas page.*

Students who test positive: *Students who test positive for COVID-19 are required to [self-report](#) and isolate per [University guidelines](#). Students can still participate in class virtually. I will provide details on how students will continue to engage.*

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 Readings:

There are no required textbooks for this course. All readings will be made available as PDFs on Canvas. Please check the Canvas site often!

Student Learning Outcomes (SLOs)

In this Global Engagement and Intercultural Learning course, students will:

1. Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

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. **Due: In class, January 21**

2. Participation/Discussion Lead: SLO 1

You are expected to actively participate in class discussions having completed the readings assigned for the day, with ideas and thoughts to share. To ensure you are grappling with the assigned readings, you will also choose ONE discussion day in which to lead discussion of primary sources and submit a short (one paragraph) source analysis. Details on Canvas.

3. Short Essays (SLOs 1 and 2)

Students will write 3 short essays (2.0- 2.5 pages) over the course of the semester that will ask them to respond to a question pertaining to course readings and unit topics. Do NOT conduct

outside research for these essays. You will be graded on your use of course material explicitly. Prompts will be provided two weeks in advance of due dates. **The due dates are: February 14, March 4, and April 22.**

4. Final Exam (SLOs 1 and 2)

This exam will consist of short answer questions. Students will receive this prompt one week before the due date.

This assignment assesses student learning related to SLOs 1 and 2 of the Global Engagement and Intercultural Learning. Students will be asked to think about change and continuity over time and consider how different local and historical conditions produced uneven development in Latin America.

Due: May 2.

- 5. Attendance:** You are expected to attend the entire class to be counted as present for that day. You are allotted three (3) unexcused absences. You need not ask for permission or provide documentation for those three missed classes. However, you are still responsible for any missed notes and for turning in assignments on time. All absences beyond the allotted three (3) will need to be excused and will require official documentation that validates your reason for missing class. **Unless excused, absences beyond three class periods are considered excessive and will result in a 10% reduction of the grade for each missed class thereafter.** After missing more than five (5) classes, excused or unexcused, I will ask you to drop the course. It is your responsibility to make up missed work within one week of the absence.

Should emergency situations arise, please communicate with me so we can make arrangements for make-up work

Final Grade Break down

Assignment Description		Percent
Map Quiz		5
Attendance		10
Participation/ Discussion Lead		15
Short Essay Responses	3 @ 15 % each	45
Final Exam		25
TOTAL		100

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).

COURSE SCHEDULE

WEEK 1: Introduction to the Course & Independence

Monday, January 10

- Introductions, Syllabus, and Maps

Wednesday, January 12

- Peter Winn, "A View from the South," from *Americas: The Changing Face of Latin America & the Caribbean* (1995).

Friday, January 14

- Primary and Secondary Source introduction and class activity
- READINGS:
 - o Simón Bolívar, "Decree for the Emancipation of the Slaves," June 2, 1816
 - o Alberto Flores Galindo, "The Rebellion of Túpac Amaru"

- Note: Drop/Add Period Ends

PART I: NINETEENTH CENTURY NATION-BUILDING

WEEK 2: Challenges after Independence

Monday, January 17 – No Class. MLK Day. Read ahead

Wednesday, January 19

Secondary Source Reading:

- 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

Friday, January 21

Primary Sources:

- Domingo Faustino Sarmiento, excerpts from *Facundo: Civilization and Barbarism*
- Simón Bolívar, "Decrees on Indian Rights, Land and Tribute," 1825

Assignment: Map Quiz in Class

WEEK 3: Liberal- Conservative Debates

Monday, January 24

- No readings. Prep for Wednesday and Friday

Wednesday, January 26

Secondary Source Reading:

- Aleezé Sattar, "Indígena or Ciudadano? Republican Laws and Highland Indian Communities in Ecuador, 1820-1857," in A. Kim Clark and Marc Becker, eds., *Highland Indians and the State in Modern Ecuador* (Pittsburgh, Pa: University of Pittsburgh Press, 2007), pp. 22-36.

