

HIST 2P09

MODERN LATIN AMERICA

Instructor: Jason Dyck – jdvyck3@brocku.ca
Lecture Hall: TH257; **Lecture Times:** Tuesdays, 7:00PM–9:00PM
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Teaching Assistant: William Birrell – wjbirrell@hotmail.com
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Seminar 1: Tuesdays, 5:00PM–6:00PM, MCG310 – Jason Dyck
Seminar 2: Tuesdays, 9:00PM–10:00PM, MCD304 – William Birrell

COURSE DETAILS

I. COURSE DESCRIPTION

This course surveys the post-independence history of Latin America from the early nineteenth century to the present. Specific emphasis is given to the ways in which men and women of all ethnic backgrounds participated in nation-building and hence to the shaping of their daily lives. To test this thesis the activity of creole elites, presidents, caudillos, intellectuals, and artists will be analyzed alongside that of indigenous people, Afro-Latin Americans, slum-dwellers, peasants, and transmigrant workers. This multiethnic conversation will be followed through independence, caudillo rule, progress and modernization, populism, revolution, the Cold War, and neoliberal reforms. To analyze larger themes characteristic of the region, lectures and seminars will primarily concentrate on Mexico, Argentina, Brazil, Chile, Cuba, Guatemala, and Nicaragua.

II. COURSE OBJECTIVES

This course has several objectives that deal specifically with the history of modern Latin America and the craft of history more generally. After having completed this course you will have learned about some of the general themes of the region's modern history. But more importantly, you will have hopefully gained an appreciation and excitement for the cultural creativity of Latin Americans of all "racial" backgrounds and walks of life. During both lectures and seminars you will be listening to the multiplicity of Latin American voices through an analysis of a wide range of sources: declarations, histories, travel narratives, manuals, letters, diaries, interviews, photographs, and religious and secular paintings. By the end of this course you will have obtained the following set of historical skills:

- the ability to distinguish between primary and secondary sources
- critical reading skills to interpret a wide range of historical documents
- critical viewing skills to interpret a wide range of visual images

III. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

2. SEMINARS AND SEMINAR READING/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required reading
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to attend any given seminar you should communicate with the instructor **beforehand** and not after the fact. More than one unexcused absence will seriously limit your possibility of a passing grade. Those with perfect attendance will be rewarded accordingly.

PARTICIPATION in weekly seminars means reading the required reading, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an automatic zero for his/her participation mark.

3. ESSAY #1: THE TRAVELLER'S EYE

i. Description and Purpose

The first assignment of this course will be an essay comparing travel narratives by William B. Stevenson (b. 1787) and Johann Jakob von Tschudi (1818–1889). Both men passed through Lima in the wake of independence and took notes on the multiethnic character of the capital of Peru. You will carefully and critically read through designated selections of the aforementioned works and analyze how Stevenson and von Tschudi described the Limeño population. The central question you need to address in your essay is the following: What do these accounts teach us about “race” in Peru in the first half of the nineteenth-century? The purpose of this assignment is to think about the different

ways in which foreign travellers both understood and described the diversity of people they encountered in Latin America. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing. In order to gain a general understanding of nineteenth-century travel narratives in Latin America read through “The Gaze of Outsiders” in John Charles Chasteen’s *Born in Blood and Fire*. Make sure to review the “**Guide to Writing an Essay**” and “**Sample Paper**” posted on Sakai in the “Important Handouts” folder before writing your paper.

ii. Important Details

Due Date, Time, and Place: January 29, 7:00PM, TH257

Length: 4 pages (double-spaced, 12-font, Times New Roman)

Sources:

- William Bennet Stevenson. *Historical and Descriptive Narrative of Twenty Years’ Residence in South America* [1825]. 3 vols. (London: Longman, 1829): Selections. [**Sakai – “The Traveller’s Eye” in “Important Handouts”**]
- Johann Jakob von Tschudi. *Travels in Peru during the Years 1838–1842*. 2 vols. Translated by Thomasina Ross (London: David Bogue, 1847): Selections. [**Sakai – “The Traveller’s Eye” in “Important Handouts”**]
- John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 111–114. [**Course text**]

