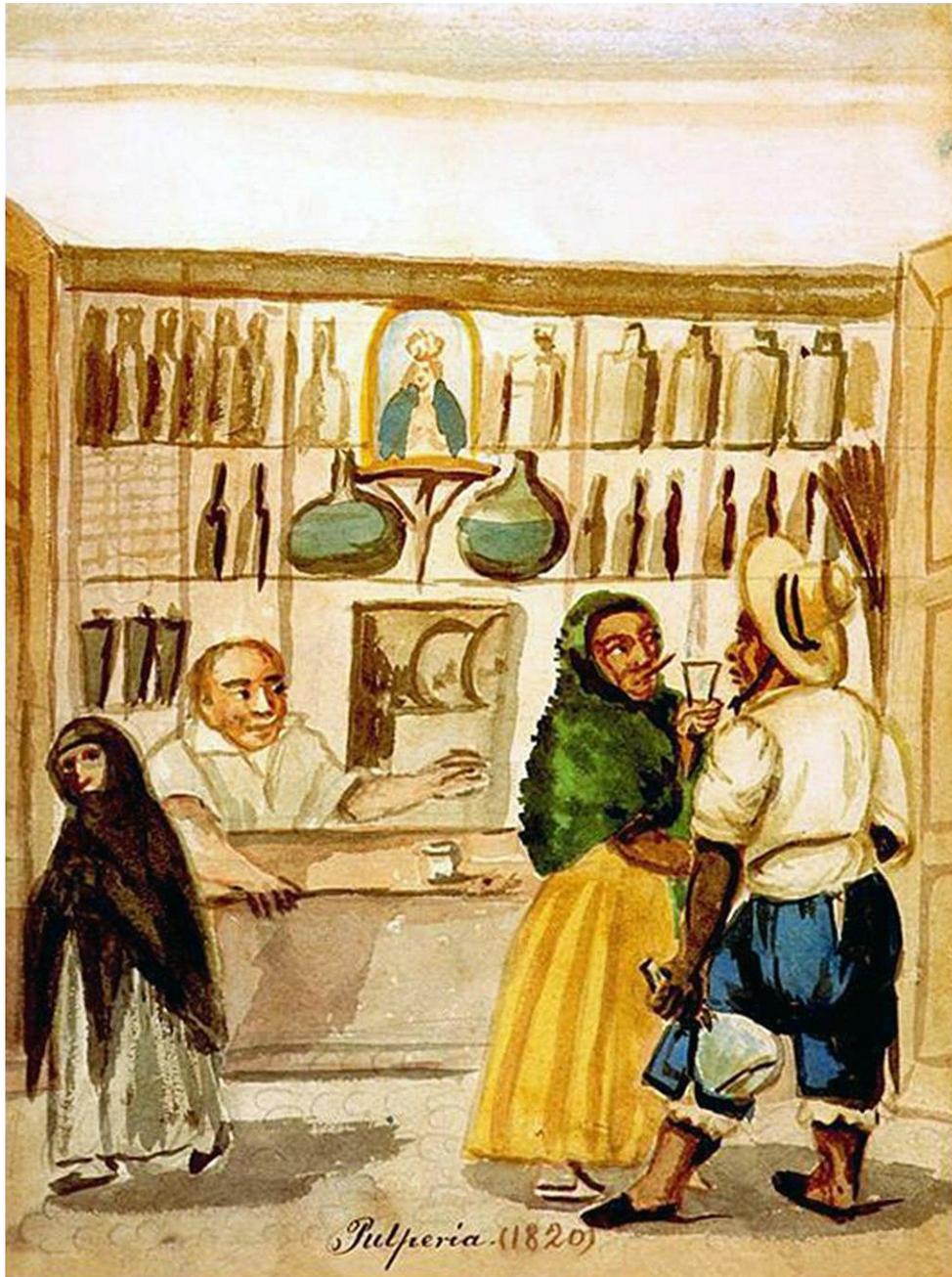


LACIS 260: LATIN AMERICA: AN INTRODUCTION SPRING 2022

Prof. Marcella Hayes (she/her) | mmhayes6@wisc.edu
TA: Brandon Nakashima (they/he) | bnakashima@wisc.edu
Monday, Wednesday, Friday
Noland Hall 132, 9:55 AM-10:45 AM



