

HI 216-001: Tuesdays and Thursdays 11:45 a.m. to 1:00 p.m. at 130 Park Shops
3 credit hrs | Spring 2019 | No prerequisites | GEP Humanities & GEP Global Knowledge

Professor Frederico Freitas | History Department | North Carolina State University
Phone: 919 515 3307 | Office: Withers 251 | Email: f_freitas@ncsu.edu | Twitter: @ffreff
Office Hours: Tuesdays and Thursdays, 2:00 p.m. to 4:00 p.m. and by appointment

TA: Andrew Sperling | Email: adsperli@ncsu.edu

HI 216: Latin America Since 1826

Latin America and its Nations

In this course, we will explore the history of the Latin American nations, from the time of their independence from Spain and Portugal in the 1820s to the present day. The course focuses primarily on Mexico, Argentina, and Brazil (my home country), but we will also visit the Andean, Central American, and Spanish Caribbean regions. During the semester, we will examine the history of a very diverse group of countries with the help of three recurrent themes: 1) **nation-building**, or what kind of countries Latin Americans attempted to create in the nineteenth and twentieth centuries; 2) **inequality**, meaning who gained access to the economic, social, cultural, and political life of these countries. 3) **US-Latin American relations**, what type of engagements the United States developed with the twenty countries in Latin America. We will also have the opportunity to hear a broad range of historical figures speaking for themselves through the reading of historical documents, maps, and works of art (images, music, and film).

Learning Outcomes

GEP Humanities Learning Objectives

- We will examine various societies and cultures, identifying their differences and commonalities, and understanding the causes of those differences.
- We will learn how to make academic arguments about the human experience using reasons and evidence that are appropriate to the humanities.
- We will survey the process through which historians interpret different societies, how they make use of fragmentary and interpretative evidence to make claims about the past, and how other scholars use similar humanistic methods to challenge those claims.
- We will understand how humanistic historical knowledge is tied to particular times and places, and we will learn the reasons for pursuing a type of knowledge that is interpretative and specific.

GEP Global Knowledge Learning Objectives

- We will examine the society, culture, and economy of a diverse set of Latin American nations, and of groups—determined by class, race, gender, occupation, and age—within those nations.
- We will use the concepts of *nation-building* and *inequality* to contrast different Latin American societies through time and space.
- We will assess the role of other powerful nations (e.g. Britain, United States) in influencing, pressuring, and intervening in countries in Latin America.

Required Textbooks

The course requires two books:

John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*, 4th ed. New York: Norton, 2016. (\$ 60)

James A. Wood. *Problems in Modern Latin American History*, 4th ed. Lanham, MD: Rowman & Littlefield, 2014. (\$ 50)

Those who choose the book review as their writing assignment (more details below) will also have to choose ONE of the following books to review:

Domingo Faustino Sarmiento. *Facundo: Or, Civilization and Barbarism*. Penguin Books. New York: Penguin, 1998 [1845]. (\$ 17)

Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus* 50th Anniversary Edition. New York: Signet, 2003 [1960]. (\$ 8)

Rigoberta Manchu. *I, Rigoberta Menchu: An Indian Woman in Guatemala*. 2nd edition. New York: Verso, 2010 [1984]. (\$ 23)

The books are available at the NCSU bookstore and are also on reserve in the library. Other listed readings are available as links in the schedule below.

Calculation of Course Grade

21%	Weekly Quizzes	Every Thursday from 1/17 to 4/25 (weeks 2 to 16). Questions based only on the week's readings (not on lectures). It is a Moodle-based, in-class activity (bring your device).
21%	Midterm	2/28, 11:45 am – 1:00 p.m., at 130 Park Shops. The midterm covers both the lectures and readings from weeks 2 to 8. Short essay questions.
28%	Final Exam	5/2, take-home exam. The final exam covers both the lectures and readings from weeks 9 to 16. Long essay questions, which will be distributed on the last day of classes, 4/25.
30%	Writing Assignment	Choose ONE of the two options below.
	<i>Option 1 – Three Reading Responses (10% each)</i>	Three times during the course (2/7; 3/21; and 4/25) you will submit a response to the readings (see details under “schedule”). 500 to 700 words each. Check writing guidelines here.
	<i>Option 2 – One Book Review</i>	4/11. Book Review of one of the three books listed above. 1500 to 2100 words. Check writing guidelines here.

