

**HIST 2150 A01  
INDEPENDENT  
LATIN AMERICA**

**WINTER 2019  
M-W-F, 9:30 -10:20**



Antonio Berni, *Manifestación (Public Demonstration, 1934)*

Jorge A. Nállim  
405 Fletcher Argue  
474-6387  
Jorge.Nallim@umanitoba.ca

Satisfies "Written English Requirement"

Office Hours: Monday and  
Friday, 2:30 -3:30 pm  
or by appt.

**COURSE DESCRIPTION**

This course will provide students with a broad overview of Latin American history from the nineteenth century to the present. The course will explore several major periods in modern Latin American history that correspond to major changes in the regional and world economies and resulting shifts in socio-political alignments: early independence (1820s-1850s), oligarchical liberalism and export capitalism (1860s-1920s), populism and national capitalism (1930s-1950s) and their crisis (1950s-1980s), neoliberalism (1990s), contemporary political and social movements and the left-turn (2000-2010s), and world crisis and contemporary realignments (2010s-present). For each period, the course will pay attention to several interrelated processes:

- the strategies adopted by the region for achieving social, economic, and political development.

- the roles and experiences of upper, middle, and lower classes of different gender and ethnic background in those strategies
- the location of Latin America within specific broader historical contexts and how it affected its pursuit of greater democracy and equality. In particular, it will pay attention to the influence of the United States in the region.

## REQUIRED READINGS

The following texts are required for the course and are available for purchase at the University' bookstore:

- Mark A. Burkholder, Monica Rankin, and Lyman L. Johnson, *Exploitation. Inequality, and Resistance. A History of Latin America since Columbus*. Ohio University Press, 2018.
- Lawrence Weschler, *A Miracle, a Universe. Settling Account with Torturers*. University of Chicago Press, 1998.

Additional copy-right free material (primary documents, articles, etc.) will be available online through UM Learn.

## ASSIGNMENTS AND EVALUATION

Over the semester and for each thematic week, the class will meet two or three days (depending on the topic and calendar) for lectures, followed by another day reserved for discussion of weekly assigned readings (textbook and documents). **PLEASE NOTE** that active participation is expected and **ATTENDANCE FOR DISCUSSION SESSIONS IS MANDATORY**. The final grade in the course over the year will be the result of:

- Three papers (minimum 1000 words and no longer than 5 double-spaced pages each), worth 45% of the final grade (15% each)
- A final exam, worth 35%
- Attendance and participation, worth 20%

**IMPORTANT:** 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**. This means that students must pass, with a D or a higher grade, the three assigned papers in order to pass the course.

In addition to handing in a hard-copy of all written assignments), students are required to submit a copy of the paper electronically through UMLearn (as a **Word file**). The file name for the document should be as follows: SURNAME Given name Assign # HIST 2150 A01. Papers will have to include the number of words of the main text (excluding student information, titles, and bibliography) to make sure that the minimum 1000-word requirement is met.

Please, note that **LATE PAPERS WILL NOT BE ACCEPTED**, with the only exception of very specific and justified circumstances that will be evaluated case by case. I will strictly

follow the University's regulations regarding plagiarism, cheating and impersonation found in the section on "Academic Integrity" 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\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)) which 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.*

Evaluation of work will be provided by the voluntary withdrawal (VW) date, **March 20<sup>th</sup>, 2019**. 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. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

### ***Assignment schedule***

--First paper (min. 1000 words up to 5 double-spaced pages; font Times New Roman, size 12): question distributed on Wednesday, Jan. 23<sup>rd</sup>, assignment due on Wednesday, Jan. 30<sup>th</sup>

-Second paper (min. 1000 words up to 5 double-spaced pages; font Times New Roman, size 12): question distributed on Wednesday, Feb. 13<sup>th</sup>, assignment due on Wednesday, Feb. 27<sup>th</sup>

-Third paper (min. 1000 words up to 5 double-spaced pages; font Times New Roman, size 12): question distributed on Friday, March 15<sup>th</sup>, assignment due on Friday, March 22<sup>nd</sup>

-Final exam: to be scheduled by the University during final exam weeks (April 11<sup>th</sup> - April 26<sup>th</sup>)

### ***Grading scale***

A+= 4.1- 4.5	C+ = 2.3- 2.7
A = 3.8- 4	C = 1.6 – 2.2
B+= 3.3 – 3.7	D = 1 - 1.5
B = 2.8 - 3.2	F = 0

***Classroom rules:*** unless otherwise allowed by the University’s Student Accessibility office, recording, videotaping, and photographing of classes in any manner and with any device is explicitly forbidden. The use of laptops and tablets should be guided by social etiquette and common sense; use them only for taking notes and avoid checking e-mail, social media, and the likes as they distract other students in the classroom. For the same reason, turn off your cellphones or set them into silent mode during class.

### **SCHEDULE OF MEETINGS, DISCUSSIONS, AND ASSIGNMENTS**

Monday, January 7<sup>th</sup>: Introduction to the course

*In Search of a Nation: from Independence to 1850s*

Lectures on Friday, Wednesday, Jan. 9<sup>th</sup> and Friday, Jan. 11<sup>th</sup>; discussion on Monday, Jan. 14<sup>th</sup>

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 195-242

Domingo F. Sarmiento, D.F. Sarmiento, *Facundo. Life in the Argentine Republic in the Days of the Tyrants* (1845), chapter 1

*The Emergence of Modern States: Oligarchical Liberalism and Export-Led Growth, 1860s-1920s*

Lectures on Wednesday, Jan. 16<sup>th</sup>, Friday, Jan. 18<sup>th</sup>, and Monday, Jan. 21<sup>st</sup>; discussion on

**Wednesday, Jan. 23<sup>rd</sup> → question for assignment 1 distributed today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 283-84

John K. Turner, “The Díaz System” (1910); documents on Brazil’s coffee exports 1859-1860, and on Colombian Indigenous peoples (1850s-1860s).

