

Latin American Civilization II Modern Latin America (c. 1800-2000)

Alfonso Salgado

course number: HIST BC2699

class meets: Monday and Wednesday, 4:10-5:25 PM; plus, weekly discussion section.

classroom: TBA

course level, type, and credits: undergraduate lecture, 4 points

instructor: Alfonso Salgado (as3918@columbia.edu)

office and office hours: 612 Fayerweather, Thursday, 3:00-5:30 PM

I. Course Description

This course is intended to offer a survey of the history of a complex and vast region through two centuries. In order to balance the specificity of particular histories and larger processes common to Latin America, units will often start with a general presentation of the main questions and will be followed by lectures devoted to specific countries, regions, or themes. We will look closely at the formation of class and ethnic identities, the struggle around state formation, and the links between Latin America and other regions of the world. We will stress the local dimension of these processes: the specific actors, institutions and experiences that shaped the diversity and commonalities of Latin American societies. The assignments, discussion sections, and lectures are intended to introduce students to the key conceptual problems and the most innovative historical research on the region and to encourage their own critical reading of Latin American history.

Relevant texts for this class are available for purchase at Book Culture (536 112th Street, NY, NY). You will also find these texts on reserve at Butler Library. I would advise you to get your own copy of the following texts:

- Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W. W. Norton & Company (any edition will do!).

All the rest is available at Columbia University Libraries, Barnard College Library, or as e-resources through CourseWorks.

II. Learning Objectives

1. Demonstrate broad factual knowledge of the key historical events and processes that transformed Latin America from the early 19th century to the late 20th century.
2. Compare and assess different political regimes, ideologies, and understandings of sovereignty and citizenship in modern Latin America, especially republicanism, liberalism, populism, and authoritarianism.
3. Compare different class- and race-based social systems, and its relationship to specific class, racial, and ethnic identities, in modern Latin America.
4. Write essays with a clear and persuasive argument supported by textual evidence.

III. Assessments and Grading

The grade will be determined as follows:

Participation	15%
Essay 1	15%
Mid-Term	25%
Essay 2	15%
Final Exam	30%

Attendance:

Class attendance is mandatory. In order to pass the course, you will need to attend at least 15 lectures and 6 discussion sessions. Absences need not be justified, because even justified or justifiable absences (e.g., health problems) will not count toward the minimum attendance required.

Participation:

Participation is welcome in the lectures and expected in the discussion sessions. Your grade will be based mostly on participation in discussion sessions, although attendance and participation in lectures will also have an impact your grade.

Essay 1 (based on bibliographic readings):

The essay should be submitted in the following format: Times New Roman, 12-point font, double-spaced. Essay length should be no less than 1,300 words and no more than 1,800 words (including footnotes and bibliography), which is roughly equivalent to four or five pages. Prompts will be provided a few days before the due date. The essay should have a coherent structure and an overarching argument. The essay will be based on the following readings:

- Gobat, “The Invention of Latin America”
- Guardino, “Barbarism or Republican Law?”

- Lasso, “Race War and Nation in Caribbean Gran Colombia”
- Sanders, “Atlantic Republicanism in Nineteenth-Century Colombia”

Due date: Friday, February 28.

The essay should be sent by email to your respective Teaching Assistant, in both Word and PDF format, no later than the announced due date (until 11:59pm). Extensions cannot be granted. Late written work will be penalized at a rate of one grade per day.

Midterm:

The mid-term will take place in the classroom. It will cover all the course material and content discussed up until that moment, including both the lectures and the readings.

Date: Wednesday, March 12.

Essay 2 (based on short stories):

The essay should be submitted in the following format: Times New Roman, 12-point font, double-spaced. Essay length should be no less than 1,350 words and no more than 1,800 words (including footnotes and bibliography), which is roughly equivalent to four or five pages. The essay should be inspired by at least two of the following short stories:

- Julio Cortázar, “House Taken Over” (1946)
- Clarice Lispector, “Love” (1960)
- Marta Brunet, “Solitude of Blood” (1962)
- Julio Cortázar, “Meeting” (1966)
- Reinaldo Arenas, “The Parade Ends” (1981)
- Daniel Alarcon, “Lima, Peru, July 28, 1979” (2005)

Due date: Friday, April 18.

