

HIST/LALS 0450-401
Modern Latin America, 1808-Present

Spring 2023

Professor Melissa Teixeira
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Teaching Assistants
TBD



Diego Rivera, "Pan-American Unity" (1940)

Tuesdays & Thursdays, 10:15am-11:15pm

OVERVIEW

This course examines central themes of Latin American history, from Independence to the present. It engages a hemispheric and global approach to understand the economic and social transformations of the region. It highlights how moments of revolution often give rise to political uncertainty and the destruction of wealth, but they also inspire new visions of progress and create spaces for social mobilization. This course considers how popular classes mobilize to resist or redesign grand schemes for national progress, and how they articulate their visions for social inclusion and citizenship. It uses Latin America as a lens to explore how projects for development are imagined and negotiated in the aftermath of revolutions, imperial breakdown, or economic crisis. The course begins with nineteenth-century struggles for Independence and concludes with the present-day. In between, we will ask a series of historical questions: How did slaves navigate the boundary between freedom and bondage? Was the Mexican Revolution revolutionary? How did the Great Depression lead to the rise of state-led development? How have citizens mobilized for equality, a decent standard of living, and cultural inclusion? What future paths will the region take given an uncertain export market and current political unrest.

OBJECTIVES

In this course, you will become familiar with topics in Latin American history by:

1. Reading, interpreting, and contextualizing primary and secondary sources.
2. Synthesizing materials into overarching themes that allow you to build effective arguments.
3. Expressing ideas and arguments clearly in written prose and in oral presentations.
4. Discussing and critically appraising of key terms, like “inequality” and “revolution.”

ASSIGNMENTS

1. Class participation (15%):

You are expected to attend lectures and recitations, and to complete all reading assignments. I encourage you to participate in lectures as well as in recitation sections: take notes on the key terms outlined in the syllabus and in lecture, read assignments in dialogue with lectures, share your interpretations of texts with the class, pose questions, and offer an opinion!

2. Weekly response posts (10%):

You are asked to submit to Canvas a short post (approx. 200 words) every week. Be sure to submit your post at least **two hours** before recitation. Posts are not individually graded. You will receive full credit as long as you turn in **EIGHT** posts.

3. Map Quiz (5%):

In week two, I will distribute a map of Latin America with a list of key cities, nations, rivers, mountains, etc. Understanding the geography of Latin America will assist you in your reading this semester. Map quizzes will take place in recitation in **Week Three**.

4. Primary Source Response Paper (2pp) (15%):

A short essay analyzing two primary sources assigned in the first five weeks of the course. Due in hard copy on **Thursday, February 16th** at the start of class AND uploaded onto Canvas.

5. Midterm in-class Exam (20%):

Exam consisting of key term identifications and a short essay. Scheduled **Thursday, March 2nd**.

6. Newspaper Blog (2-3pp) (15%):

Use online databases for English-language newspapers (*The New York Times*, *Wall Street Journal*, *New Yorker*, etc.) to find 2-5 newspaper articles on US receptions of the Cuban Revolution. Write a 2-3pp blog post about the Cuban Revolution. Due in hard copy on **Thursday, April 13th** at the start of class AND uploaded onto Canvas. Please also submit (in a single PDF or word document) all newspaper articles referenced in the post.

7. Final Paper (7pp) (20%):

On the last day of class, I will hand out the final take home exam. It will consist of two questions. Pick one and prepare a clearly written and well-argued essay that addresses the question. Use **ONLY** assigned readings and lecture materials. Sources should be taken from the second half of the semester (weeks 6-15). I encourage you to attend office hours to discuss your approach to the exam. **Due 5pm Tuesday, May 2nd**.

Late assignments will have 3pts deducted per day.

GRADES

1. Class participation: 15%
2. Weekly response posts: 10%
3. Map quiz: 5%
4. Primary Source Response Paper: 15%
5. Midterm: 20%
6. Newspaper Blog: 15%
7. Final exam: 20%

RECITATIONS

Recitations will take place weekly to reinforce material covered in lecture and to facilitate class discussions about the readings. **Note that recitations will be held during the first week of class and all subsequent weeks, unless otherwise canceled.** Attendance and participation in recitation is a central component of your participation grade. Be sure to complete the weekly readings before your recitation section and to submit a short reading response post at least two hours before the start of recitation. These posts comprise 10% of your final grade – to receive full credit, be sure to submit eight posts. Recitations will be led by TAs. They are responsible for all grading.

