This course introduces students to the key events and issues of the “national period” of Latin American history—the nineteenth, twentieth, and twenty-first centuries. Latin America is an extremely diverse region of more than thirty countries, including the Caribbean island nations. Yet the course is based on the premise that there is a shared “Latin American experience,” and that it is possible to trace general patterns of historical development in the region as a whole. Latin America can be divided into five sub-regions or “cultural zones.” In ascending distance from Atlanta, these are the Caribbean, Mesoamerica, and three South American cultural areas—Brazil, the northern Andes, and the Southern Cone. We will focus on historically paradigmatic countries in the five sub-regions: Cuba in the Caribbean, Mexico in Mesoamerica, Brazil, the Andean nations of Colombia and Peru, and Argentina and Chile in the Southern Cone. We will also study important events and figures in other nations, while keeping in mind the importance of Latin America’s relationship with the United States and the rest of the world. Because the instructor specializes in the post-World War Two decades, the course emphasizes the 1940-1980 time period to a certain degree.

Books available for purchase (all are required):

1. Aviva Chomsky, *A History of the Cuban Revolution*
2. Ioan Grillo, *El Narco: Inside Mexico’s Criminal Insurgency*
3. Bernardo Kucinski, *K*
4. Teresa A. Meade, *A History of Modern Latin America, 1800 to the Present*
5. Peter Winn, *Weavers of Revolution*

Other readings either posted on D2L or listed as links.
The Meade textbook website URL is:
http://minerva.union.edu/meadet/modernlatinamerica/index.html

Requirements and grading proportions:
a. Daily reading and viewing exercises, one page, typed, averaging about 200-300 words, single-, double-, or 1.5-spaced. Hand in hard copy in class, or via email attachment by class time; late papers will not be accepted, nor will papers of more than one page.................................................................15%
b. 2 Take-home midterms.................................................................30%
c. Take-home final.............................................................................25%
d. Final project, 5-7-page paper or equivalent.................................20%
e. Attendance/participation.................................................................10%

Late take-home exams will be demoted one full grade up to 24 hours late, two full grades up to 48 hours late, etc.

Schedule of topics, readings, exams, and assignments:

Aug. 19: Intro to Latin America
Reading to be completed for today:
  • Meade chapter 1.

Aug. 21: The Colonial Legacy
Reading to be completed for today:
  • Meade chapter 2.

Daily writing: Answer either discussion question 3 or 5 on Meade website; add any additional comment, question, or critique.

Aug. 26: The Latin American Wars of Independence and Simón Bolivar
Reading to be completed for today:
  • Meade chapter 3.
  • Sarah Chambers, “What Independence Meant for Women.”

Daily writing: Summarize either one of the Bolivar primary sources; add any additional comment, question, or critique.

Aug. 28: Slavery and its Abolition
  • Rebecca J. Scott, “Defining the Boundaries of Freedom in the World of Cane: Cuba, Brazil, and Louisiana after Emancipation”
  • John Thornton, “Aficans in the American World”
  • Stanley J. Stein, “A Day on a Coffee Plantation”
Daily writing: According to Rebecca Scott, what were the fundamental differences in how slave emancipation proceeded in Cuba, Brazil, and Louisiana? Add any additional comment, question, or critique.

**Sept. 2: The Rise of Export Economies in the Nineteenth Century**
Reading to be completed for today:
- Meade chapter 5, pp. 105-117.

Daily writing: What is the most important and interesting global issue or concept discussed in this chapter section? The most important and interesting national example? The most important and interesting local event, person, or place? Add any additional comment, question, or critique.

**Sept. 4: The U.S. “Backyard” from the Invasion of Mexico to the Construction of the Panama Canal**
Reading to be completed for today:
- Meade chapter 5, pp. 117-133.
- Fredrick Palmer, “Our Ugly Little Backyard”
- José Martí, “Our America.”
  http://www.historyofcuba.com/history/marti/America.htm

Daily writing: In what ways is Martí’s piece a response to attitudes like those of Fredrick Palmer? Add any additional comment, question, or critique.

**Sept. 9: The Second Half of the Nineteenth Century in Argentina and Mexico**
Reading to be completed for today:
- Meade chapter 6.
- Harold Guy Bensusan, “Carlos Gardel and the Tango” (D2L)
- Paul J. Vanderwood, “Santa Teresa, Mexico’s Joan of Arc” (D2L)

Daily writing: Answer either DQ 3 or 5 on the Meade website, making sure you incorporate tidbits from either the Bensusan or Vanderwood articles, respectively. Add any additional comment, question, or critique.

**Sept. 11: The Mexican Revolution**
Reading to be completed for today:
- Meade chapter 7.

Daily writing: Either DQ 4 or 5 on Meade website; add any additional comment, question, or critique.
Sept. 16: Midterm 1 due; late nineteenth-century feature film (Maluala or Sub-Terra), part one.