A+	100 – 97%	B+	89 – 87%	C+	79 – 77%	D+	69 – 67%
A	96 – 93%	B	86 – 83%	C	76 – 73%	D	66 – 63%
A-	92 – 90%	B-	82 – 80%	C-	72 – 70%	D-	62 – 60%
F	59 – 0%						

POLICIES

Electronic Devices

Laptops, tablets, and cell phones are not permitted to be used in class, unless when requested by the instructor for online class activities (e.g. Moodle quizzes). Electronic devices, therefore, [should be put away](#) unless otherwise noted. During lectures, students should take handwritten notes ([research](#) seems to suggest that taking notes by hand improves learning). Students who refuse to comply will be counted as absent.

Attendance and Absences

Attendance is mandatory, but students can have up to **two unexcused absences**, where the absence and the missed weekly quiz will be excused. However, each subsequent unexcused absence (starting with the third one) means a drop of 2.5% in the final grade. Midterm and Final exams cover material from both lectures and readings, so I strongly advise students avoid missing classes.

Per University regulations, **excused absences** must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 515-3323) within one week of returning to class. Late work will be accepted only in situations where absences were excused. Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Students have to make up for **excused absences** (and missed weekly quizzes) with a response for the week's readings, 300 to 500 words. If they have two excused absences in the same week, the response will be longer, 600 to 800 words. Make up work does not count as one of the three reading responses for the writing assignment. Make up work is due on the Thursday of the week following the absence and should be turned in class as printed copy. Failing to turn in make up assignment for excused absences means a 2.5% drop in the final grade.

Assignments

Coursework that is not submitted will receive zeroes. Unless otherwise stated, coursework is due at 11:55 p.m. of the scheduled date. Late assignments will only be

accepted in the case of verified/documentated emergencies. See the University Attendance Policy: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

All written coursework should be submitted on Moodle in a file (e.g. pdf, word) with pages numbered in the header or footer and double spaced text in twelve-point font roughly equivalent to Times with one-inch margins. All page-length requirements and word counts for assignments do not include endnotes, footnotes, or bibliographies. Please, check the [detailed guidelines](#) for reading and assignments.

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Honor Pledge on every exam and assignment and to sign or type their name after the pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Writing and Speaking Tutorial Services

If writing is difficult for you, please visit the Writing and Speaking Tutorial Services to review drafts of assignments before they are due. The Service offers free one-on-one consultation with experienced tutors who can help with all levels and stages of writing. There are six locations around campus that offer drop-in services. For more information go to: <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/>

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office on the third floor of Holmes Hall (Suite 304). For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REGo2.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State’s policies and regulations covering discrimination, harassment, and retaliation may be accessed at

<https://policies.ncsu.edu/category/campus-environment/> or <https://policies.ncsu.edu/policy/pol-04-25-05/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

N.C. State University Policies, Regulations, and Rules (PRR)

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/home/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-15> (Credit-Only Courses), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

SCHEDULE

Assignments may change. Throughout the semester, you should refer to the online version of this syllabus (link on Moodle), for updates and hyperlinks to the readings. Complete the weekly readings before Tuesday. Consult the [reading guidelines](#) before doing the readings.