OFFICE HOURS

Students are highly encouraged to attend office hours. Prof. Teixeira's office hours are held in College Hall 206F on Thursdays, 2:00pm – 4:00pm, or email mteixeir@sas.upenn.edu to schedule an appointment at an alternative time.

REQUIRED READINGS

ALL required readings are on Canvas or available as Ebooks in the Penn library system, accessed at www.library.upenn.edu. Go to **Course Materials @ Penn Libraries** to download PDFs and to access Ebook links.

I recommend purchase of the following textbook to guide you in your reading and studying, available at Penn Bookstore:

Virginia Garrard, Peter V. N. Henderson, Bryan McCann, *Latin America in the Modern World*, (Oxford University Press: 2019).

You may also wish to purchase the following books, but this is **NOT** required:

Sandra Lauderdale Graham, *Caetana Says No: Women's Stories from a Brazilian Slave Society* (Cambridge University Press: 2002).

Horacio Verbitsky, *Confessions of an Argentine Dirty Warrior: A Firsthand Account of Atrocity* (The New Press: 2005).

These books have also been placed on reserve in Van Pelt Library (Rosengarten Reserve). If you would like to borrow books from the library for more than a few hours, use EZBorrow or Borrow Direct. Be sure to do so well ahead of the week you are asked to read the book.

DISABILITY POLICY

University of Pennsylvania, provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of [Student Disabilities Services](#) (SDS). Please make an appointment to meet with me as soon as possible in order to discuss your accommodations and your needs.

If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling SDS 215.573.9235. The office is located in the [Weingarten Learning Resources Center](#) at Stouffer Commons 3702 Spruce Street.

All services are confidential.

ACADEMIC INTEGRITY

Students are expected to be familiar with the Penn's Code of Academic Integrity. You are encouraged to study and discuss course materials with other students, but all submitted assignments should be original and individual work. Please note that an important element of academic integrity is fully and correctly citing the work of others. If you have any questions or concerns about how to properly acknowledge the ideas, words, and research of others, feel free to reach out to me directly.

WEEKLY READINGS

WEEK 1: INTRODUCTION

1. Thursday, January 12: Thinking about Latin America

NOTE: Recitations will meet this week

WEEK 2: COLONIAL CONTEXTS

2. Tuesday, January 17: Colonial Contexts
3. Thursday, January 19: Rebellion

Readings

Primary Sources:

Toussaint L'Ouverture, "Letter to the French Directory, 1797," in *Sources for Latin America in the Modern World*, ed. Nicola Foote (2018), pp. 1-3.

"Documents from Brazilian Conspiracies: Tooth-pullers and Tailors are Caught in the Act," in *Latin American Independence: An Anthology of Sources*, ed. Sarah C. Chambers and John Charles Chasteen (2010), pp. 67-76.

"Documents from a Rebellion: Túpac Amaru Sparks an Indigenous Uprising in Peru," in *Latin American Independence*, pp. 33-39.

Secondary Source:

Rebecca J. Scott, "Paper Thin: Freedom and Re-enslavement in the Diaspora of the Haitian Revolution," *Law and History Review*, vol. 29 (2011): 1061-1089.

Optional:

Latin America in the Modern World, pp. xxv-lv.

WEEK 3: INDEPENDENCE

4. Tuesday, January 24: Independence
5. Thursday, January 26: Brazilian Counterpoints

[MAP QUIZ IN RECITATION]

Readings

Primary Sources:

Simón Bolívar, *El Libertador: Writings of Simón Bolívar*, ed. David Bushnell, trans. Frederick H. Fornoff (2003), pp. xiii-xvii, 12-30, 54-85, 184-196.

"A Liberal Blueprint for the Spanish World: The Cádiz Constitution of 1812," in *Latin American Independence*, pp. 96-107.

José Maria Morelos, "Sentiments of the Nation, or Points Outlined by Morelos for the Constitution," in *The Mexico Reader: History, Culture, Politics*, ed. Gilbert M. Joseph and Timothy J. Henderson (2002), pp. 189-191.

Secondary Source:

Peter Blanchard, "The Language of Liberation: Slave Voices in the Wars of Independence," *Hispanic American Historical Review* 82, no. 3 (2002): pp. 499-523.

Optional:

Latin America in the Modern World, pp. 6-43.