4. ESSAY #2: RESEARCH PROPOSAL AND PAPER

i. Description and Purpose

The second assignment of this course will be a research paper on a theme of your choosing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include **at least 1 primary source** and **at least 5 secondary sources**. Using primary and secondary sources from the syllabus is permissible (with a limit of 2), but the course textbook should not be one of the sources in your bibliography. Beyond e-Books and e-Journals available through the James A. Gibson Library, online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. All students must email his/her seminar leader a short proposal (1 page, double-spaced, 12-font, Times New Roman) together with a working bibliography on or before February 26. Make sure to review the “**Guide to Writing an Essay**,” “**Sample Paper**,” and “**Research Essay Resources**” posted on Sakai in the “Important Handouts” folder before beginning your research and writing your paper.

ii. Important Details

Due Date (Proposal): February 26 (email)

Due Date and Place (Paper): March 25 (History Department Drop Box)

Length: 7 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 5 secondary sources (both journal articles and books)

5. TAKE-HOME FINAL EXAM

i. Description and Purpose

The take-home final exam will be a series of essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the course.

ii. Important Details

Due Date and Place: April 11 (History Department Drop Box)

Length: 10 pages (double-spaced, 12 font, Times New Roman)

Sources:

- Lecture reading, material, document exercises, and images
- Seminar reading and images

6. EVALUATION SCHEME

***You need to hand in all assignments to receive a passing grade in this course.**

***You need to pass the final exam to receive a passing grade in this course.**

COMPONENTS OF THE COURSE	PERCENTAGE OF THE FINAL GRADE	DUE DATE
Seminars	20%	N/A
Essay #1: The Traveller's Eye	15%	January 29
Proposal/Bibliography	5%	February 26
Essay #2: Research Paper	30%	March 25
Lectures and Take-Home Final Exam	30%	April 11

IV. COURSE BOOKS

The following course textbooks are available in the campus bookstore:

- John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011).
- The Modern Latin America HIST 2P09 D3 course package (all of the material for the course is available in this package with the exception of online sources).

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line "HIST 2P09" or it may be placed into junk mail. You may feel free to email the instructor about any questions you may have concerning the course.

II. SAKAI

The syllabus, important handouts, internet links, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that weekly lecture outlines will only appear on Sakai on the Monday of each week before lecture on Tuesday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the semester, but will only be available on Sakai the following day.

III. PLAGIARISM

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on plagiarism and academic dishonesty more generally you should consult the 2012–2013 Brock University Undergraduate Calendar under “Academic Regulations and University Policies>Academic Misconduct” at <http://www.brocku.ca/webcal/2012/undergrad/areg.html>. You can also visit the James A. Gibson Library website under “Help>Writing and Citing>Plagiarism” at <http://www.brocku.ca/library/help-lib/writing-citing/plagiarism>.

IV. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically (with the exception of the essay proposal). Assignments that are handed in late without the instructor’s permission will be penalized 10% of the assignment’s worth per day after the due date (weekends count as two days) and will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. For more information you can visit Brock’s Student Health Services website under “Policies>Medical Exemption Policy” at <http://www.brocku.ca/health-services/policies/exemption>.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be returned to you as incomplete and given a zero. For more information on both how to write an essay and how they are evaluated see the “**Guide to Writing an Essay**,” “**Sample Paper**,” and the “**Guide to the Evaluation of Essays**” posted on Sakai. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages

- A page number at the top or bottom of every page (excluding the title page)

VI. SEMINAR AND LECTURE CONDUCT

You are expected to treat the instructor, teaching assistant, and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

VII. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before March 8.

VIII. SERVICES FOR STUDENTS WITH DISABILITIES

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

LECTURES AND SEMINARS

I. LECTURE AND SEMINAR TOPICS, READING, AND IMAGES

[PS] = Primary Source

[SS] = Secondary Source

[JGL] = James A. Gibson Library

WEEK I: INTRODUCTION (JANUARY 8)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: INTRODUCTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 1–42.

SEMINAR #1: NO SEMINAR

WEEK II: THE END OF COLONIALISM? (JANUARY 15)

LECTURE #3: LATE COLONIAL DEVELOPMENTS

LECTURE #4: REVOLUTIONS IN THE ATLANTIC WORLD

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 49–74.

