

HIST 242: MODERN LATIN AMERICA,
1898 TO THE PRESENT
FALL 2013

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Course Description:

This course traces the historical trajectory of the region (including South and Central America, Mexico and the Caribbean) from the late nineteenth century through the present. The turn of the twentieth century heralded an era of great transformation throughout Latin America. The region emerged from nineteenth-century struggles for independence and subsequent nation-building efforts with lingering colonial legacies and the rising shadow of U.S. intervention.

The course is broken into four separate units, representing distinct historical periods in modern Latin American history. The first unit explores the turn-of-the-century and the first decade of the twentieth century, focusing on the concrete influence of economic, social and political legacies from the earlier era of colonial rule. This unit also covers the shifting influence of Europe and the United States on local and international relations. The second unit covers the rise of mass politics in the first half of the twentieth century, beginning with the Mexican Revolution in 1910 and ending with an exploration of populist regimes.

The third unit begins with another seminal revolution in Cuba (1959), and traces the rise of radical revolutionary movements, counterrevolutionary dictatorships, and the economic dictates of the Washington Consensus. This period demonstrates the profound impact global Cold War politics had on local conflicts. The fourth and final unit explores the aftermath of neoliberal economic models, focusing on different forms of resistance and adaptation, from the fair trade movement to the rise of the left-leaning “pink-tide” governments.

Lectures provide the historical base to help place the assigned monographs, articles, primary documents and in-class movies into context. Assignments include participation in discussion, a mid-term and final exam, and two short essays, described in more detail below.

Course Objectives:

- To introduce students to a broad overview of the different historical currents in Latin America from the late 1800's to the present.
- To train students in the concept of historiography and the evaluation of arguments from secondary scholarship.
- To build critical thinking and writing skills and to instruct students how to construct convincing arguments through the use of multiple forms of evidence.

Required Books:

Please Note: The books listed below have been ordered exclusively at Rainbow Bookstore Cooperative, 426 W. Gilman, 257-6050. They are also on three-hour reserve at the College Library in Helen C. White.

- Ada Ferrer, *Insurgent Cuba: Race, Nation and Revolution, 1869-1898* (Chapel Hill, N.C.: University of North Carolina Press, 1999.)
- Mark Wasserman, *The Mexican Revolution: A Brief History with Documents* (Boston: Bedford/St. Martin's Press, 2012.)
- Forest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics* (London: Verso Books, 2007.)

All other assigned readings can be found in the Xerox packet, which is available for purchase at the Humanities Copy Center. The Copy Center is located in Room 1650 Humanities Building, open M-F: 7:45am-11:45am, 12:30-4:00pm. There will also be a copy on three-hour reserve at College Library.

Assignments:

There are five principal activities that will form the basis of evaluation for a student's performance in the course:

1. *Weekly Participation in Discussion: 20%* - Each week, Fridays will be designated for open discussion. Students are responsible for reading and critically engaging with the assigned texts by Friday, and arriving prepared to discuss and exchange ideas with the rest of the class. The discussion grade will be based on three components:
 - a. (7%) Weekly attendance and participation in class. Attendance is not only important for your discussion grade, but it may also impact the quality of your written assignments and exams (and therefore your grade). Discussion is a space where you can work through ideas and insights inspired by the lectures and readings collectively. These ideas will serve as the base for your individual written work.
 - b. (6%) Leading discussion once during the semester (a sign up sheet will be distributed at the beginning of the semester). You will have relative freedom to choose the format, as long as it focuses on exploring in-depth the assigned readings in some way. Due to the size of the class, students will present in groups of 3-5, and you should coordinate amongst your group members to decide strategy and division of labor beforehand. This exercise will force a deeper engagement with the materials/topic for the week you lead class and will also help build leadership and oral presentation skills.