WEEK 4: NATION-BUILDING

6. Tuesday, January 30: Brazil's Tropical Monarchy

7. Thursday, February 1: Liberalism

Readings

Primary Source:

"A Vote Against Ratification: Brother Caneca Criticizes Brazil's Proposed Constitution," in *Latin American Independence*, pp. 169-172.

"The Government of Bahia Orders Special Measures to Restrict and Control the Province's Slave Population (1822)" and other primary sources, in *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (1994), pp. 48-52, 254-259.

Lucas Alamán, "The State of the Country after Independence," in *Latin American Independence*, 217-221.

Domingo Faustino Sarmiento, "Facundo: Civilization and Barbarism, Or, Life in the Argentine Republic in the Days of the Tyrants, 1845," in *Sources for Latin America in the Modern World*, pp. 32-36.

Secondary Source:

James Sanders, "'Citizens of a Free People': Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia," *Hispanic American Historical Review*, 84 no. 2 (2004): 277-313.

Optional:

Latin America in the Modern World, pp. 43-52, 98-141.

WEEK 5: SLAVERY

8. Tuesday, February 7: "Second" Slavery

9. Thursday, February 9: Coffee & Sugar

Readings

Primary Sources:

"A Medical Report on Slaves on Five Coffee Plantations in the Province of Rio de Janeiro" and other primary sources, in *Children of God's Fire*, pp. 86-96, 472-481.

"The Labor Relations of Coartado Slaves," in *Voices of the Enslaved in Nineteenth-Century Cuba: A Documentary History*, ed. Gloria García Rodríguez (2011), ch. 6.

Secondary Sources:

Sandra Lauderdale Graham, *Caetana Says No: Women's Stories from a Brazilian Slave Society* (2002), 83-169.

Optional:

Latin America in the Modern World, pp. 155-163.

WEEK 6: DEGREES OF FREEDOM

10. Tuesday, February 14: Abolitionism

11. Thursday, February 16: Imperialism

[PRIMARY SOURCE ESSAY DUE FEBRUARY 16TH IN CLASS & ON CANVAS]

Readings

Primary Source:

José Martí, "Our America," in *The Cuba Reader: History, Culture, Politics*, ed. Aviva Chomsky, Barry Carr, Pamela Maria Smorkaloff (2003), pp. 122-127.

Secondary Source:

Ada Ferrer, "Cuba, 1898: Rethinking Race, Nation, and Empire," *Radical History Review* no. 73 (Winter 1999): 22-46.

Optional:

Latin America in the Modern World, pp. 239-257.

WEEK 7: ORDER & PROGRESS

12. Tuesday, February 21: Globalization

13. Thursday, February 23: Modernization

Primary Source:

“Frederick Upham Adams, The United Fruit Company and the Banana Industry, 1914,” in *Sources for Latin America in the Modern World*, pp. 107-112.

“W. E. Hardenburg, Abuses in the Peruvian Rubber Industry, 1912,” in *Sources for Latin America in the Modern World*, pp. 120-124.

Secondary Source:

Catherine C. LeGrand, “Living in Macondo: Economy and Culture in a United Fruit Company Banana Enclave in Colombia,” in *Close Encounters: Toward a New Cultural History of US-Latin American Relations*, ed. Gilbert M. Joseph (1998), pp. 333-368.

Steven Topik, “Coffee,” in *The Second Conquest of Latin America: Coffee, Henequen, & Oil during the Export Boom, 1850-1930*, ed. Steven Topik and Allen Wells (1998), pp. 37-84.

Optional:

Latin America in the Modern World, pp. 192-237, 262-269.

WEEK 8: MIDTERM

14. Tuesday, February 28: In-class Midterm Review

15. Thursday, March 2: In-class Midterm

****No recitations meet this week – enjoy Spring Break!****

WEEK 9: MEXICAN REVOLUTION

16. Tuesday, March 14: Guest Lecture (TBD)

17. Thursday, March 16: Mexican Revolution

Readings

Primary Sources:

Emiliano Zapata and others, “Plan of Ayala,” in *The Mexico Reader*, pp. 339-343.

The Constitution of 1917 (Articles 3, 27, and 123), in *The Mexico Reader*, pp. 389-402.

José Vasconcelos, “The Cosmic Race,” in *Sources for Latin America in the Modern World*, pp. 196-199.

Secondary Sources:

Alan Knight, “The Mexican Revolution,” *History Today* (1980), pp. 28-34.

