History 2150
Modern Latin America, 1780-Present

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Office Hours: Tuesdays 1:00-2:30 pm or by appointment

Course Description

This course traces the history of Latin America from attempts to build modern nations out of colonies to the neoliberal present. Beginning with the Haitian Revolution (1791-1804), we will explore popular and elite imaginations of citizenship, democracy and the nation and how newly independent countries struggled to create modern nations and economies out of colonial societies. In the second unit we will begin with the Spanish-American War and the United States’ efforts to influence the region and then trace the efforts of Latin American nations to chart their own path and address the persistent legacies of colonialism. Finally, in the third unit we will examine the neoliberal present and the new social, political and economic struggles facing Latin America in a globalized world. In all these units we will explore how a combination of internal and external forces such as social inequalities, racial hierarchies, dependency on exports and US imperial intentions shaped Latin American nation-building.

Course Objectives

This is a reading and writing intensive course designed to introduce you to the principal tasks of the historian. In it you will be asked to synthesize materials and present original arguments about the past in Latin America. In doing so, you will learn how to pose critical historical questions about the nature of past society. Then you will learn how to bring together and evaluate fragmentary evidence in order to make a coherent and persuasive argument.

Course Requirements

The requirements for this course include attending lectures, discussion classes, films and doing all of the reading. Your grade will be based on two short essays, three brief primary document/article analyses, and participation in discussion (including leading discussion one day). After each of the first two units, you will write a short paper of 8 pages in length exploring a central theme from the unit. You will not be required to do extra reading, but to draw upon all the course materials, lectures, readings and films, to construct your own original argument based on the evidence in these materials.

Grading Breakdown
Two papers, 6-8 pages in length: 30% (15% each)
Article and Primary Document Analyses: 15% (5% each)
Participation in Class Discussions: 20%
Map Quiz: 5%
Comprehensive Final Exam: 30%
Papers: You will receive a question, scenario, or problem to answer and discuss in your paper the week before the assignment is due. At that time, detailed rubrics will be provided. It is advisable to schedule time during that week to write your paper.

Article/Primary Document Analysis: In order to better prepare you to write strong papers, you will write three short responses (350-450 words) to primary and secondary sources that we have read in class.

Participation: An important component of this class is your weekly participation in class discussions. Discussions will be held every Friday and attendance is mandatory. Your participation grade (20%) will be comprised of four facets: attendance, leading discussion one day in the semester, contributions to class discussion, and a weekly reading response. Weekly reading responses (250-350 words) must be posted online at least 24 hours before class on Friday. You are permitted one absence from weekly discussions during the semester without penalty.

*Please note this fulfills the “Written English Requirement” in the Faculty of Arts and Sciences and essays must be expository and analytical in nature. You will receive feedback on both content and style. Also note the following: “Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.”

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of March 20th, 2013.

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.”

Grading Scale:
A+ 88-100%    C+ 65-69%
A  80-87%      C  60-64%
B+ 75-79%      D  50-59%
B  70-74%      F  0-49%

Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html) reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years.
from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

*If you would like your course work from the end of the semester please collect it early in the following semester. “Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment.

*Technology: Technology can be a powerful tool, but it can also be distracting. With this in mind, I welcome the use of computers or tablets to take notes during class. However, this is not licence to surf the web or facebook with your friends. I also request that during class discussion computers and other devices be put away. All cell phones, I-pods, and other devices must be turned off or silenced and stored away for the duration of class.

*Late Papers: Please contact me at least 48 hours in advance of the deadline in order to receive an extension. Papers not granted an extension and submitted late will receive a penalty of 2.5% each day it is late.

*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials.

*All course materials must be submitted by the last day of classes (April 10th)

Readings


Additional Required Readings available on Desire2Learn

**Unit I: From Spanish Colony to Modern Nation?: The Formation of Postcolonial Legacies, 1780-1930**

**Week 1:** January 7, 9, 10th: Introduction to Modern Latin America:

*Map quiz January 10th*

**Week 2:** January 14th, 16th, and 18th: Imagining Alternative Orders: The Nation from Below (1780-1850)
Readings:
Film: *The Last Supper*

**Week 3:** January 21st, 23rd, 25th: War, Popular Nationalism, and the Question of Race (1820-1900)
Readings:

*Summary of Greg Grandin’s “Can the Subaltern be Seen?” due in class on January 25th.*

**Week 4:** January 28th, 30th, February 1st: Progress, Land and Export Production (1880-1930)
Readings:

**Unit II: Addressing Postcolonial Legacies 1898-1990: The Birth and Unraveling of the Activist State**

**Week 5:** February 4th, 6th, and 8th: U.S. Imperialism and the Dawn of a New Era (1898-1930)
Readings:
Grandin, The Last Colonial Massacre, pgs 1-17
Meade, A History of Modern Latin America, pgs.121-133.

*Writing Workshop in Class, February 8th
*Primary document analysis of John Johnson’s “U.S. Cartoonists” due in class on February 8th.

Week 6: February 11th, 13th, and 15th: The Mexican Revolution and Its Reverberations (1910-1930)
Readings:
Grandin, The Last Colonial Massacre, pgs. 19-45.

*Unit I Essay Due February 15th

*Midterm Break February 18th-24th

Reading:
Meade, A History of Modern Latin America, pgs. 193-211.
Grandin, The Last Colonial Massacre, pgs. 47-71.

Week 8: March 4th, 6th, and 8th: Revolution and the Cold War: Cuba and Guatemala (1940-1960)
Reading:
Meade, A History of Modern Latin America, pgs.213-249
Grandin, The Last Colonial Massacre, pgs. 73-104.

*Analysis of Handy’s “The Most Precious Fruit of the Revolution” due March 8th in class.

Grandin, The Last Colonial Massacre, pgs105-132.
Meade, A History of Modern Latin America, pgs.251-275
Unit III: Postcolonial Nations in The New World Order, 1973-present

Week 10: March 18th, 20th, 22nd: Crisis, Repression and Return to the Free Market: Chile, Guatemala, and Cuba Compared

Week 11: March 25th, 27th (University Closed for Good Friday): A Latin American Diaspora? Migration, Labor, and Capital
  Readings:
  Film: *Sin Nombre*

*Unit II Essay Due March 27th.*

Week 12: April 1st, 3rd, 5th: Neoliberal Citizenship, Human Rights and New Social Movements

Week 13: April 8th and 10th: The Pink Tide and the Persistence of Postcolonial Legacies

Important Dates
January 10th: Map Quiz
January 25th: Summary of Greg Grandin’s “Can the Subaltern be Seen” Due
February 8th: Writing Workshop and Primary document analysis of John Johnson’s “U.S. Cartoonists” Due
February 15th: Unit I Essay Due
March 8th: Critique of Handy’s “The Most Precious Fruit of the Revolution” due
March 20th Last day for voluntary withdrawal
March 27th: Unit II Essay Due

List of Readings in D2L
Fernando Ortiz, “The Cuban Counterpoint” *The Cuba Reader: History, Culture, Politics*