Final Exam:

The final exam will take place in the classroom. It will cover all the material and content discussed throughout the course, including both the lectures and the readings.

Date: TBA

IV. Class Schedule and Required Readings

The primary sources listed below will be discussed in class. Please come prepared and read them in advance. The weekly readings will be discussed in the discussion sessions, with the teaching assistant. Primary sources usually extend from 5 to 10 pages. Weekly readings are longer and require greater work, usually totaling 70-100 pages per week.

Day	Topic and Sources	Weekly Readings
Week 1 Wednesday Jan. 22	1. Introduction to the Course <i>No primary sources assigned for this day.</i>	<i>No readings assigned for this week.</i>
Week 2 Monday Jan. 27	2. The Colonial Background Primary Source: 2021 – Gabriela Wiener, <i>Undiscovered</i> (excerpts)	Moya, “Introduction: Latin America — The Limitations and Meaning of a Historical Category”
Week 2 Wednesday Jan. 29	3. Latin America in the Atlantic World Primary Sources: 1790s – Francisco de Miranda, “Papers of a Career Revolutionary”	
Week 3 Monday Feb. 3	4. The Haitian Revolution Primary Sources: 1789 – Anonymous, “A Free Man of Color’s Complaints” 1789 – Saint-Domingue’s deputies, letter to their constituents	Garrigus and Dubois, “Introduction: Revolution, Emancipation, and Independence”
Week 3 Wednesday Feb. 5	5. The Haitian Revolution Primary Source: 1804 – Jean-Jacques Dessalines, “Declaration of Independence” and “Proclamation”	Ferrer, “Haiti, Free Soil and Antislavery in the Revolutionary Atlantic”
Week 4 Monday Feb. 10	6. The Spanish American Independence Movements Primary Source: 1814 – Manuel Belgrano, “The Forging of a Rebel”	Chasteen, <i>Born in Blood and Fire</i> (“Independence” and “Postcolonial Blues”)
Week 4 Wednesday Feb. 12	7. The Spanish American Independence Movements Primary Source: 1819 – Simón Bolívar, “Bolívar’s Ideal Republic”	Echeverri, “Popular Royalists, Empire, and Politics in Southwestern New Granada”

<p>Week 5 Monday Feb. 17</p>	<p>8. Sovereignty and Citizenship in 19th-Century Latin America</p> <p>Primary Source: 1828 – Antonio López de Santa Anna, “Address of the Liberating Army to the People of Anahuac”</p>	<p>Chasteen, <i>Born in Blood and Fire</i> (“Progress”)</p>
<p>Week 5 Wednesday Feb. 19</p>	<p>9. The Formation of Nation-States</p> <p>Primary Source: 1852 – Juan Bautista Alberdi, “Roads to the Future” 1943 – Albert B. Franklin, “Ecuador: Portrait of a People” (excerpt)</p>	<p>Craib, “A Nationalist Metaphysics”</p> <p>Bueno, “Forjando Patrimonio”</p>
<p>Week 6 Monday Feb. 24</p>	<p>10. Racial Thinking and the Construction of (White) Argentina</p> <p>Primary Source: 1839 – Charles Darwin, “Wars of Extermination”</p>	<p><i>Essay 1</i></p> <p><i>Monday, February 24: Prompt</i></p>
<p>Week 6 Wednesday Feb. 26</p>	<p>11. Slavery and Abolition</p> <p>Primary Sources: 1876 – <i>O Homem</i>, “Recife, March 9, 1876”</p>	<p><i>Friday, February 28: Essay due date</i></p>
<p>Week 7 Monday March 3</p>	<p>12. US-Latin American Relations at the Turn of the 20th-Century</p> <p>Primary Source: 1895 - José Martí, “Letter to Manuel Mercado” 1901 – US Congress, “The Platt Amendment”</p>	<p>Chasteen, <i>Born in Blood and Fire</i> (“Neocolonialism”)</p>
<p>Week 7 Wednesday March 5</p>	<p>13. US-Latin American Relations at the Turn of the 20th-Century</p> <p>Primary Source: 1900 – George W. Davis, “Report of the Military Governor of Porto Rico on Civil Affairs”</p>	<p>Perez, “Incurring a Debt of Gratitude”</p> <p>Findlay, “Love in the Tropics”</p>

