HI 532: Modern Latin American and Caribbean History
Spring 2014 (Tues/Thurs 8:10-9:30a)

Prof. Julia Rodriguez, 862-0354 (juliar@cisunix.unh.edu)
Office Hours: Thursdays 9:35-10:15 and by appointment, in Horton 301A

This course explores the history of the vast region known as Latin America and the Caribbean. We will consider the main social, political, economic, and cultural developments in Latin America since independence, wherever possible in larger global context. While there is no unified "grand narrative" of Latin American history, an examination of the main historical themes of the region is the first step to understanding this dynamic, puzzling area. To this end, we will engage many different perspectives – through scholarly interpretations of Latin American history, primary sources (texts and art), newspapers, and film – to access the multidimensional nature of past events. Emphasis will be placed on the postcolonial era (1810-present), but a review of the colonial and independence periods will be included. While the course readings focus primarily on Argentina, Brazil, Mexico, and Cuba, we will also draw on comparative material from the Andean, Central American, and greater Caribbean regions.

Class meetings will combine lecture and various forms of discussion. To encourage deeper thinking about the material, as well as to synthesize the vast body of knowledge available in Latin American history, students are encouraged to both listen and talk, in both small and large groups.

By the end of this course, students will:

• Be able to articulate some of the main problems in modern Latin America, and how historians have tried to understand them;
• Demonstrate an understanding of the great diversity in Latin America and the Caribbean;
• Analyze and evaluate past and current events in Latin America from the perspective of multiple historical actors;
• Communicate an appreciation of Latin America’s role in the Americas and, to a certain extent, in global events;
• Improve their writing and speaking skills by communicating in clear, organized fashion their ideas about Latin American history and culture.

This course is Writing Intensive and fulfills the GenEd/Discovery requirement Group 4, Historical Perspectives. For history majors, it fulfills Category III of your course distributions.

Course Requirements: Attendance and participation, quizzes, and Thursday writing, and short analytical papers (30%); a 3-page paper on Child of the Dark (20%); an in-class midterm (25%); and a 5-page final paper (25%). The instructor may adjust the final grade based on attendance and classroom participation.

Attendance: There will be a sign-in sheet at each class. It is your responsibility to initial it. Students are permitted two unexcused absences over the course of the semester. If you accrue five or more absences, you will be dropped from the class and “AF” will appear on your transcript. In addition, if you miss class, please get the notes from another student in the class.
Quizzes: There will be a quiz every Tuesday in class on the assigned reading, except if noted on syllabus. Quizzes are required but ungraded. Your score will not affect your final grade if you have handed in at least eight of them. Note: The quizzes are there to help you get as much out of the reading as you can, and to prepare you for discussion.

Thursday writing: Each Thursday, unless otherwise noted, bring to class a one-page paper in which you reflect on any aspect of the readings or other class material. This paper is meant to help you think deeply about the new things you are learning about. You will hand this paper in at the beginning of class. It will not be graded, but is required.

Short papers: There are three short analytical due throughout semester; they are not formally graded but are required. All three short papers should be posted in the designed Forum on Blackboard.

1) Media analysis. It is very important that you begin the semester by incorporating the reading of a major newspaper with good international coverage into your daily routine. As the day of the class discussion gets closer, pick one story from Latin American current events to discuss in class. You should link this news story to a major theme in the course (such as inequality, violence, race, gender, etc.). The following daily newspapers are acceptable choices for this assignment (most are available on the web): New York Times, Miami Herald, Los Angeles Times, Washington Post, Wall Street Journal; if you read Spanish, Portuguese, or French, you may read Latin American or Caribbean dailies such as La Nación, etc., on the web. In addition, you must write up 1-2 page summary of the news story and how it relates to theme(s) in the course; post it on Blackboard. Due: March 20.

2) Film analysis. A film series has been set up to accompany the course. Students are required to watch one of these films and submit a paper linking it to the readings on the designated discussion forum on Bb. All the films are on reserve at the Multimedia library, 2nd floor of Dimond Library. See below for your assigned due date.