WEEK 10: GREAT DEPRESSION

18. Tuesday, March 21: Political Experiments

19. Thursday, March 23: Economic Nationalism

Readings

Primary Sources:

"Why the Estado Novo?" & "Ordinary People: Five Lives Affected by Vargas-Era Reforms," in *The Brazil Reader: History, Politics, Culture*, ed. Robert M. Levine and John Crocitti (1999), pp. 184-185, 206-221.

Lázaro Cárdenas, "Message to the Mexican Nation on the Oil Question, 1938," in *Sources for Latin America in the Modern World*, pp. 174-175.

Josephus Daniels, "Populist Diplomacy in Mexico (1938)," in *Latin America and the United States: A Documentary History*, eds. Robert H. Holden and Eric Zolov (2000), pp. 153-155.

Secondary Source:

Rosemary Thorp, *Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century* (1998), pp. 97-126.

Richard Turits, "A World Destroyed, A Nation Imposed: The 1937 Haitian Massacre in the Dominican Republic," *Hispanic American Historical Review*, 82 no. 3 (August 2002): pp. 589-635.

Optional:

Latin America in the Modern World, pp. 338-368, 384-396.

WEEK 11: COLD WAR

20. Tuesday, March 28: Populism

21. Thursday, March 30: Latin American Lefts

Readings

Primary Source:

Raúl Prebisch, "A New Economic Model for Latin America (1950)," in *Latin America and the United States: A Documentary History*, 198-200.

Eva Perón, "In My Own Words, 1952," in *Sources for Latin America in the Modern World*, pp. 184-188.

Secondary Source:

Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala, 1952-1954*, 2nd ed. (1999), excerpts. Available as Ebook.

Optional:

Latin America in the Modern World, pp. 369-373, 444-447.

WEEK 12: REVOLUTION & REFORM

22. Tuesday, April 4: Cuban Revolution

23. Thursday, April 6: Development

Primary Sources:

Fidel Castro, "History Will Absolve Me (1953)," in *Sources for Latin America in the Modern World*, pp. 223-228.

Elizabeth Dore, "Cubans' Memories of the 1960s," *reVista: Harvard Review of Latin America* (Winter 2009), pp. 34-37.

Octavio Paz, "The Sons of La Malinche" [from *The Labyrinth of Solitude*], in *The Mexico Reader*, pp. 20-28.

John F. Kennedy, "The Alliance for Progress, 1961," in *Sources for Latin America in the Modern World*, pp. 252-256.



Fidel Castro at Columbia University, April 1959

Optional:

Latin America in the Modern World, pp. 447-477, 480-495.

WEEK 13: DICTATORSHIP

24. Tuesday, April 11: Military Coups

25. Thursday, April 13: Dirty Wars

[NEWSPAPER BLOG POST DUE THURSDAY, APRIL 13th IN CLASS & ON CANVAS]

Readings

Primary Sources:

Horacio Verbitsky, *Confessions of an Argentine Dirty Warrior: A Firsthand Account of Atrocity* (1996), chs. 1-3, 6-7, 9-11.

"The Call to the March of Empty Pots and Pans, 1971," in *Sources for Latin America in the Modern World*, pp. 267-268.

Secondary Sources:

Heidi Tinsman, "Consumer Culture and Gender Politics in Authoritarian Chile, 1973-1988: Women Workers in the Fruit-Export Industry," *Latin American Research Review*, vol. 41, no. 3 (2006): 7-31.

Optional:

Latin America in the Modern World, pp. 497-519.

WEEK 14: LOST DECADES

26. Tuesday, April 18: Lost Decades

27. Thursday, April 20: Central American Revolutions

Readings

Watch:

Pictures From a Revolution (1991)

Primary Sources:

Alma Guillermoprieto, *The Heart that Bleeds: Latin America Now* (1994), pp. 3-46, 47-67, 119-150, 287-316, 317-342. [Note: You do not have to read all the chapters – but please read several]

Secondary Source:

Paul Gootenberg, "Cocaine's Long March North, 1900-2010," *Latin American Politics and Society*, vol. 54, no. 1 (2012), pp. 159-180.

Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (2010), ch. 5.

Optional:

Latin America in the Modern World, pp. 578-614.

WEEK 15: LATIN AMERICA TODAY

28. Tuesday, April 25: Democratic Futures

**FINAL PAPER DUE TUESDAY, MAY 2ND AT 5PM
ON CANVAS**