SEMINAR #2: INDEPENDENCE

Seminar Reading and Images:

- [PS] "America Nursing Spanish Noble Boys." In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly

- Resources, 1998): 339–340. [Course pack and <http://www.woosterglobalhistory.org/LAcolonial/exhibits/show/post1600/plantation/primary>]
- [PS] “José María Morelos’s “Sentiments of the Nation”.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 341–344. [Course pack]
 - [PS] “The Argentine Declaration of Independence.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 345–346. [Course pack]
 - [PS] Francisco Javier Clavijero. “A Scholarly Polemic: Clavijero Refutes the Myth of *Americano* Inferiority.” In *Latin American Independence: An Anthology of Sources*, trans. and eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 26–32. [Course pack]
 - [PS] Juan Pablo Viscardo. “An Open Letter to América.” In *Latin American Independence: An Anthology of Sources*, eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 60–66. [Course pack]
 - [SS] John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. (New York: W. W. Norton & Company, 2011): 74–110. [Course text]

WEEK III: POSTCOLONIAL CONSTRUCTION (JANUARY 22)

LECTURE #5: IMAGINING NEW NATIONS

LECTURE #6: CAUDILLO RULE

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 117–147.

SEMINAR #3: ANTONIO LÓPEZ DE SANTA ANNA

Seminar Reading:

- [PS] Guillermo Prieto. “The Glorious Revolution of 1844.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 206–212. [Course pack]
- [PS] Anonymous. “*Décimas* Dedicated to Santa Anna’s Leg.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 213–216. [Course pack]
- [SS] Shannon Baker. “Antonio López de Santa Anna’s Search for Personalized Nationalism.” In *Heroes & Hero Cults in Latin America*, eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006): 58–82. [Course pack]

WEEK IV: THE RISE OF LIBERALISM (JANUARY 29)

LECTURE #7: THE RELIGION OF PROGRESS

LECTURE #8: PROTESTANTISM AND MODERNIZATION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 149–179.

SEMINAR #4: THE “INDIAN PROBLEM”

Seminar Reading:

- [PS] Go to <http://www.bbk.ac.uk/libamuseum/home.html> and click on the “Gallery” and then write *Ocupación militar del Río Negro* in “Name/Title” to view this painting by Juan Manuel Blanes.
- [PS] Charles Darwin. “Wars of Extermination.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 115–118. [Course pack]

- [PS] Lucio V. Mansilla. “An Expedition to the Ranquel Indians.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 146–153. [Course pack]
- [PS] Manuel Namuncurá. “Letter to the President.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 154–156. [Course pack]
- [SS] Rebecca Earle. “Chapter 6: Citizenship and Civilization: The “Indian Problem”.” In *The Return of the Native: Indians and Myth-Making in Spanish America, 1810–1930* (Durham: Duke University Press, 2007): 161–183. [e-Book JGL]

WEEK V: NEOCOLONIALISM (FEBRUARY 5)

LECTURE #9: THE PORFIRIATO IN MEXICO

LECTURE #10: EUROPEAN IMMIGRATION IN SOUTH AMERICA

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 181–215.

SEMINAR #5: MODERNIZING GOODS

Seminar Reading and Images:

- [PS] Go to <http://snap3.uas.mx/RECURSO1/Diapositivas/La%20Pintura%20de%20Retrato> and click on “Los Hacendados de Bocas – Antonio Becerra Díaz.”
- [PS] Manuel Antonio Carreño. “Diverse Rules.” In *Manual of Civility and Good Manners* [1853]. Translated by Jason Dyck. Unpublished manuscript. [Sakai – “Important Handouts”]
- [SS] Arnold J. Bauer. “Chapter 5: Modernizing Goods: Material Culture at the Crest of the First Liberalism.” In *Goods, Power, History: Latin America’s Material Culture* (Cambridge: Cambridge University Press, 2001): 129–164. [Course pack]

WEEK VI: AFRO-LATIN AMERICA (FEBRUARY 12)

LECTURE #11: ABOLITION AND EMANCIPATION

LECTURE #12: THE MYTH OF RACIAL DEMOCRACY

SEMINAR #6: SLAVE SOCIETY IN BRAZIL

Seminar Reading and Images:

- [PS] John Charles Chasteen and James A. Wood, eds. “Reading Images: Brazilian Slaves.” In *Problems in Modern Latin American History: Sources and Interpretations* (Wilmington: Scholarly Resources, 2004): 73–76. [Course pack]
- [PS] Robert M. Levine and John J. Crocitti, eds. “Slavery and Its Aftermath.” In *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999): 121–124, 131–147. [Course pack]
- [SS] George Reid Andrews. “Chapter II: Slavery and Emancipation, 1800–1890.” In *Black and Whites in São Paulo Brazil, 1888–1988* (Madison: The University of Wisconsin Press, 1991): 25–53. [Course pack]

* * * READING WEEK * * *

WEEK VII: BUILDING NATIONS (FEBRUARY 26)

LECTURE #13: MESTIZAJE AND INDIGENISMO

LECTURE #14: THE MEXICAN REVOLUTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 217–233.

SEMINAR #7: MEXICAN MURALISM

Seminar Reading and Images:

- [PS] Go to Olga's Gallery at <http://www.abcgallery.com> to view works by Diego Rivera and David Alfaro Siqueiros.
- [PS] David Alfaro Siqueiros. "Art and Corruption." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 492–499. [Course pack]
- [PS] Diego Rivera. "Pre-Conquest Art," "The Mexican Renaissance," and "The Ministry of Education and Chapingo." In *My Art, My Life: An Autobiography (With Gladys March)* (New York: Dover Publications, 1991): 21–22, 77–82. [<http://www.scribd.com/doc/21613010/Diego-Rivera-my-Art-My-Life>]
- [SS] Desmond Rochfort. "The Sickie, the Serpent, and the Soil: History, Revolution, Nationhood, and Modernity in the Murals of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros." In *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920–1940*, eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006): 43–57. [e-Book JGL]

WEEK VIII: POPULISM (MARCH 5)

LECTURE #15: THE ESTADO NOVO

LECTURE #16: PERONISM

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 233–251.

SEMINAR #8: URBAN POVERTY

Seminar Reading and Images:

- [PS] View George Turok's photographs of life in a favela in Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus* (New York: Mentor Books, 1963). [Course pack]
- [PS] Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair. (New York: Mentor Books, 1963): 17–59. [Course pack]
- [SS] Robert M. Levine. "Carolina Maria de Jesus: From Raggpicker to Best-Selling Author and Back Again." In *The Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources, 2004): 231–248. [Course pack]

WEEK IX: DREAMS OF SOCIAL CHANGE (MARCH 12)

LECTURE #17: THE LEFT IN LATIN AMERICA

LECTURE #18: THE CUBAN REVOLUTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 253–279.

SEMINAR #9: LIBERATION THEOLOGY

Seminar Reading and Images:

- [PS] Go to <http://www.alastairmcintosh.com/general/1992-stations-cross-esquivel.pdf> to view the Stations of the Cross by Adolfo Pérez Esquivel.
- [PS] Gustavo Gutiérrez. *A Theology of Liberation: History, Politics, and Salvation* [1971]. Translated by Caridad Inda and John Eagleson (New York: Orbis Books, 1973): ix–xi, 265–278, 307–308. [course pack]
- [SS] John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. (New York: W. W. Norton & Company, 2011): 43–46, 280–283. [Course text]

- [SS] Phillip Berryman. "Introduction" and "Chapter I: Birth Pangs: Emergence of Liberation Theology." In *Liberation Theology: Essential Facts about the Revolutionary Movement in Latin America and Beyond* (Bloomington: Meyer Stone Books, 1987): 1–28. [Course pack]

WEEK X: THE COLD WAR IN CENTRAL AMERICA (MARCH 19)

LECTURE #19: UNCLE SAM'S BIG STICK

LECTURE #20: THE NICARAGUAN REVOLUTION

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 302–316.