3) Final reflective paper. Reflect on three insights into Latin America that you have gained this semester. For each point, describe how the historical perspective deepened your understanding of the region. Due before class on May 1.

Midterm exam: This in-class exam will focus on solidifying your understanding of major themes and analytical concepts of the course, as well as content. There will be a review session in class and study terms will be distributed. The midterm will also include a geography section.

Child of the Dark paper: In this paper, you will use the de Jesus memoir to shed light on a major theme of the course. In about 3 pages, document the ways in her story illustrates one major theme of the course (e.g. poverty, gender roles, authoritarianism, resistance). Make sure to cite specific examples from the text at least 4-5 times. You may also want to link your theme to the larger analytical framework of the class. Due in class on April 10. Papers will be discussed in class.
**Final paper:** This paper, about 5 pages in length, will be on a topic of your choice related to the course material. Some examples include: an aspect of sports and history; environmental history; gender roles; children; poverty; collective movements; etc. Whichever topic you choose to explore should be placed in the analytical framework of the course and must encompass earlier time periods (i.e. you can’t just focus on late 20th /early 21st century topics without exploring the historical antecedents). Research beyond the class readings is required as well – at least two different sources, usually historical publications, must be consulted. FOR THIS PAPER, YOU ARE REQUIRED TO VISIT THE LIBRARY, CONSULT WITH THE REFERENCE LIBRARIANS, AND USE BOOKS AND JOURNALS FROM THE LIBRARY STACKS. The assignment will be discussed in detail in class after midterm. Individual consultation about your topic with the instructor is welcome and encouraged, as needed. Due in my mailbox on the 4th floor of Horton by 4:30 pm on May 2.

**Note:** On average, you can expect to spend about 6-8 hours per week (outside of class) on preparation for this course.

**Required Readings (available at DBE and the UNH bookstore):**

- Keen and Haynes (KH), *A History of Latin America, vol. 2 (9th ed.)*
  - Also available as e-book; ask in the UNH Bookstore.
- Elena Poniatowska, *Las Soldaderas.*
- de Jesus, *Child of the Dark.*
- Selected articles, marked on syllabus with *; on Blackboard under "Course Documents."
- We will also analyze many primary sources in the history of science in Latin America and the Caribbean, found on the website www.hoslac.org.

**A note on class readings:** Please do the assigned readings before class. On average, for each class meeting, you will be asked to read between 10 and 30 pages of the textbook (KH), study a few maps, plus read the equivalent of one scholarly article and/or a few short primary source texts. History is a reading and writing intensive discipline and this reading load is typical for courses in the field at the 500 level.

**Important class policies**

*This syllabus is a contract. Please read it and make sure you understand everything in it by the end of the first class. If you have any questions, make sure to ask me for clarifications as soon as possible.*

**Attendance.** You are permitted two unexcused absences in the semester. Absences beyond that, without a medical note or other documented emergency, will affect your grade. There will be an attendance sheet for you to initial at the beginning of each class. If you accrue five or more absences, you will be dropped from the class and “AF” will appear on your transcript.

**Lateness.** If you are late for class more than once, further late arrivals will be counted as absences. Do not attend class unless you can be there on time.

**Classroom behavior and rules of discussion.** Students are required to be prepared for class, to be attentive, and to contribute to thoughtful discussion of the class material. Discussion in small and large groups is crucial to your synthesis of the material. The instructor will lead the discussion and set the tone. Please exercise respect and civility at
all times. Our goal is an atmosphere of open learning and exploration of ideas. No racist, sexist, homophobic, or other dehumanizing remarks will be made in class. If you have any questions about these policies, see me as soon as possible.

**Please do not carry on private conversations, pass notes, or do text messaging in class.** This is extremely rude and will be called out in class by the instructor. DO NOT TEXT MESSAGE IN CLASS.

**No laptop use in class.** If you have an urgent need to take notes on a computer, please talk to me for special permission before class.