Pancho Fierro, "Pulperia" (1820)

Basic Information, Expectations and Assignments:

This course will give a broad overview of Latin American history from the pre-colonial era to the present day. Particular emphasis will be placed on the socioeconomic, cultural, and political structures and processes that shaped and continue to influence life in Latin America. Key issues such as colonialism, nationalism, democracy, and revolution will be examined critically in light of broad comparative themes in Latin American and world history. The course takes an interdisciplinary approach: using materials from multiple disciplines as well as primary documents, fiction, and film in order to provide insight into the complex and diverse history of the region. Among the topics to be explored in detail will be the Spanish invasion of the Americas, labor and slavery, the Mexican and Cuban revolutions, and the transition from dictatorship to democracy. We will examine present-day issues in Latin America, including violence and inequality, and how they fit into a changing global environment.

By the end of this class, you should be able to:

- Describe the basic contours of Latin American history, culture, and society,
- Apply key concepts relevant to Latin American history such as imperialism, democracy, race, and inequality to comparative world history,
- Read for a dedicated purpose across different genres and forms of writing,
- Apply techniques from different disciplines in the humanities and social sciences to generate knowledge and interpret the world, and
- Communicate effectively through presentations, discussion, and written work.

This is a 4-credit survey-level course that meets twice a week. It carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class. There are no prerequisites. The instruction mode is in the classroom. The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting three times a week, reading, writing, field trips, and other student work as described in this syllabus.

Course requirements include participation (25%), midterm exam (25%), two short papers (25% altogether), and a final response essay (25%). All written assignments are due before class begins. All assignments must be submitted on Canvas, in Microsoft Word. All due times are in Central Time. A paper that is late because of technical issues still counts as late; you are responsible for ensuring that the paper is submitted correctly in a readable format. You have ***a one-time-use 24-hour extension*** that you may use, no questions asked, on any written assignment except for the due date of the final paper. You do not need to explain why you are taking it; simply email us and we will note it. Once you have used your extension, each late assignment will be docked 10 percent per 24 hours it is late (a 95 becomes an 85, an 87 becomes a 77, etc.).

Contacting Your Instructors:

Office hours for Professor Hayes:

Mondays, 2:00 pm – 4:00 pm
Mosse Humanities 4114

Office hours for Brandon Nakashima:

Thursdays, 12:30 pm – 2:30 pm
Mosse Humanities 4272

You can also make an appointment with either of us if these are not convenient times. You can come to office hours for any reason, including but not limited to: talking about an assignment; discussing the history major or other historical projects you might want to pursue; asking for help if you are struggling.

I respond to emails within 48 hours, except on weekends. If you email me on a Friday after 6 pm, you will not hear from me until Monday at 9 am. If you have an emergency, please put “EMERGENCY” in the subject line so that I can get back to you more quickly. Please practice basic email etiquette. This means beginning your email with “Dear Professor Hayes” and ending it with an appropriate salutation such as “Thank you” and signing your name. The subject line should include the name of the class and a short description of your question. For the foreseeable future, email is an important part of professional life and college is an important time to establish good habits. If you read this, you can get 2 points of extra credit by sending me a picture of a cute animal by 5:00 PM on Friday, January 28.

COVID Information:

This has been a challenging two years for everyone. If you are not okay, please come to office hours or email me as soon as possible. I will do what I can to make life easier for you in this class. The sooner you let me know what is going on, the more I can do to help you, so don't be afraid to say something if you are struggling. We will be adhering to the university's COVID protocols, including required indoor masking. If you need a medical exemption to the mask requirement, please contact the McBurney Center so that your exemption can be validated and documented. Otherwise, bring your mask.

Required Text:

John Chasteen, *Born in Blood and Fire: A Concise History of Latin America* (New York: W.W. Norton, 2016).