Friday, January 28

Primary source readings:

- “Liberalism and its Limits: Guillermo Prieto on Patriarchy, Politics, and Provincial Peoples”
- Tomás Cipriano de Mosquera, “Letter to Pious IX,” 1862

WEEK 4: Export Economies and Foreign Companies

Monday, January 31

Secondary Source Reading:

- John Soluri, “Banana Cultures: Linking the Production and Consumption of Export Bananas, 1800–1980,” in Steve Striffler and Mark Mober, eds. *Banana Wars: Power, Production, and History in the Americas* (Durham: Duke University Press, 2003), pp. 48-79.

Wednesday, February 2

Secondary Source Reading:

- Victor Bulmer-Thomas, “The Export Sector and the World Economy, circa 1850-1914”

Friday, February 4

Primary source readings (in one PDF)

- Frederick Upham Adam, “The United Fruit Company and the Banana Industry” in Nicole Foote Reader
- West Indian Strike Committee, “Notice to West Indian Farmers!”

WEEK 5: Progress and Modernization

Monday, February 7: Positivism and Social Darwinism

- Dain Borges, “Puffy, Slothful and Inert: Degeneration in Brazilian Social Thought, 1880-1940” in *Journal of Latin American Studies*, Vol. 25, 1993.

Wednesday, February 9: Immigration

- “Immigration, 1870s – 1900s,” in Virginia Garrard, Peter V.N. Henderson, and Bryan McCann, eds. *Latin America in the Modern World*, pp. 225- 232.

Friday, February 11

Primary source readings:

- Juan Bautista Alberdi, “Immigration as a Means of Progress,” 1853
- The Cuba Commission Report on Chinese Indentured Workers of 1876

PART II: TWENTIETH CENTURY REFORM AND REVOLUTION

WEEK 6: The Mexican Revolution of 1910

Monday, February 14

- “The Mexican Revolution: The Decade of Violence, 1910-1920” in *Latin America in the Modern World*, pp. 323 – 331

DUE: Essay 1. Submit via Canvas

Wednesday, February 16

- IN CLASS: Tony Essex and Alec Mango, *The Ragged Revolution: The Romance and the Reality of the Mexican Revolution, 1910 to 1920* (New York: Cinema Guild, 2005).
- Analysis of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros Murals

Friday, February 18

Primary sources from “500 años de Mexico en documentos” and more [READ IN ORDER LISTED]

- Ricardo Flores Magón, “Land and Liberty,” November 19, 1910 in *Regeneración*
- Francisco Madero, “Plan de San Luis de Potosi,” 1910
- Emiliano Zapata, “Plan of Ayala,” 1911
- “The Constitution of 1917: Articles 27 and 123”

WEEK 7: Gender, Nationalism and Popular Culture

Monday, February 21:

- Alan Knight, “Race, Revolution and *Indigenismo*: Mexico, 1910-1940”, in Richard Graham, ed. *The Idea of Race in Latin America*

Wednesday, February 23:

Primary Sources

- Gilberto Freyre, *The Masters and the Slaves*, 1933
- José Vasconcelos, *The Cosmic Race*, 1925

Friday, February 25: No Readings

- Workshop on Essay 2 Thesis and Introductions

WEEK 8: Politics during the Wars

Monday, February 28: Interwar Riots in Chile

- Raymond B. Craib, “Students, Anarchists and Categories of Persecution in Chile, 1920,” *A Contracorriente* 8, no. 1 (Fall 2010): 22–60.

Wednesday, March 2: Populism and WWII

- Daniel James, “Meatpackers, Peronists, and Collective Memory: A View from the South,” *American Historical Review* 102:5 (1997), p. 1404-1412

Friday, March 4

Primary sources:

- Excerpts from Eva Peron, *In my Own Words*, 1952
- Raúl Prebisch, *A New Economic Model for Latin America*, 1950
- **Last day to withdraw without incurring a WF grade (without failing)**

Due: Essay 2

WEEK 9 – SPRING BREAK. NO CLASS

PART III: TWENTIETH CENTURY REVOLUTIONS AND COUNTER-REVOLUTIONS

WEEK 10: The Guatemalan Spring

Monday, March 14

- Piero Gleijeses, "The Agrarian Reform of Jacobo Arbenz," *Journal of Latin American Studies* vol 21, no. 3 (Oct. 1989): 453-480 [SKIM]

Wednesday, March 16

- Stephen Schlesinger & Stephen Kinzer, "Advertisements for Myself," in *Bitter Fruit: The Untold Story of the American Coup in Guatemala*

Friday, March 18

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]
- Herbert L. Matthews, "Guatemalan Reds are Strong but They Don't Run Country," *New York Times*, March 29, 1952.