**Late paper policy:** Papers due in class unless otherwise noted. No extensions will be granted. One-half grade off for each day late. All assigned papers must be handed in to receive a final grade for the course.

**Grading.** The midterm will receive a numerical grade. Papers will receive a letter grade. A detailed explanation of my grading criteria is available on Blackboard under “course documents.” Short analytical papers will be evaluated on a pass/fail basis, but all three are required.

**Communication with the Instructor:** Generally the best way to reach me is via e-mail (juli@unh.edu). I will attempt to check my mail at least once a day, and to return your mail within 24 hours. Occasionally I am unable to check my e-mail due to travel and other work obligations. It is thus best to contact me well ahead of time.

**Academic honesty.** All written work must be original, that is, not copied from other students or from written sources. There are serious consequences for plagiarism and cheating, most often failure of the course. If you have any questions about what constitutes plagiarism, please refer to the UNH Student Rights, Rules, and Responsibilities. For questions about how to properly cite written sources, refer to the Chicago Manual of Style or the MLA Guidelines.

**Access.** I value inclusion and strive to make the class as accessible as possible to all students. *If you are a student with a documented disability who will require accommodations in this course, please register with Disability Services for Students in the Memorial Union Building, Room 118 (862-2607) for assistance in developing a plan to address your academic needs.*

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**Lecture Schedule and Reading Assignments:**

**I. Concepts and Contexts**

**Week 1: Introduction to the Course.**

**Jan. 21:** The Course, its goals and requirements. Why Latin America? Why "Latin America"? What do you know about Latin America?


**Week 2: Encounter, Conquest, and Colonial Society**


**Jan. 30:** Colonial society and legacies. Reading: *Colonial Political and Religious Institutions”; *Premo, “A Short History of Minority in Colonial Lima”; *Sor Juana, “In Reply to a Gentleman from Peru.” Maps 8-10, 28-46. Also: Topic 6, 7, and 8,
www.hoslac.org (come to class prepared to discuss at least one of the primary sources in this topic).

**Week 3: Slavery in the Americas.**
Film selection: *The Last Supper.*

Feb. 6: Slave cultures. KH 229-236, 239-244. Reading: *“The World of the Sugar Plantation”; Silva, “Black Abolitionists in the Quilombo.”* Film response due before class on BB for students with last names from A-F.

**II. The End of Empires**

**Week 4: Independence and Nationbuilding.**


**Week 5: The Rise of National Economies.**
Film selection: *Camila*

Also, review analytical framework of the course.

Feb. 20: Argentina. KH 187-205; 213-20. Reading: *Sarmiento, ”Facundo.”* Note: *Film response due before class on BB for students with last names from G-N.*

**Week 6: Belle Epoque Latin America: The Poverty of Progress?**
Feb. 25: Mexico and Argentina. Positivism. Reading: KH 260-63, 368-78; *Schell, “Nationalizing Children through Schools and Hygiene.” Also: Topic 21, 22, 23, or 26 (pick one) from *www.hoslac.org* (come to class prepared to discuss at least one of the primary sources in this topic).


**Week 7: Midterm.**
March 4: Midterm review. *Reading: KH 283-85; History Handbook, ch. 3. You will also receive a study guide for the midterm in class.*
March 6: In-class midterm.
March 11 and 13: SPRING BREAK.

Week 8: The Independence of Cuba and Shifting Geopolitical Powers in the Region.
March 18: Our America.”*de la Fuente, “Racial Order or Racial Democracy?”; *Dario, "To Roosevelt"; *Martí, "Our America."
March 20: Discuss media reports in class; post your paper on Bb.

III. The Twentieth Century: Dictatorship, Inequality, and Revolution.

Week 9: The Mexican Revolution and the Struggle for Change.
March 25: Social, political, and military aspects of the Mexican Revolution. KH 324-41; **For Land and Liberty.” Discussion of photos and text in Poniatowska, Las Soldaderas.

