

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
MOOR 216

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.”

HISTORY & TRADITION SECTOR

This course fulfills Sector II: History & Tradition to explore continuity and change in human thought, belief and action across Latin America. Understanding both ancient and modern civilizations provides students with an essential perspective on contemporary life. Courses that fulfil Sector II examine the histories of diverse civilizations, their cultures and forms of expression, their formal and informal belief systems and ideologies, and the record of their human actors. Students in this course will learn to interpret primary sources, identify and discuss their core intellectual issues, understand the social contexts in which these sources were created, pose questions about their validity and ability to represent broader perspectives and utilize them when writing persuasive essays.

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, 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 Paper (2-3pp) (15%):

A short essay analyzing two primary sources assigned in the first five weeks of the course. Due on Canvas **TBD**.

5. In-class Midterm (20%):

Exam consisting of key term identifications and a short essay. **TBD**.

6. Creative Primary Source Assignment (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 the Cuban Revolution. Using these articles for evidence and insight into the Cuban Revolution, create your own primary source. Examples include letters written by exiles, diplomatic memos, a poem

or song, etc. Due on Canvas on **TBD**. Please also submit (in a single PDF or word document) all newspaper articles cited.

7. Final Essay (5pp) (20%):

One of my goals in teaching this course is to inspire interest in current Latin American events. For this final essay, pick a recent event in any part of the region. Write a 5pp essay on how topics discussed in this course offer important historical context/insight. You will be expected to cite assigned readings and lectures. I encourage you to attend office hours to discuss your essay. **Due on Canvas TBD.**

GRADES

1. Class Participation: 15%
2. Weekly Response Posts: 10%
3. Map Quiz: 5%
4. Primary Source Paper: 15%
5. In-class Midterm: 20%
6. Creative Primary Source Assignment: 15%
7. Final Essay: 20%

Note: I aim to be fair and accommodating with deadlines, but communication is key. If circumstances arise that prevent you from completing an assignment by the deadline, please write to me to request an extension prior to the deadline. **If I do not hear from you, late assignments will have 5pts deducted per day.**

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. TAs 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. TAs will also hold office hours and will communicate time/place to you directly.

REQUIRED READINGS

All required readings are on Canvas or available as Ebooks in the Penn library system, accessed at www.library.upenn.edu. To access readings, go to **Modules on Canvas**. Readings are posted by week.

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.

COVID PROTOCOLS

The COVID-19 pandemic remains a concerning and fluid public health emergency. Mask usage in the classroom is highly encouraged. This policy may be updated to require masking, including in accordance with University and City of Pennsylvania policies. If necessary, classes may temporarily be moved to Zoom. If you are experiencing any COVID-19 symptoms, please refrain from attending class in person. Students will not be penalized for medical-related absences.

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.

LECTURE SCHEDULE & WEEKLY READINGS

WEEK 1: INTRODUCTION

1. Thursday, January 18: Thinking about Latin America

NOTE: Recitations will meet this week

WEEK 2: COLONIAL CONTEXTS

2. Tuesday, January 23: Colonial Contexts
3. Thursday, January 25: Rebellion

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 Sources:

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.

WEEK 3: INDEPENDENCE

4. Tuesday, January 30: Independence
5. Thursday, February 1: Brazilian Counterpoints

[MAP QUIZ IN RECITATION]

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 Sources:

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

WEEK 4: NATION-BUILDING

6. Tuesday, February 6: Royalism in the Andes

7. Thursday, February 8: Liberalism

Primary Sources:

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.

WEEK 5: SLAVERY

8. Tuesday, February 13: "Second" Slavery

9. Thursday, February 15: Coffee & Sugar

Primary Sources:

"A British Clergyman's Impressions of the Valongo Slave Market in Rio de Janeiro" and other primary sources, in *Children of God's Fire*, pp. 48-52, 254-259.

"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:

"Inácia Wills Her Way" & "Inácia's Will," in Sandra Lauderdale Graham, *Caetana Says No: Women's Stories from a Brazilian Slave Society* (2002), 83-169.

WEEK 6: DEGREES OF FREEDOM

10. Tuesday, February 20: Abolitionism

11. Thursday, February 22: Imperialism

[PRIMARY SOURCE ESSAY DUE FEBRUARY 16TH ON CANVAS]

Primary Source:

Machado de Assis, "Father against Mother"

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.

WEEK 7: ORDER & PROGRESS

12. Tuesday, February 27: Globalization

13. Thursday, February 29: Modernization

Watch (links on Canvas):

"Fordlandia in the Amazon" (Al Jazeera English)

"Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City" (Democracy Now)

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.

WEEK 8: MEXICAN REVOLUTION

14. Tuesday, March 12: Pax Porfiriana In-class

15. Thursday, March 14: Mexican Revolution

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 9: GREAT DEPRESSION

16. Tuesday, March 19: Political Experiments

17. Thursday, March 21: Economic Nationalism

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.

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

Secondary Source:

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.

WEEK 10: COLD WAR

18. Tuesday, March 26: Latin American Lefts

19. Thursday, March 28: Cuban Revolution

Primary Source:

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.

Secondary Source:

Ada Ferrer, *Cuba: An American History*, chapters 29-30.

WEEK 11:

1. Tuesday, April 2: Military Coups

2. Thursday, April 4: Resistance

Primary Sources:

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

"Conversations with Allende, 1972," in *Sources for Latin America in the Modern World*, pp. 233-239.

Peter Winn, "Diary of a Coup, 1973," in *Sources for Latin America in the Modern World*, pp. 268-272.

Abdias do Nascimento, "The Myth of Racial Democracy, 1968," in *Sources for Latin America in the Modern World*, pp. 222-223.

WEEK 12: MIDTERM

3. Tuesday, April 9: Midterm Review
4. Thursday, April 11: Midterm

No recitations this week

WEEK 13: DICTATORSHIP

5. Tuesday, April 16: Dirty Wars
6. Thursday, April 18: Democratic Transition

Primary Sources:

Maria and Matthew Posner, "Testimonies of the Mothers of the Plaza del Mayo, 1996," in *Sources for Latin America in the Modern World*, pp. 273-278.

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

WEEK 14: LOST DECADES

7. Tuesday, April 23: Central American Revolutions
8. Thursday, April 25: Debt Crisis

Watch (link on Canvas):

Pictures From a Revolution (1991)

Primary Sources:

Alma Guillermoprieto, *The Heart that Bleeds: Latin America Now* (1994), pp. 24-46.

Secondary Source:

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

WEEK 15: LATIN AMERICA TODAY

9. Tuesday, April 30: Democratic Futures?

FINAL ESSAY DUE TBD