This textbook will also be available in the College Library course reserves. I will put the first week's reading on Canvas to give you time to get access to a copy. All other readings for the course will also be available on Canvas. If you have any trouble, please contact me.

Assignments:

Participation (25%)

Active participation is required. You must make regular contributions to discussion, listen attentively, and interact constructively and respectfully with class members whose perspectives may differ from yours. Your participation grade will be half based on lecture participation and half on discussion participation.

I expect that you will come to class when you are able, because you will get a lot more out of the course that way. However, if you may have been exposed to COVID-19 or you don't feel well, please stay home. Because of the pandemic, in both lecture and discussion, your participation grade will be based on the quantity and quality of your participation when you are present, and attendance will not count. I encourage you to reach out to your fellow students and meet with me and Brandon to catch up. You will find any visual aids, PowerPoints, or collective brainstorming efforts listed under the date on Canvas within 24 hours.

We'll be using Top Hat to facilitate and track lecture participation. You will be able to answer questions I pose to you during lecture with your phone or computer in real time. If you're new to Top Hat, there are detailed tutorials all over their website. You will receive participation points for multiple choice and short answer questions posed to you in lecture. You'll soon receive an invitation to join the course there, or you can use the join code to find our class on the Top Hat site: 981501.

Midterm Exam (25%), due Week 6 (Monday, February 28)

This is an in-class exam. You will briefly define certain terms that were discussed in class. You will also respond to one essay question regarding one of the issues or themes discussed in class. If you have a documented excuse for missing the exam, a makeup exam can be scheduled.

Short Papers (25%)

In these papers, 3-4 pages each (double spaced), you will be asked to analyze and contextualize primary source documents. Both sets of documents will be provided for you. The paper should prove a valid historical argument. It should have an introduction that clearly states your thesis, several body paragraphs of primary source analysis, and a conclusion.

Paper 1, due Week 4 (Monday, February 14), 9:55 AM

Paper 2, due Week 11 (Monday, April 11), 9:55 AM

Final Response Essay (25%), due Week 15 (Friday, May 6), 9:55 AM

This essay is in lieu of a final exam. It is intended to prepare you for our group discussion at our final meeting. You will be asked to answer a question (given to you two weeks in advance) that gives your opinion on one of several aspects of colonial Latin American history we discussed during the term. Answers should be 6-8 pages long (double spaced) and should be well explained and reasoned. As proof of your answer, you should cite readings, sources or materials we

discussed in class (using Chicago Style). Each paper should cite at least four different readings from the homework.

Week 1.

Wednesday, January 26: Introduction

Friday, January 28:

- John Chasteen, *Born in Blood and Fire*, “Introduction” and “Patterns of Indigenous Life,” 1-22.
 - “The Ancestors of the People Called Indians: A View from Huarochirí, Peru (ca. 1598-1608),” in *Colonial Latin America: A Documentary History*, Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds. (Lanham, MD: SR Books, 2004), 3-13.
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Week 2.

Monday, January 31:

- Chasteen, “Origins of a Crusading Mentality,” 22-29.
- “Prince Henry of Portugal” in *The European Reconnaissance: Selected Documents*, J.H. Parry ed., (New York: Walker, 1968), 53-57.

Wednesday, February 2:

- Chasteen, “The Brazilian Counterexample,” 29-34
- “Letter of Cristavo Viera” in *The European Reconnaissance: Selected Documents*, 122-128 (read only until “The country of China is divided into fifteen provinces”)

Friday, February 4:

- Chasteen, “Africa and the Slave Trade,” 34-38
 - “The Treason of Dom Pedro Nkanga a Mvemba against Dom Diogo, King of Kongo, 1550,” *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*, Kathryn Joy McKnight and Leo J. Garofalo, eds. (Indianapolis: Hackett, 2009), 2-29.
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Week 3.

Monday, February 7:

- Christopher Columbus, “Letter to various persons describing the results of the first voyage (1493),” In *The Four Voyages of Christopher Columbus*, J.M. Cohen, ed. (London: Penguin, 1969), 115-123.