- c. (7%) Posting written reactions to the readings on the class's Learn@UW Discussion Forum (located under the "Communications" tab). Students must write short reaction posts of one paragraph for at least 7 of the weeks that have assigned readings. These should be posted no later than Thursday at 6pm to allow time for everyone to read your posts prior to discussion on Friday. The purpose of this exercise is to help you think about the readings before you come to class, which will, in turn, help you participate with greater ease and effectiveness. Your posts will be graded on a check, check-plus, check-minus basis. Students who post fewer than 7 posts by the end of the semester will have their discussion grade docked one percentage point per missing post. Students who post more than the 7 required reaction posts will receive half an extra credit point for each additional post.
2. *Mini-Historiography (4-5pp): 25%* - Students will write an analytical review that compares Ada Ferrer's *Insurgent Cuba* with one other historical journal article or book. The outside article or monograph must have been written at a minimum five years before or after Ferrer's publication date (1999). Your essay will explore how Ferrer's monograph changed the interpretation of Cuban independence (in the case of a book published prior to Ferrer's) or how subsequent scholarship has built upon or altered Ferrer's argument (in the case of a work produced after Ferrer's). A list of potential themes and articles will be passed out three weeks before the essay is due, although students are not limited to these suggestions.
3. *Mid-Term In-Class Exam: 15%* - This exam will cover the material from the lectures and readings in Units 1 and 2. It will include a series of short answer identifications, and one short essay.
4. *Documentary Analysis (4-5pp): 25%* - Students will write a short analysis of primary source material linked to Units 2 or 3. Students will pick two to three primary documents, make an argument about what they reveal, and place them in historical context. This paper will combine the selected primary sources with other course materials and lectures to make an argument about one of the themes covered in either Units 2 or 3. At least one document should come from a source not read in class. A list of potential internet and published readers with primary documents will be provided three weeks before the assignment is due. Students may also select the outside primary document through their own searches.
5. *Final Exam: 15%* - This exam will cover the material from the lectures and readings in Units 3 and 4. It will include a series of short answer identifications, and one short essay.

Email Policy: I only check my email once a day, and the time of day varies widely depending on my schedule. Therefore, you should expect to receive a response within 24-48 hours. Please don't send me any emails about things we can/should discuss in office hours, before/after lecture or which could be easily answered by consulting the syllabus. (So, no emails about assignments, due dates, possible paper topics, difficulties with material or paper drafts, etc.)

Office Hours: I will have office hours every Wednesday 2:00-4:00pm. If you need to speak with me, and cannot attend regular office hours, we can arrange to meet at an alternative time. Also, the week before the first paper is due, I will hold additional office hours to help any students who might need extra assistance with the assignment.

McBurney Students: If you suffer from a disability certified by the McBurney Resource Center that may require additional assistance or consideration for any portion of the course, please notify me during the first three weeks of classes, so accommodations can be arranged.

Course Schedule:

UNIT ONE: POST-COLONIAL LEGACIES

Week 1 (September 3-6): Introduction to Course

[No formal readings for Week 1, but get started on readings for Week 2 from Ada Ferrer's *Insurgent Cuba*]

Week 2 (September 9-13): The Fall of the Last Colonial Outposts - Cuba, Puerto Rico, and Brazil

Readings: Ada Ferrer, *Insurgent Cuba: Race, Nation and Revolution, 1869-1898* (Chapel Hill, N.C.: University of North Carolina Press, 1999): pp. 1-70.

Week 3 (September 16-20): Social, Political and Economic Challenges Faced in the New Century

Readings: Ada Ferrer, *Insurgent Cuba*, pp. 141-202.

(Mini-Historiography Worksheet Distributed: MONDAY SEPT 16)

UNIT TWO: THE RISE OF MASS POLITICS, 1910-1959

Week 4 (September 23-27): Conflicting Strands of the Mexican Revolution

Readings: Mark Wasserman, *The Mexican Revolution: A Brief History with Documents* (Boston: Bedford/St. Martin's Press, 2012), pp. 1-26; and Friedrich Katz, "Pancho Villa and the Attack on Columbus, New Mexico," *American Historical Review* 83:1 (February 1978): pp. 101-130; John Reed, "Pancho Villa," in Gilbert M. Joseph and Timothy J. Henderson, eds., *The Mexico Reader: History, Culture, Politics* (Durham: Duke University Press, 2002), pp. 364-371.

Week 5 (September 30 – October 4): Structural Solutions to Economic Dependence

Readings: Fernando Ortiz, "The Cuban Counterpoint," in Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff, eds., *The Cuba Reader: History, Culture, Politics*,

(Durham: Duke University Press, 2003) pp. 239-43, and Raúl Prebisch, "Joint Responsibilities for Latin American Progress," *Foreign Affairs* 39 No. 4 (July 1961): 622-633.