Week 1 – Introduction - *Defining Latin America and Colonial Preamble*

January 8 and 10, 2019

a) *Week's Readings*

- [Reading guidelines](#)
- “Chapter 3 – Colonial Crucible,” in *Born in Blood and Fire*, p. 54-93

Week 2 – Independence - *New Countries in the Western Hemisphere*

January 15 and 17, 2019

a) *Week's Readings*

- “Chapter 4 – Independence,” in *Born in Blood and Fire*, p. 94-125
- “Independence,” “Cortes of Cádiz,” “War to the Death,” “The Vision of Father Morelos,” and “Congress of Tucumán,” in [Problems in Modern Latin American History](#), p. 1-11
- “The Landowners Petition,” in [The Argentina Reader](#), p. 66-70

Week 3 – Rupture and Continuity - *Caudillos and Patronage Politics*

January 22 and 24, 2019

a) *Week's Readings*

- “Chapter 5 – Post-Colonial Blues,” in *Born in Blood and Fire*, p. 126-159
- “Caudillos as Culture Heroes,” “Ribbons and Rituals,” and “Protagonist on a National Stage,” in [Problems in Modern Latin American History](#), p. 53-63

Week 4 – Slavery - The Slave Trade, Resistance, and Abolition

January 29 and 31, 2019

a) *Week's Readings*

- “Chapter II – Slavery,” in [Problems in Modern Latin American History](#), p. 21-42
- “Workers for Sale or Rent,” in [The Rio de Janeiro Reader](#), p. 112-115
- “Fleeing Slavery,” and “Santiago de Cuba’s Fugitive Slaves,” in [The Cuba Reader](#), p. 65-73

b) *Reading response 1 - Draft (optional)*

- Send by email or bring to office hours

Week 5 – Liberalism and Conservatism - The Search for Progress

February 5 and 7, 2019

a) *Reading Response 1*

Thursday, February 7. Choose one week from 1 to 5. Within the chosen week, pick 2 to 4 texts to comment. Due on Moodle at 11:55 p.m. 500 to 700 words. [Check the writing guidelines.](#)

b) *Week's Readings*

- “Chapter 6 – Progress,” in *Born in Blood and Fire*, p. 160-191
- “Liberalism and the Church,” “A New Generation of Liberals,” “Liberalism and Anticlericalism,” and “The Post-Colonial Church,” in [Problems in Modern Latin American History](#), p. 65-79

Week 6 – Neocolonialism - Commodity Booms and US interventions

February 12 and 14, 2019

a) *Week's Readings*

- “Chapter 7 – Neocolonialism,” (except “Countercurrents”) in *Born in Blood and Fire*, p. 192-226
- [“The Platt Amendment,”](#) 1901
- “The Roosevelt Corollary to the Monroe Doctrine,” and “Dollar Diplomacy and Social Darwinism,” in [Latin America and the United States](#) edited by Holden and Zolov, p. 96-98, 111-113

Week 7 – The Mexican Revolution - Twentieth Century's First Major Revolution

February 19 and 21, 2019

a) *Week's Readings*

- “Revolution,” “Land and Liberty,” “Plan of Ayala,” “The Restoration of the *Ejido*,” “Zapatistas in the Palace,” “Mexico has been turned into a hell,” “Pancho Villa,” and “The Constitution of 1917,” in [The Mexico Reader](#), p. 333-371, 398-402

Week 8 – Race and Immigration to Latin America – European and Asian Immigrants in Latin America

February 26, 2019

a) *Week's Readings*

- “Countercurrents — New Immigration to Latin America,” in *Born in Blood and Fire*, p. 227-231
- “Chapter V - Race and Nation Building,” in [Problems in Modern Latin American History](#), p. 89-109

February 28, 2019

Midterm (weeks 2 to 8) - 11:45 a.m.-1:00 p.m., at 451 Riddick Hall

Week 9 – Populism – Nationalism and WWII

March 5 and 7, 2019

a) Week’s Readings

- “Chapter 8 - Nationalism,” “Post World War II Populism,” in *Born in Blood and Fire*, p. 231-275
- “Populism,” “The Peronist Political Vision,” “Declaration of Workers Right - Juan Perón;” and “Doña Maria Remembers Perón - Maria Roldán;” in [Problems in Modern Latin American History](#), p. 153-166.