*The Mexican Revolution, 1910-1940*

Lectures on Friday, Jan. 25<sup>th</sup>, and Monday, Jan. 28<sup>th</sup>; discussion on **Wednesday, Jan. 30<sup>th</sup> →**

**assignment 1 due today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 285-89

“Plan de San Luis Potosí” (1910), “Plan de Ayala” (1911); slides on Mexican muralists.

*1930-1950s: Populism and national capitalism*

Lectures on Friday, Feb. 1<sup>st</sup>, and Monday, Feb. 4<sup>th</sup>; discussion on Wednesday, Feb. 6<sup>th</sup>

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 20 (pp. 292-312)

Juan Perón on economic issues and Eva Perón on women (excerpts, several speeches); Juan Perón, “Bill of Rights of the Workers” (1947) and Eva Perón, “My Labour in the Field of Social Aid” (1949, excerpts)

*Changing International Contexts and the Crisis of Populism, 1950s*

Lectures on Friday, Feb. 8<sup>th</sup>, and Monday, Feb. 11<sup>th</sup>; discussion **Wednesday, Feb. 13<sup>th</sup> →**

**question for assignment 2 distributed today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 21 (313-30)

US Foreign Policy documents: National Security Act (1947); the Doolittle Committee Report (1954); John Foster Dulles, address at the Second Plenary Session of the Organization of American States (OAS) meeting (1954)

*The Cuban Revolution*

Lecture on Friday, Feb. 15<sup>th</sup>

**No classes: Monday, Feb. 18<sup>th</sup>- Friday Feb. 22<sup>nd</sup>: Louis Riel Day and reading week**

Lecture on Monday, Feb. 25<sup>th</sup>; discussion on **Wednesday, Feb. 27<sup>th</sup> → assignment 2 due today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 22 (pp. 331-46)

Fidel Castro, “Cuba is a Socialist Nation” (1961); documents on US foreign policy regarding Cuba: CIA’s ‘Operation Mongoose’ (1961), *Memorandum from Department of Defense Project Officer for Operation Mongoose William Craig to Chief of Operations Lansdale* (1961).

*The Crisis of the 1960s and Military Regimes, 1960s-1980s*

Lectures on Friday, March 1<sup>st</sup>, Monday, March 4<sup>th</sup>, and Wednesday, March 6<sup>th</sup>; discussion on Friday, March 8<sup>th</sup>

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 23 (pp. 347-364)

Documents: “The Tupamaros’ Program for a Revolutionary Government” (Montevideo, March 20, 1971), and “Tupamaros: an Interview” (April 1972); Government Junta of the Armed Forces and Carabineros of Chile, “In the Eyes of God and History,” (Santiago, Chile, 1971); Speech by Augusto Pinochet Ugarte, on the Second Anniversary of the Chilean Military Coup (Santiago, Chile, 1975)



*Latin America in the 1980s I: Central American Wars*

Lectures on Monday, March 11<sup>th</sup>, and Wednesday, March 13<sup>th</sup> (documentary, *War on Nicaragua*); discussion on **Friday, March 15<sup>th</sup> → question for assignment 3 distributed today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 385-92

Kate Doyle, "Death squad diary: Looking into the secret archives of Guatemala's bureaucracy of murder," *Harper's*, June 1999, pp. 12-13; "Testimony of a Guatemalan Revolutionary: María Lupe."

*Latin America in the 1980s II: South America: Economic problems and Return to Democracy*

Lectures on Monday, March 18<sup>th</sup> and Wednesday, **March 20<sup>th</sup> (→ VW deadline)**; discussion on **Friday, March 22<sup>nd</sup> → assignment 3 due today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 365-72, 392-98.

Weschler, *A Miracle, a Universe*, section on Uruguay, pp. 81 to end.

*The neoliberal shift, 1990s*

Lectures on Monday, March 25<sup>th</sup>, and Wednesday, March 27<sup>th</sup>; discussion on Friday, March 29<sup>th</sup>

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, 372-84

Alejandro Portes and Kelly Hoffman, "Latin American Class Structures: Their Composition and Change during the Neoliberal Era," *Latin American Research Review* 38, 1 (2003): 41-82.

*Shifting realignments: the rise and crisis of the Latin American left turn, 2000s- present*

Lectures on Monday, April 1<sup>st</sup>, Wednesday, April 3<sup>rd</sup>, and Friday, April 5<sup>th</sup>; discussion on Monday, April 8<sup>th</sup> (→ last day of classes)

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 26 (pp. 404-22)

"The dragon in the backyard," *The Economist*; 8/15/2009, Vol. 392 Issue 8644, pp. 19-21; Documents on Bolivia and Evo Morales.

Final exam to be scheduled by the University during the final exam weeks (April 11<sup>th</sup>- April 26<sup>th</sup>, 2019)

## *Student Resources*

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com) .