Daily writing: Midterm.

Sept. 18: Late nineteenth-century feature film, part two.

Daily writing: Analysis, comments, questions, critiques of first part of film.

Sept. 23: Left-Wing Alternatives and the Emergence of Modern Culture in the Early Twentieth Century
Reading to be completed for today:
- Meade chapter 8.
- Article on emergence of soccer.

Daily writing: Either DQs 3, 4, or 5 on Meade website or: When and why did soccer become the most popular sport? Add any additional comment, question, or critique.

Sept. 25: Populism
Reading to be completed for today:
- Meade chapter 9.

Daily writing: DQ 3 on Meade website. Add any additional comment, question, or critique.

Sept. 30: The Populist Example Par Excellence: Peronism
- Daniel James, “The Peronist Political Vision”
- Juan Perón, “Declaration of Workers’ Rights”
- Alma Guillermoprieto, Looking for History, 3-17.
- Eva Perón primary sources.

Daily writing: Was Peronism a step forward for Argentina, or were the Peróns totalitarian demagogues? Add any additional comment, question, or critique.

Oct. 2: Post-World War II Struggles for Sovereignty
Reading to be completed for today:
- Meade chapter 10

Daily writing: What is the most important and interesting global issue or concept discussed in this chapter? The most important and interesting national example? The most important and interesting local event, person, or place? Add any additional comment, question, or critique.
Oct. 7: The Cuban Revolution
Reading to be completed for today:
• Chomsky 1-64.

Daily writing: What are one or two of Chomsky’s main arguments and how does she support them? Add any additional comment, question, or critique.

Oct. 9: Cuba Under Castro
Reading to be completed for today:
• Chomsky, 65-105, 134-52

Daily writing: Same question as above.

Oct. 14: Political Ferment and Reaction, 1960s to 1980s
Reading to be completed for today:
• Meade chapter 12

Daily writing: DQ 1 or 2 on Meade website. Add any additional comment, question, or critique.

Oct. 16: Searching for the Disappeared in Brazil I
Reading to be completed for today:
• Kucinski, K, 1-66.

Daily writing: Choose three specific passages from this part of the novel and explain why they are important. Add any additional comment, question, or critique.

Oct. 21: Searching for the Disappeared in Brazil II
Reading to be completed for today:
• Kucinski, K, 67-169.

Daily writing: Choose three specific passages from this part of the novel and explain why they are important. Add any additional comment, question, or critique.

Oct. 23: Argentina’s Dirty War
Reading to be completed for today:
• Rita Arditti, Searching for Life, 1-49
Daily writing: Were the Argentine generals who ruled from 1976-1983 as oppressive as the Nazis? Where does this regime stand among the most egregious human rights-violating governments that you have studied?

Oct. 28: Midterm 2 due. Second film (*Cautiva*, *City of God*, *Even the Rain*, or *Machuca*), part one.

Daily writing: Midterm 2.


Daily writing: Analysis, comments, questions, critiques of first part of film.

Nov. 4: The Chilean Road to Socialism and other Issues of the Late Twentieth Century 1
Reading to be completed for today:
Meade 277-81, 291-303.
Winn, Weavers of Revolution, Introduction and Part I.

Daily writing: What are one or two of Winn’s main arguments and how does he support them and/or bring them to life? Add any additional comment, question, or critique.

Nov. 6: The Chilean Road to Socialism and other Issues of the Late Twentieth Century 2
Reading to be completed for today:
Winn, Part II.

Daily writing: Same as previous.

Nov. 11: The Chilean Road to Socialism and other Issues of the Late Twentieth Century 3
Reading to be completed for today:
Winn, parts III and IV.

Daily writing: Same as previous.

Nov. 13: The Chilean Road to Socialism and other Issues of the Late Twentieth Century 4
Reading to be completed for today:
Meade 305-309, 315-17, 325-30.
Winn, part V.
Daily writing: Same as previous, or DQs 1 or 2 on Meade website.

**Nov. 18: Twenty-First-Century Issues in Latin America**
Reading to be completed for today:
- Meade 309-15, 319-25, 331-34.

Daily writing: DQs 3, 4, or 5 on Meade website. Add any additional comment, question, or critique.

**Nov. 20: Drugs and Violence in Mexico 1**
Reading to be completed for today:
- Grillo, pages TBA.

**Nov. 25: Drugs and Violence in Mexico 2**
Reading to be completed for today:
- Grillo, pages TBA.

**Dec. 2: End-of-semester wrap-up.**

**Final projects due Monday, Dec. 8.**
**Take home final due Thursday, Dec. 11.**