This course investigates the history of modern Latin America from independence in the early nineteenth century through the present. As the image above conveys, we will explore connections - hidden and plainly visible - between Latin America and world events. We will critically examine historical contexts through case studies on the Amazon, Mexico, the Caribbean, Chile, and Colombia in order to gain a deeper understanding of the region's past and present.
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The ability to think critically, analyze a variety of sources, and evaluate the historical contingency of current events is especially relevant today. In pursuit of sharpening students’ analytical, interpretative, and argumentative skills, weekly meetings will incorporate lectures, discussion of readings, discussion of questions and materials introduced by students, free-writing, and practice using primary documents. Specifically, in this course, students will:

I. Discuss and evaluate significant moments in Latin American history and relate case studies on the Amazon, Mexico, Cuba, Puerto Rico, Chile, and Colombia to these broader processes.

II. Contextualize and interrogate the historical dimensions of contemporary challenges and news emanating from Latin America, including but not limited to its relationship with the United States.

III. Analyze primary and secondary source texts, critically assessing these through both writing exercises and group discussion. Discern and appreciate a wide variety of sources that speak to politics, culture, identity, economics, and the environment.

IV. Examine the major thematic concerns of scholars in the field and compare selected works covering a particular area of personal interest.

In order to accomplish these objectives, students will undertake the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Regular attendance and participation in discussions:</td>
<td>20%</td>
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<tr>
<td>Map Quiz</td>
<td>10%</td>
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<tr>
<td>Source analyses (five):</td>
<td>25%</td>
</tr>
<tr>
<td>In-class writing exercises:</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography:</td>
<td>35%</td>
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</table>

Please note, success in this four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.)

Attendance and participation: We will cover over two-hundred years of history on multiple continents in this course. It is therefore vital that students engage with the readings, attend every class, and participate actively in order to keep up. Each week will focus on a particular chronology and set of themes. As preparation for class, students will typically analyze a collection of primary documents, including literature, poetry, art, and ephemera. These will be available on the course webpage. Each week, our focus will also constrict to particular case studies as students read and discuss an important secondary book or series of articles that incorporate the broader themes presented in lecture and the primary documents.
Source analyses: Students will choose five weeks in which to analyze a primary document in particular detail and compose a two-page summary focusing on its historical significance. This will replace the usual IDs found on midterm and final evaluations while emphasizing attention and skill in assessing primary documents. Three of these five analyses should examine assigned primary documents. Two of the five analyses should focus on news articles of the student’s choosing. These news articles will be an important component of class discussion and allow each student to bring unique and contemporary material to class attention.

In-Class Writing Exercises: Students will have an opportunity to compose free-form short essays over the duration of the course. These are expected to be informative and interpretative. Each of these will be scheduled during class time and will be intended to facilitate group discussion about relevant issues. The first exercise will introduce the student’s interests in Latin America, another will serve as a prospectus for the student’s chosen topic for the annotated bibliography (see below).

Annotated Bibliography: By the fourth week of the semester, students will be required to meet with the instructor to discuss a theme or topic they are interested in exploring further. Based on this conversation, students will prepare for their first writing exercise (see above) introducing their interests to the rest of the class. Over the remaining weeks of the session, students will then draft an annotated bibliography on that topic, including major secondary works. The annotated bibliography takes the place of the final paper usually required for semester-long courses. Students will not be expected to have read each work on the bibliography in its entirety, rather annotations should focus on assessing the work’s arguments and essential contributions to the field. Students will be encouraged to think of this assignment as an opportunity to explore an area of personal interest and assemble a bibliography for future work they may wish to do on that topic. The process and methods for this type of assessment will be discussed and practiced at length in the course.

Please note:

Students with disabilities have a right to be accommodated. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. We will strive to create an open and inclusive atmosphere in this course.

Academic integrity is demanded of all participants in this course. You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities (http://www.brandeis.edu/studentlife/srscs/rr/) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from
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the university. Citation and research assistance can be found at LTS - Library guides (http://guides.library.brandeis.edu/c.php?g=301723).

Required Texts:


All other articles and primary sources will be available on the course website.

In addition to the required reading, I recommend the following text which you may find helpful in establishing a narrative for Latin American history (also available at the bookstore):


Schedule:

WEEK ONE: INTRODUCTION TO (POST)COLONIAL LATIN AMERICA

January 15: Course Introduction: Colonial Antecedents in Latin America

January 17: Slavery, Natural Resources, and Latin American Geography

Study for Map Quiz

WEEK TWO: INDEPENDENT LATIN AMERICA

January 22: No class

January 24: The Haitian Revolution and the Independence Wars

Reading:
• Michel-Rolph Trouillot, Silencing the Past (Selections).
• Laurent Dubois, Avengers of the New World (Selections).
• Marixa Lasso, Myths of Harmony (Selections).

Primary Sources:
• Miguel de Hidalgo, “Grito de Dolores”
• Simón Bolívar, Text TBD
*** Map Quiz ***

**WEEK THREE: CAUDILLOS AND NINETEENTH-CENTURY POLITICS**

January 29: Caudillo Politics, Citizenship, and the State
Reading:
- Jorge Luis Borges, “The South”
- Roberto Bolaño, “The Insufferable Gaucho”

January 31: Romanticism and the Hacienda Elite
Reading:
- Ericka Beckman, “Jorge Isaacs’ Maria and the Space-Time of Global Capitalism”

**WEEK FOUR: RACE, NATURE, SCIENCE, AND NATURAL RESOURCES**

***Meet with Instructor to Discuss Annotated Bibliography by this Week***

February 5: The Periphery at the Heart: Amazonia and Rubber
Primary Sources:
- Antonio Vieira, “The Sins of Maranhão”
- Chico Mendes, *Fight for the forest. Chico Mendes in his own words.* (Selections).