Wednesday, February 9:

- Chasteen, “The Fall of the Aztec and Inca Empires,” 38-43.

- “The Requirement” (1510)

Friday, February 11:

- Chasteen, “The Birth of Spanish America,” 43-48
 - “The Lords and Holy Men of Tenochtitlan Reply to the Franciscans (1524),” in *Colonial Latin America: A Documentary History*, 19-22.
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Week 4.

Monday, February 14:

FIRST SHORT PAPER DUE

- Chasteen, “Colonial Economics,” 55-61
- “Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests (1794),” in *Colonial Lives: Documents on Latin American History 1550-1850*, Richard Boyer and Geoffrey Spurling, eds. (New York: Oxford University Press, 2000, 249-268.

Wednesday, February 16:

- Chasteen, “A Power Called Hegemony,” 62-68
- “Sor Juana Inés de la Cruz’s Letter to Sor Filotea (1691),” in *Colonial Latin America*, 207-214.

Friday, February 18:

- Chasteen, “A Process Called Transculturation,” 68-75
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Week 5.

Monday, February 21:

- Michel de Montaigne, “Of Cannibals”

Wednesday, February 23:

- Chasteen, “The Fringes of Colonization,” 75-82
- “Nicolás Nenguirú’s Letter to the Governor of Buenos Aires (1753),” in *Colonial Latin America*, 309-315.

Friday, February 25:

- Chasteen, “Late Colonial Transformations,” 82-89
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Week 6.

Monday, February 28:

IN-CLASS MIDTERM

Wednesday, March 2:

- Chasteen, “Revolution and War in Europe” and “The Spanish American Rebellions Begin,” 95-107
- Documents 36-44 in *The Tupac Amaru and Catarista Rebellions*, Ward Stavig and Ella Schmidt, eds. (Indiana: Hackett Publishing, 2008), 67-76.

Friday, March 4:

- Chasteen, “The Patriots’ Winning Strategy: Nativism” through “Unfinished Revolutions,” 107-120
 - Manuel Belgrano, “The Making of an Insurgent,” in *Latin American Revolutions*, John Lynch, ed. (Norman, OK: University of Oklahoma Press, 1995), 258-262.
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Week 7.**Monday, March 7:**

- Chasteen, “Liberal Disappointment” through “Patronage Politics and Caudillo Leadership,” 127-139
- Simón Bolívar, “A Glance at Spanish America,” in *El Libertador: Writings of Simón Bolívar*, ed. David Bushnell (New York: University of Oxford Press, 2003), 95-102.

Wednesday, March 9:

- Chasteen, “Brazil’s Different Path,” 139-143
- Joaquim Maria Machado de Assis, “The Owner’s Pastry Shop,” in *The Brazil Reader: History, Culture, Politics*, James N. Green, Victoria Langland and Lilia Moritz Schwarcz, eds. (Durham, NC: Duke University Press, 2019), 277-281.

Friday, March 11:

- Chasteen, “Continuities in Daily Life” through “Power of Outsiders,” 143-159
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SPRING BREAK: March 12-March 20

Week 9.**Monday, March 21:**

- “Hours of Bitterness and Terror: A Planter’s Account of the Ending of Slavery in Sao Paulo (March 19, 1888),” *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, Robert E. Conrad, ed. (University Park, PA: Pennsylvania State University Press, 1994), pp. 476-479.

Wednesday, March 23:

- Ada Ferrer, *Cuba: An American History*, 129-153

Friday, March 25:

- Ada Ferrer, *Cuba: An American History*, 157-166
 - Richard Harding Davis, “Does Our Flag Shield Women?” *New York Journal*, Feb. 12, 1897.
 - “Tales of a Fair Exile: Señorita Arango’s Own Story of the Olivette Search Outrage,” *New York World*, Feb. 15, 1897.
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Week 10.