Week 8 Monday March 10	Review session before the Midterm	<i>No readings assigned for this week. No discussion section either. Devote the extra time to study for the Midterm.</i>
Week 8 Wednesday March 12	Midterm!	
	Spring Recess	
Week 9 Monday March 24	14. The Mexican Revolution Primary Source: 1912 - Luis Cabrera, "The Restoration of the Ejido"	Chasteen, <i>Born in Blood and Fire</i> ("Nationalism") López, "The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture" Hidalgo, "The Making of a Simple Domestic"
Week 9 Wednesday March 26	15. The Mexican Revolution Primary Source: 1917 – Constitutional Convention of Mexico, "Constitution of 1917: Articles 27 and 123"	
Week 10 Monday March 31	16. Peronist Argentina Primary Sources: 1952 – Eva Perón, <i>In My Own Words</i> (excerpts)	Chasteen, <i>Born in Blood and Fire</i> ("Revolution") James, <i>Resistance and Integration</i> (chapter 1) Milanesio, "Food Politics and Consumption in Peronist Argentina"
Week 10 Wednesday April 2	17. Peronist Argentina Primary Sources: 2000 – Daniel James, <i>Doña María's Story</i> (excerpts)	
Week 11 Monday April 7	18. The Cuban Revolution Primary Source: 1961 – interview with Fidel Castro (a.k.a., "The Nature of Cuban Socialism")	Chase, "The Trials" Guerra, "Fidel Castro" Kruijt, "Cuba and the Latin American Left"
Week 11 Wednesday April 9	19. The Cuban Revolution Primary Source: 1967 – Ernesto Guevara, "Message to the Tricontinental"	

Week 12 Monday April 14	20. US-Latin American Relations during the Cold War Primary Source: 1953 – National Security Council, “Statement of Policy”	<i>Essay 2</i> <i>No readings assigned for this week. Devote the extra time to finish writing your essay.</i> <i>Friday, April 18: Essay due date</i>
Week 12 Wednesday April 16	21. The National-Security State Primary Source: 1976 - Henry Kissinger, “Memorandum of conversation between Kissinger and Pinochet”	
Week 13 Monday April 21	22. Human Rights and Democracy Primary Source: 1973 – Amnesty International, “Report on Torture” (excerpts)	Chasteen, <i>Born in Blood and Fire</i> (“Reaction”) Harmer, “Fractious Allies” Kelly, “The 1973 Chilean Coup and the Origins of Transnational Human Rights Activism”
Week 13 Wednesday April 23	23. Human Rights and Democracy Primary Source: 1988 – LASA’s Observer Group, “The Whole World Was Watching: The 1988 Plebiscite”	
Week 14 Monday April 28	24. Neoliberalism and Its Discontents Primary Sources: 1997 – Tomás Moulian, “The Credit-Card Citizen”	Chasteen, <i>Born in Blood and Fire</i> (“Neoliberalism and beyond”) Tinsman, “Politics of Gender and Consumption in Authoritarian Chile” Auyero, “Patients of the State”
Week 14 Wednesday April 30	25. Neoliberalism and Its Discontents Primary Sources: 2006 – Evo Morales et al., “The New Populism” 2006 – Mario Vargas Llosa, “Against Pro-Indian Racism”	
Week 15 Monday May 5	Review session before the Final Exam	<i>No readings assigned for this week. No discussion section either.</i>
TBA (May 9-16)	Final Exam!	