WEEK 11: Cuba

Monday, March 21

- Marifeli Pérez-Stable, "Revolution and Radical Nationalism 1959-1961" in *The Cuban Revolution: Origins, Course, and Legacy*

Wednesday, March 23

- *Soy Cuba* film in class

Friday, March 25

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*

WEEK 12: Reaction and Aftermath of Violence and Counter-Revolution

Monday, March 28

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

Wednesday, March 30

- Deborah T. Levenson, “What happened to the Revolution? Guatemala City’s *Maras* from Life to Death” in Carlota McAllister and Diane M Nelson, eds. *War by Other Means: Aftermath in Post-Genocide Guatemala*.

Friday, April 1

- Declassified NSA Documents, see <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB4/>:
Read ALL 5 documents

WEEK 13: Chilean Path to Socialism

Monday, April 4- No Readings. Lecture

- In class selections from *La Batalla de Chile* documentary film

Wednesday, April 6

- Peter Winn, “Ex-Yarur, Socialism from Below” in *Weavers of Revolution: The Yarur Workers and Chile’s Road To Socialism*

Friday, April 8 - Instructor Away @ Conference. Primary Source discussion with TA

Primary Sources:

- Henry Kissinger to Nixon, “Memorandum for the President,” November 5, 1970
- Kissinger -Nixon Telcon, September 16, 1973
- Salvador Allende, “The Chilean Revolution One Year In”

WEEK 14: Neoliberalism

Monday, April 11

- Peter Winn, “The Death of a Dream”
- Milton Friedman, *Capitalism and Freedom*, selections

Wednesday, April 13

Primary Sources

- Allende, “These are my final words”
- Church Committee, “United States Policy and Covert Actions against Allende”
- National Commission on Political Detention and Torture, “Women and Torture”
- Patricio Verdugo, Pinochet’s Caravan of Death”

Friday, April 15 – NO CLASS. Spring Holiday

WEEK 15: Revolution in the Age of Neoliberalism

Monday, April 18

- Richard Stahler-Sholk, “The Zapatista Social Movement: Innovation and Sustainability” *Alternatives* 35, no. 3 (July-September 2010): 269–90.
- Watch this 12-minute video of the Zapatista National Liberation Army (EZLN, *Ejército Zapatista de Liberación Nacional*): <https://www.youtube.com/watch?v=3HAW8vqczJw&t=26s>

Wednesday, April 20

- Carlos Basombrío Iglesias, “Sendero Luminoso and Human Rights: A Perverse Logic that Captured the Country” in Steve J. Stern, ed., *Shining and Other Paths: War and Society in Peru, 1980-1995*.

Friday, April 22

- Ejército Zapatista de Liberación Nacional, “First Message from the Lacandon Jungle, 1994
- *El Diario* interviews Chairman Gonzalo

Due: Essay 3

WEEK 16: New Identities, New Politics, 1980-2006

Monday, April 25

- Evo Morales, “Towards a New World Order for Living Well,” Address at the opening of the G77 Special Summit of Heads of States and Governments
- Richard Gott, *Hugo Chavez and the Bolivarian Revolution*, 2000
- Michelle Bachelet, Inaugural Address, 2006

Wednesday, April 27 – LAST DAY OF CLASS

- Review for final exam

FINAL EXAM: Monday, May 2nd, 12 – 3 pm

COURSE POLICIES

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. 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 not reply. 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/): 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/): 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/): Provides help with paper structure, argument, grammar, style, etc.

COVID-19 University Policy

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- Following face-covering guidelines
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive
- Staying informed about the University's policies and announcements via the COVID-19 website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at

every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.