February 7: Race, Gender, and Environment
Reading:
- Candace Slater, “Amazonia as Edenic Narrative”
- Nancy Appelbaum, *Mapping the Nation* (Selections).

**WEEK FIVE: ECONOMIES, RAW MATERIALS, and EXPORTS**

***Annotated Bibliography Proposal Due***

Primary Source:
- Aluíso Azevedo, “The Beehive.”

Other Reading:
- Camillia Cowling, "As a Slave Woman and as a Mother: Women and the Abolition of Slavery in Havana and Rio de Janeiro”
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- Elizabeth Q. Hutchison, “Chapter 1: Gender, Industrialization, and Urban Change in Santiago” and “Chapter 2: Women at Work in Santiago” in *Labors Appropriate to Their Sex: Gender, Labor, and Politics in Urban Chile, 1900-1930.*

February 14: The Age of Exports, The Age of Experts
Reading:
- John Soluri, “Chapter 1: Going Bananas” and “Chapter 2: Space Invaders” from *Banana Cultures: Agriculture, Consumption and Environmental Change in Honduras and the United States.*

Break: No classes February 18-22

**WEEK SIX: MEXICO AND THE REVOLUTION**

February 26: The Mexican Revolution, Part I
Primary Sources:
- James Creelman, “President Díaz, Hero of the Americas.”
- Ricardo Flores Magón, “Land and Liberty.”
- “Plan of Ayala”
- Oscar Lewis, *Pedro Martínez.* Selections.
- “The Constitution of 1917: Articles 27 and 123”

February 28: The Mexican Revolution, Part II

**WEEK SEVEN: CONTEMPORARY MEXICO**

March 5: Memories and Representations of the Mexican Revolution
In-class multimedia workshop: Mexican muralists and revolutionary cinema
Reading:
- Gilbert M. Joseph and Jürgen Buchenau, *Mexico’s Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century.*

March 7: The Revolution Institutionalized

**WEEK EIGHT: THE MEXICAN MIRACLE, DEBT, AND MIGRATION**

March 12: A Revolution Betrayed? Economics, Land, and Migration
Reading:
- Sam Quiñones, “A Soccer Season in Southwest Kansas” in *Antonio's Gun and Delfino's Dream: True Tales of Mexican Migration.*
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• Alma Guillermoprieto, “Mexico, The Murder of the Young”
  http://www.nybooks.com/articles/2015/01/08/mexico-murder-young/

March 14:
Reading:
• Julie Weise, Corazón de Dixie: Mexicanos in the U.S. South since 1910.

WEEK NINE: CARIBBEAN CROSSROADS

March 19: United States Expansion and Hemispheric Policies
Primary Sources:
• Rubén Darío, “Salute to the Eagle”
• José Martí, “Our America.”
• Eduardo Galeano, Selections from Memoria del Fuego.
• Luis Muñoz Marín, “Porto Rico: The American Colony.”

March 21:
Reading:
• Mario Vargas Llosa, The Feast of the Goat.

WEEK TEN: THE CUBAN REVOLUTION

March 26: The Cuban Revolution
Primary Source:
• Fidel Castro, “History will Absolve Me”

March 28:
Reading:
• Ada Ferrer, "Cuba, 1898: Rethinking Race, Nation, and Empire”
• Lillian Guerra, “Beyond Paradox: Counterrevolution and the Origins of Political Culture in the Cuban Revolution, 1959-2009”

WEEK ELEVEN: COLD WAR, DICTATORSHIPS, AND VIOLENCE

April 2: The Cold War in Latin America / Latin America in the Cold War
Primary Sources:
• Elizabeth Burgos-Debray (Ed.), I, Rigoberta Menchú: An Indian Woman in Guatemala: Selections.
• Lina Penna Sattimini, A Mother’s Cry: A Memoir of Politics, Prison, and Torture under the Brazilian Military Dictatorship: Selections.

April 4:
Readings:
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• Victoria Sanford, “¡Si Hubo Genocidio en Guatemala’ ¡Yes! There Was Genocide in Guatemala”
• Victoria Langland, “Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil”

WEEK TWELVE: A CASE STUDY ON CHILE

April 9: Revolution (and Dictatorship) with Empanadas and Red Wine  
Chilean ‘New Song’ Music  
Primary Sources:  
• Peter Winn, “Diary of a Coup.”  
• “Shantytown Protest: Interviews with Pobladores.”  
• Augusto Pinochet, “Letter to All Chileans.”  
• Selections from “Historians’ Manifesto.”

April 11: No Class, Instructor Away

WEEK THIRTEEN: PEACE, JUSTICE, AND COLOMBIA

April 16: The Colombian Conflict from “La Violencia” to the 2016 Peace Accords  
Reading:  
• Juan Gabriel Vásquez, The Sound of Things Falling

April 18:  
Primary Sources:  
• Newspaper editorials in favor of “peace” and in favor of “justice” in contemporary Colombia PDF

Break: No Classes April 19-26

WEEK FOURTEEN: RECKONING WITH THE PAST

April 30: Memory, Justice, Democratization: What to do with the Past?  
Reading:  
• Greg Grandin, “The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala”  

***Annotated Bibliographies Due May 2 at 5pm***