Week 10: Mid-Century Populism, Dictatorship, and Resistance in Argentina, Chile and Brazil.
Film selection: Missing
This weekend, start reading Child of the Dark.

Week 11: Authoritarianism, Urbanization, and Inequality in Brazil.
April 10: Social and Cultural history of Brazil. Discuss Child of the Dark papers in class. Paper assignment on Child of the Dark due today in class. In about 3 pages, describe the ways in which this memoir illustrates one major theme of the course (e.g. poverty, gender roles, authoritarianism, resistance). Make sure to cite specific examples from the text at least 4-5 times. You may also want to link your theme to the larger analytical framework of the class. We will discuss Child of the Dark papers in class.

Week 12: Latin America since the 1960s.
Film: Romero
April 17: Latin America and the Cold War. Reading: Reading: KH 450-479, 589-601. Maps 86-104.

Debate: what should be done in Cuba? *Find 3 or 4 newspaper articles on the current situation in Cuba and/or on U.S.-Cuban relations, and bring to class.

Week 13: Into the 21st century.
Film: Maquilapolis.

April 24: Political trends at the turn of the century and Post-NAFTA collective action. Reading: KH 527-73, 602-08; *Roberts and Portes, “Coping with the Free Market City.”

Note: One-paragraph description of final paper topic due in class (required). Set up individual consultation with Instructor, as needed.

Week 14: Final week.
Films: Quinceañera or Lone Star.

In-class: debate current political issues around immigration.

May 1: Where do we go from here? Reading: *"Nobody's Backyard" (The Economist); *"The Great Barrier to Latin American Integration." History Handbook, chs. 8, 10, 11, 12. Final response paper due before class. Come to class prepared to discuss your final response paper (and post it on BB).

Paper conferences (optional) this week.

May 2: final paper due by 4:30 pm in my mailbox (4th floor Horton).
Additional recommended films (optional)

_The Mission_ (Jesuit missionaries among the Guaraní in the 1700s).
_I, the Worst of All_ (Story of Sor Juana de la Cruz, a famous nun in colonial Mexico).
_Walker_ (Surreal version of William Walker, U.S. adventurer in Nicaragua 19th c.).
_The Last Zapatistas_ (documentary interviews with surviving soldiers from Mex. Revolution).
_Like Water for Chocolate_ (whimsical, romantic movie about women in the Mexican Revolution).
_Miss Mary_ (British governess in 1930s Buenos Aires).
_Carmen Miranda: Bananas are My Business_ (documentary about the film star).
_Frida_ (2002 feature film about the life and work of Frida Kahlo); _Frida Still Life_ (1986; better than the 2002 version but harder to find).
_Evita_ (film version of musical about Eva Peron; not fully accurate but fun and great music).
_Kiss of the Spider Woman_ (based on novel by Manuel Puig; about prisoners in Brazil).
_Romero_ (Feature film about murdered Catholic Bishop in El Salvador 1980s).
_Before Night Falls_ (feature film based on memoir by Cuban author Reinaldo Arenas).
_Strawberry and Chocolate_ (about being gay in Cuba in the 1980s).
_Las Madres_ (about Mothers of the Plaza de Mayo).
_Spoils of War_ (documentary about children of the disappeared in Argentina).
_The Take_ (documentary about workers taking over a factory in Argentina).
_Orfeu_ (Artistic remake of class tale of Orpheus, set in Brazilian favela 2000s).
_Maria, Full of Grace_ (feature film about drug trafficking).
_SELena_ (biopic about the famous Mexican-American singer).
_The Secret in their Eyes_ (Argentine thriller involving the Dirty War and current attempts to come to grips with it).
_Central Station_ (children and poverty in Brazil).
_Sënórîta Extraviada_ (documentary about mass murder of women and girls near the U.S.-Mexico Border).
_Danzón_ (feature film about a Mexican woman finding herself in mid-life).
_DXY_ (feature film about an intersex Argentine teenager).
_Quinceañera_ (recent coming-of-age story set in U.S. Latino community).