Monday, March 28:

- Chasteen, “Progress” and “Mexico’s Liberal Reform,” 161-171

Wednesday, March 30:

- Chasteen, “Other Countries Join the Liberal Trend” and “Models of Progress,” 171-187

Friday, April 1:

NO CLASS

Virtual Museum Visit:

- Eleanor Laughlin, “Carte-de-visite Photograph of Maximilian Von Habsburg’s Execution Shirt”
 - Exhibition website for MOMA’s exhibition of Édouard Manet, *The Execution of Maximilian*
 - Fill out visual analysis worksheet for the Kunsthalle Mannheim copy of *The Execution of Maximilian*
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Week 11.

Monday, April 4:

- Chasteen, “The Great Export Boom,” 193-206
- United Fruit Company memo, March 8, 1928
- U.S. Department of State telegram, January 16, 1929

Wednesday, April 6:

- Chasteen, “Authoritarian Rule,” 206-213

Friday, April 8:

- Chasteen, “Links with the Outside World,” 213-225
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Week 12.

Monday, April 11:

SECOND SHORT PAPER DUE

- Chasteen, "Nationalism" and "Nationalists Take Power," 233-249
- Selected photographs from Anita Brenner, *The Wind that Swept Mexico: The History of the Mexican Revolution* (Austin, TX: The University of Texas Press, 1943, 2010).

Wednesday, April 13:

- Chasteen, "ISI and Activist Governments of the 1930s," 249-261
- Getúlio Vargas, "Vargas and the Estado Novo," *The Brazil Reader*, 349-352

Friday, April 15:

Guest Lecture by TA Brandon Nakashima

- Seiichi Higashide, "Preface to the Original Edition" and "Chapter Six: Fierce Winds of Oppression," *Adios to Tears: the Memoirs of a Japanese-Peruvian Internee in U.S. Concentration Camps* (Seattle: University of Washington Press, 2000), 20-21 and 126-145
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Week 13.

Monday, April 18:

- Chasteen, "Post-World War II Populism"

Wednesday, April 20:

- Chasteen, "Onset of the Cold War"

Friday, April 22:

- Chasteen, "The Cuban Revolution," 282-291
 - Fidel Castro, "Words to the Intellectuals" (1961) (excerpted)
 - Nancy Morejón, "A Dream of Reason Produces Monsters"
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Week 14.

Monday, April 25:

- Chasteen, "National Security Doctrine" and "Military Rule," 297-309

Wednesday, April 27:

- Chasteen, "Dictatorship Almost Everywhere," 309-314
- Luisa Valenzuela, "The Censors," in *The Censors* (Willamantic, CT: Curbstone Press, 1995), 25.

Friday, April 29:

- Chasteen, "The Last Cold War Battles: Central America," 314-322
 - Denis Lynn Daly Heyck, "Violeta Chamorro," *Life Stories of the Nicaraguan Revolution*, (New York: Routledge, 1990), 37-52.
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Week 15.

Monday, May 2:

- Chasteen, “Neoliberalism and Beyond,” 329-356

Wednesday, May 4:

- Movie: *Even the Rain* (Netflix)

Friday, May 6:

FINAL PAPERS DUE

Closing Discussion

University Policies:

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university’s full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

See more information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

Provide information on how students can best succeed in the course. For instance, instructors might include suggestions about completing assignments or studying for exams. Instructors might also include resource links to other campus services such as:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

- [Dean of Students Office](#)

Course Evaluations

Indicate how students can evaluate the course. See below for sample statement.

Students will be provided with an opportunity to evaluate this course and your learning experience.

Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

If you plan to use campus' digital course evaluation survey tool (AEFIS), see below for a sample statement to include in your syllabus.

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID.

Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

You can use the link above to provide your students with information about the university's privacy rights (FERPA).

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

Instructors should discuss academic integrity with students early and often.

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the

student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

[Academic Calendar & Religious Observances](#)

You can use the link above to provide your students with information about the current and future academic calendars, along with the university's religious observance policy. As the start-date for the fall 2021 semester coincides with Rosh Hashanah, it is particularly important to reach out to your students and share your plans to provide flexibility for the first day of class.