SEMINAR #10: RIGOBERTA MENCHÚ TUM

Seminar Reading and Images:

- [PS] Go to YouTube and watch a speech by Rigoberta Menchú at the Human Forum Conference at <http://www.youtube.com/watch?v=yvnUEup1hC4> and <http://www.youtube.com/watch?v=dBAOqK9KynU>.
- [PS] Rigoberta Menchú. "I: The Family," "IV: First Visit to the Finca. Life in the Finca," "V: First Visit to Guatemala City," "VI: An Eight-Year-Old Agricultural Worker," "XIX: Attack on the Village by the Army," "XXIII: Political Activity in Other Communities. Contacts with Ladinos," and "XXIV: The Torture and Death of Her Little Brother, Burnt Alive in Front of Members of Their Families and the Community." In *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Translated and edited by Elisabeth Burgos-Debray (London: Verso, 1984): 1–6, 21–37, 141–149, 163–182. [Course pack]
- [SS] Greg Gradin, Deborah T. Levenson, and Elizabeth Oglesby. "Roads to Revolution." In *The Guatemala Reader: History, Culture, Politics* (Durham: Duke University Press, 2011): 281–285. [e-Book JGL]
- [SS] W. George Lovell. "Chapter 2: Noble K'iche'." In *A Beauty that Hurts: Life and Death in Guatemala*. 2nd rev. ed. (Austin: University of Texas Press, 2010): 17–25. [Course pack]

WEEK XI: MEMORIES OF DICTATORSHIP (MARCH 26)

LECTURE #21: THE TLATELOLCO MASSACRE

LECTURE #22: MILITARY RULE IN CHILE

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 285–302.

SEMINAR #11: MOTHERS OF THE DISAPPEARED

Seminar Reading and Images:

- [PS] Go to <http://www.pbse.com/rayker/mothers&page=all> to view Raymond Ker's photographs of the Mothers of the Plaza de Mayo from the year 2005.
- [PS] View Enrique Shore's photograph of the Mothers of the Plaza de Mayo in John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America* (New York: W. W. Norton & Company, 2011): 284. [Course text]
- [PS] Hebe de Bonafini and Matilde Sánchez. "The Madwomen at the Plaza de Mayo." In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 429–439. [Course pack]
- [SS] Rita Arditti. "Chapter 1: Not Just One More Coup" and "Chapter 2: The Fall of the Regime." In *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina* (Berkeley: University of California Press, 1999): 7–21, 32–49. [Course pack]

WEEK XII: CONCLUSION (APRIL 2)

LECTURE #23: CONCLUSION

LECTURE #24: REVIEW OF TAKE-HOME FINAL EXAM

Lecture Reading:

- [SS] Chasteen. *Born in Blood and Fire*: 319–340.

SEMINAR #12: TRANSMIGRANT FARM WORKERS

Seminar Reading and Images:

- [PS] Vincenzo Pietropaolo. “Introduction,” “An Imaginary Letter to a Migrant Farm Worker,” and “Harvest Pilgrims.” In *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009): 5–7, 25–27, 32, 33, 58, 60, 64, 67, 69, 73, 105, 116. [Course pack]
- [SS] Go to YouTube and watch an interview with Vincenzo Pietropaolo about migrant Mexican farm workers at <http://www.youtube.com/watch?v=1x-sWiaJZs>.
- [SS] Tanya Basok. “Chapter 6: From Mexico with Two Hands” and “Chapter 7: Captive Labour.” In *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada* (Queen’s University Press, 2002): 89–128. [e-Book JGL]

II. LECTURE SCHEME

WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Introduction	#1: No Seminar	January 8
2	#3: Late Colonial Developments #4: Revolutions in the Atlantic World	#2: Independence	January 15
3	#5: Imagining New Nations #6: Caudillo Rule	#3: Antonio López de Santa Anna	January 22
4	#7: The Religion of Progress #8: Protestantism and Modernization	#4: The “Indian Problem”	January 29
5	#9: The Porfiriato in Mexico #10: European Immigration in South America	#5: Modernizing Goods	February 5
6	#11: Abolition and Emancipation #12: The Myth of Racial Democracy	#6: Slave Society in Brazil	February 12
7	#13: Mestizaje and Indigenismo #14: The Mexican Revolution	#7: Mexican Muralism	February 26
8	#15: The Estado Novo #16: Peronism	#8: Urban Poverty	March 5
9	#17: The Left in Latin America #18: The Cuban Revolution	#9: Liberation Theology	March 12
10	#19: Uncle Sam’s Big Stick #20: The Nicaraguan Revolution	#10: Rigoberta Menchú Tum	March 19
11	#21: The Tlatelolco Massacre #22: Military Rule in Chile	#11: Mothers of the Disappeared	March 26
12	#23: Conclusion #24: Review of Take-Home Final Exam	#12: Transmigrant Farm Workers	April 2