V. Required Readings

- Auyero, Javier. "Patients of the State: An Ethnographic Account of Poor People's Waiting." *Latin American Research Review* 46:1, 2011, 5-29.
- Bueno, Christina. "Forjando Patrimonio: The Making of Archaeological Patrimony in Porfirian Mexico." *Hispanic American Historical Review* 90:2, 2010, 215-245.
- Chase, Michelle. "The Trials: Violence and Justice in the Aftermath of the Cuban Revolution." In Gilbert M. Joseph and Greg Grandin (eds.). *A Century of Revolution: Insurgent and Counter-Insurgent Violence during Latin America's Long Cold War*. Durham, NC: Duke University Press, 2010.
- Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*. New York: W. W. Norton & Company (any edition will do!).
- Craib, Raymond B. "A Nationalist Metaphysics: State Fixations, National Maps, and the Geo-Historical Imagination in Nineteenth-Century Mexico." *Hispanic American Historical Review* 82:1, 2002, 33-68.
- Echeverri, Marcela. "Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809-1819." *Hispanic American Historical Review* 91:2, 2011, 237-269.
- Ferrer, Ada. "Haiti, Free Soil and Antislavery in the Revolutionary Atlantic." *American Historical Review* 117:1, 2012, 40-66.
- Findlay, Eileen J. "Love in the Tropics: Marriage, Divorce, and the Construction of Benevolent Colonialism in Puerto Rico, 1898-1910." In: Joseph, LeGrande, and Salvatore (eds.). *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. Durham: Duke University Press, 1998.
- Gobat, Michel. "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race." *American Historical Review* 118:5, 2013, 1345-1375.
- Guardino, Peter. "Barbarism or Republican Law? Guerrero's Peasants and National Politics, 1820-1846." *Hispanic American Historical Review* 75:2, 1995, pp. 185-213.
- Guerra, Lillian. "Fidel Castro: From Grassroots Dictatorship to Communist Autocracy (1926–2016)." In: Larres (ed.). *Dictators and Autocrats: Securing Power across Global Politics*. New York: Routledge, 2022.
- Harmer, Tanya. "Fractious Allies: Chile, the United States, and the Cold War, 1973-76." *Diplomatic History* 37:1, 2013, 109-143.
- Hidalgo, Sara. "The Making of a 'Simple Domestic': Domestic Workers, the Supreme Court, and the Law in Postrevolutionary Mexico." *International Labor and Working-Class History* 94, 2018, pp. 55-79.
- James, Daniel. *Resistance and Integration: Peronism and the Argentine Working Class, 1946-1976*. Cambridge: Cambridge University Press, 1988 (chapter 1).

- Kelly, Patrick William. "The 1973 Chilean Coup and the Origins of Transnational Human Rights Activism." *Journal of Global History* 8, 2013, 165-186.
- Kruijt, Dirk. "Cuba and the Latin American Left: 1959–present." *Estudios Interdisciplinarios de América Latina y el Caribe* 28:2 2017, 30-53.
- Lasso, Marixa. "Race War and Nation in Caribbean Gran Colombia, Cartagena, 1810-1832," *American Historical Review* 111:2, 2006, pp. 336-361.
- López, Rick A. "The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture." *Hispanic American Historical Review* 82:2, 2002, 298-328.
- Milanesio, Natalia. "Food Politics and Consumption in Peronist Argentina." *Hispanic American Historical Review* 90:1, 2010, 75-108.
- Moya, José. "Introduction: Latin America — The Limitations and Meaning of a Historical Category." In: Moya (ed.). *The Oxford Handbook of Latin American History*. New York: Oxford University Press, 2011.
- Perez, Jr., Louis A. "Incurring a Debt of Gratitude: 1898 and the Moral Sources of United States Hegemony in Cuba." *American Historical Review* 104:2, 1999, 356-398.
- Sanders, James E. "Atlantic Republicanism in Nineteenth-Century Colombia: Spanish America's Challenge to the Contours of Atlantic History." *Journal of World History* 20:1, 2009, p. 131-150.
- Tinsman, Heidi. "Tinsman, "Politics of Gender and Consumption in Authoritarian Chile, 1973-1990: Women Agricultural Workers in the Fruit-Export Industry," *Latin American Research Review* 41:3, 2006, pp. 7-31.

Barnard Honor Code

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.

We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Wellness Statement

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make health, sanity, and wellness--your

priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several areas of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

Primary Care: <http://barnard.edu/primarycare>

Counseling: <https://barnard.edu/about-counseling>

Wellness: <http://barnard.edu/wellwoman/about>

Center for Accessibility Resources & Disability Services (CARDS)

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the [Center for Accessibility Resources & Disability Services \(CARDS\)](#). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634, cards@barnard.edu, or learn more at barnard.edu/disabilityservices. CARDS is located in 307 Diana Center.

Affordable Access to Course Texts and Materials

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the [Barnard Library Textbook Affordability](#) guide. Undergraduate students who identify as first-generation and/or low-income students may check out items from the [FLI lending libraries in the Barnard Library](#) and in [Butler Library](#) for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details.