Week 6 (October 7-11): The Rise of Populism

Readings: Joel Wolfe, " 'Father of the Poor' or 'Mother of the Rich'? : Getúlio Vargas, Industrial Workers, and Constructions of Class, Gender, and Populism in São Paulo, 1940-1954." *Radical History Review* 58 (1994): pp. 81-111; Robert M. Levine, "Many Getúlios," in John Charles Chasteen and James A. Wood, *Problems in Latin American History: Sources and Interpretations* (Lanham, MD: SR Books, 2005), pp. 236-241; Getúlio Vargas, "A Consummate Speechwriter," in Chasteen and Wood, *Problems in Latin American History*, pp. 241-242; Getúlio Vargas, "Vargas's Suicide Letter," in Robert M. Levine and John J. Crocitti, eds., *The Brazil Reader: History, Culture and Politics* (Durham: Duke University Press, 1999), pp. 222-224.

(Mini-Historiography DUE IN-CLASS: MONDAY OCT 7)

Week 7 (October 14-18): Review and Midterm Exam

In-Class Movie: *The Motorcycle Diaries* (2004) Dir. Walter Salles

(IN-CLASS MIDTERM EXAM: FRIDAY OCTOBER 18)

**UNIT THREE: REVOLUTIONARY MOVEMENTS AND COLD WAR
DICTATORSHIPS, 1959-1989**

Week 8 (October 21-25): The Cuban Revolution - Its Causes and Consequences

Readings: Fidel Castro, "History Will Absolve Me," in *The Cuba Reader*, pp. 306-314; Che Guevara, "The Essence of Guerrilla Warfare," in John Charles Chasteen and James A. Wood, *Problems in Latin American History...* (Lanham, MD: SR Books, 2004) pp. 253-258; Héctor Béjar, *Peru 1965* (London: Monthly Review Press, 1970), pp. 9-15; Julia Sweig, *Inside the Cuban Revolution: Fidel Castro and the Urban Underground* (Cambridge: Harvard University Press, 2004), pp. 1-11.

Week 9 (October 28 – November 1): Next Wave Revolutionaries and Civil War in Central America and the Andes

Readings: Viron Vaky, "Guatemala and Counter-terror," March 29, 1968, State Department Secret Memorandum (NSA Electronic Briefing Book 11); Victor Montejo, *Voices from Exile: Violence and Survival in Modern Maya History* (Norman: University of Oklahoma Press, 1999), pp. 60-81; Rigoberta Menchú, *I Rigoberta Menchú* (London: Verso Press, 2009), pp. 138-143, 166-175.

Week 10 (November 4-8): Dictatorship, Popular Suppression, and U.S. Intervention

Readings: Steve J. Stern, *Remembering Pinochet's Chile: On the Eve of London, 1998* (Durham: Duke University Press, 2004), pp. 7-34, 39-67.

(Document Analysis Worksheet Distributed: MONDAY NOV 4)

Week 11 (November 11-15): The Lost Decade and the Rise of the Washington Consensus

Readings: Florencia E. Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906-2001* (Durham: Duke University Press, 2005) pp. 136-183.

UNIT FOUR: 'ANOTHER WORLD IS POSSIBLE', 1990-present

Week 12 (November 18-22): Free Trade to Fair Trade – Consequences and Responses to Neoliberal Solutions

Readings: Daniel Jaffee, *Brewing Justice: Fair Trade Coffee, Sustainability and Survival* (Berkeley: University of California Press, 2007), 1-10; 247-258.

Week 13 (November 25-27): New Social Movements and the Rise of Identity Politics

Readings: Forest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics* (London: Verso Books, 2007), pp. xiii - 31

(Document Analysis DUE IN-CLASS: MONDAY NOVEMBER 25)

THANKSGIVING BREAK: NOVEMBER 28-DECEMBER 1

Week 14 (December 2-6): Latin America's Pink Tide

Readings: Forest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics* (London: Verso Books, 2007), 73-154.

Week 15 (December 9-13): Migration and Latino Diasporas in the U.S. (and Final Review)

In-Class Movie: *Sin Nombre* (2009) Dir. Cary Joji Fukunaga

(IN-CLASS FINAL EXAM: FRIDAY DECEMBER 13)

Deadlines at a Glance:

1 st Paper (Unit I)	Monday, October 7 (due in lecture)
Mid-Term Exam	Friday, October 18 (In-Class)
2 nd Paper (Unit II & III)	Monday, November 25 (due in lecture)
Final Exam	Friday, December 13 (In-Class)