Week 10 – Spring Break – no classes

March 12 and 14, 2019

Week 11 – Cold War – Revolutions and US Interventions

March 19 and 21, 2019

a) Reading Response 2

Thursday, March 21. Choose one week from 6 to 11. Within the chosen week, pick 2 to 4 texts to comment. Due on Moodle at 11:55 p.m. 500 to 700 words. [Check the writing guidelines.](#)

b) Week’s Readings

- “Chapter 9 – Revolution [after Perón section],” in *Born in Blood and Fire*, p. 275-295
- “Social Revolution;” “Essence of Guerrilla Warfare;” “Cuba’s Revolutionary Literacy Campaign;” “The Cold War;” “The Lesser of Two Evils;” and “Statements of U.S. Foreign Policy Doctrine;” in [Problems in Modern Latin American History](#), p. 175-186, 199-209.

Week 12 – Dictatorship – The Military Enter the Stage

March 26 and 28, 2019

a) Week’s Readings

- “Chapter 10 – Reaction,” in *Born in Blood and Fire*, p. 296-327
- “Opening Chile’s” Memory Box,” and “Human Rights Violations Committed by Government Agents;” in [Problems in Modern Latin American History](#), p. 247-252
- [“Open Letter to the Military Junta” and “Mothers of the Disappeared,”](#) in *Keen’s Latin American Civilization*, vol 2, 10th ed. Edited by R. M. Buffington and L. Caimari, p. 226-236

Week 13 – Crisis – *Economic Stagnation and Neoliberalism. Conflict in Central America.*

April 2 and 4, 2019

a) *Week's Readings*

- “Chapter 11 – Neoliberalism and Beyond,” in *Born in Blood and Fire*, p. 328-356
- [“Democracy, Civil War, and Neoliberalism”](#) and [“The Era of Neoliberalism.”](#) in *Keen's Latin American Civilization*, vol 2, 10th ed. Edited by R. M. Buffington and L. Caimari, p. 242-249
- “Testimony of Atrocity,” and “Analysis of Rigoberta Menchu’s Testimonial,” in [Problems in Modern Latin American History](#), p. 253-260

b) *Book Review - Draft (optional)*

- Send by email or bring to office hours

Week 14 – Immigration from Latin America – *Immigration from Mexico and Central America.*

April 9 and 11, 2019

a) *Book Review*

Thursday, April 11. For those who chose writing a book review. Due on Moodle at 11:55 p.m. 1500 to 2100 words. [Check the writing guidelines.](#)

b) *Week's Readings*

- Ana Minian, [“The Intimate World of Migrants,”](#) in *Undocumented Lives: the untold story of Mexican migration*, 2018, p. 77-103.
- Leon Fink, “Flight of the Happy Farmers,” in [Maya of Morganton: Work and Community in the Nuevo New South](#), 2003, 34-53

Week 15 – Environment and Drugs – *The Amazon Forest, Drug Trafficking*

April 16 and 18, 2019

a) *Week's Readings*

- Paul Eliot Gootenberg, “Cocaine in Chains: The rise and demise,” in [From Silver to Cocaine](#), 2006, p. 321-350
- Jo Ann Kawell, [“The Cocaine Economy,”](#) *The Peru Reader*, p. 425-437
- Stephanie Nolen and Aaron V. Elkaim, [“The Road,”](#) *The Globe and Mail*, January 26, 2018.

Week 16 – Turn to the Left – *Left-wing governments in the 2000s*

April 23 and 25, 2019

a) *Reading Response 3*

Thursday, April 25. Choose one week from 12 to 16. Within the chosen week, pick 2 to 4 texts to comment. Due on Moodle at 11:55 p.m. 500 to 700 words. [Check the writing guidelines.](#)

b) *Questions for final take-home exam will be distributed to class (see below)*

c) *Week's Readings*

- “China’s New Role,” “The New Left and the Global Economy,” “BRIC Summit,” in [Problems in Modern Latin American History](#), p. 228-239
- Jorge Castañeda, [“A Tale of Two Lefts,”](#) 2006.
- Greg Grandin, [“The Legacy of Hugo Chavez,”](#) 2013.

- Isaac Chotiner, "[Venezuela is Collapsing](#)," 2017.

Week 17 – Final Exam (take-home)

May 2, 2019 - Thursday, due at 11:55 p.m. on Moodle