

UNIVERSITY OF WISCONSIN  
Department of History  
Semester I, 2012-2013  
History 242- MODERN LATIN AMERICA, 1898 to the Present  
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**Course Description:**

At the end of the nineteenth century, Cuban writer and political visionary José Martí referred to the full western hemisphere as “Our America.” Yet today, the term “America” is synonymous with the United States of America. When and how did the fortunes of the United States and the rest of the Western hemisphere, today known as Latin America, diverge to the point that a geographical term referring to an entire hemisphere was applied only to one country?

In this course we will attempt answers to this question by tracing Latin America's history from dependent nationalism, through attempts at state-directed development, to the return of the free market and its differential impacts on different parts of the hemisphere. Starting with the Spanish-American War and in the context of the United States' increasing presence in the region, we will examine how, across the first two-thirds of the 20<sup>th</sup> century, Latin American countries attempted to find their own paths to autonomous development. We will then explore the breakdown of state-directed solutions and the return of the free market, ending with an assessment of the current political, social, and economic situations experienced by different countries in the hemisphere.

Using a variety of forms of evidence—including visual and written primary and secondary sources of different kinds—we will explore the distinct historical experiences of Latin America's diverse peoples, placing political conflict and socioeconomic inequality in cultural, human and transnational context. Through lectures, discussion, and written assignments we will also learn more about history as a discipline and the tools historians use, and reflect on their application in our world more broadly.

**Goals of the Course:**

As defined by our department, the three main goals of the History major are:

1. Learn to use appropriate research procedures and aids to identify the range and limitations of primary and secondary sources available to engage a historical problem;
2. Learn to present original and coherent findings through clearly written, persuasive arguments and narratives; and
3. Identify the skills developed in the history major and articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

Keeping in mind that this is an introductory course, we will use the history of Latin America from 1898 to the present to introduce you to the ways in which historians think and work, and to begin practicing the skills listed above. Through a combination of lectures, readings, discussion, and written assignments, we will explore this process in three interrelated ways:

- 1) We will attempt to recreate, on the basis of limited evidence, an image of a past society—in motion and reflect on the possible implications of the past for us today. Among the questions we will ask are:

- a) What was the nature of daily life?
  - b) Who had power and who didn't, and why?
  - c) How did a person's or a group's position in society affect their beliefs about themselves, their goals and their ability for conscious action, and the ultimate success or failure of their actions?
  - d) How did this particular society become what it was?
  - e) Can we apply this new knowledge to help us understand the present state of Latin American societies, and their relationship to other parts of the world?
- 2) In attempting to recreate an image of this past society-in-motion, we will, as all historians must, use partial, dispersed, and often contradictory forms of evidence.
- a) This means we will need to analyze sources in relation to and in contradiction with each other, using their points of disagreement as a way to deepen the analysis of the whole.
  - b) This also means, of course, that, as all historians must, we will need to be conscious of the ways in which our own assumptions, taken from our own cultures and historical moment, affect the kinds of questions we ask.
  - c) While it is impossible entirely to avoid our own assumptions, trying to be aware of what they are and the ways in which they may affect our analysis is crucial to the ways in which we reconstruct the past.
  - d) **Objectivity, in this context, does not mean avoiding or hiding our own beliefs, but working from an understanding of what they are. Objectivity, while absolutely crucial to our work, is not an endpoint, but a process.**

After collecting and analyzing these dispersed and contradictory sources, as all historians do, we will put the evidence we have collected together into an overall narrative. We will organize this story around two different, but related, thematic threads: change over time (chronology); and unexpected connections among pieces of evidence previously dispersed (causal and conceptual linkages).

### Course Requirements and Assignments:

The readings, discussion topics, and assignments in the course are designed to help us meet the goals outlined above. Each unit will contain a week in which we step back from the grind of lectures and readings to think through a major theme in the class, and to use what we are learning to analyze, in lecture, a primary document. The unit will then conclude with a paper that places the theme of the unit into a specific chronological and geographical context. In each of these written assignments, you will be expected to use evidence from lectures, readings, and discussion to construct an argument. The analysis will also need to be grounded in the relevant lecture and discussion materials. A worksheet will be provided two weeks before each due date to help students think through their papers in consultation with the professor and their T.A.

Each unit paper, worth 25% of your grade, will center on the analysis of a document read in class and will ask you to compare it to other readings, whether primary or secondary, and other sources, including images and film. Each assignment is designed with two goals in mind: first, to help you review, summarize, and understand the materials in that unit; and second, to

practice one of the main skills historians use. The last 25% of your grade will depend on your performance and attendance in discussion section. Your T.A. will share with you his or her criteria for performance in discussion.

**Honors Credit is available in the course.** Students interested in honors credit work individually with me, and need to meet with me **by the third week in the semester** to work out a viable project. **PLEASE NOTE:** Since I am Chair of the History department, I will only be able to work with 4 people total. I will apply the first come, first served principle; but in addition, if you have not presented me with a viable proposal, bibliography and schedule of work by the 5<sup>th</sup> week we will not be able to work together.

**Required Reading:**

**Please Note: The books listed below has been ordered exclusively at Rainbow Bookstore Cooperative, 426 W. Gilman, 257-6050. They are also on three-hour reserve at the College Library in Helen C. White.**

Daniel Jaffee, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival* (Berkeley: University of California Press, 2007).

Florencia E. Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1902-2001* (Durham, NC: Duke University Press, 2005).

**There is also a xerox packet available at the Humanities Copy Center, 1650 Humanities Bldg., 263-1803; Hours M-F, 7:45-11:45 A.M., 12:30-4:00 P.M. Its contents are listed, in order of assignment, at the end of the syllabus. There will also be copies on three-hour reserve at the College Library in Helen C. White.**

**A Statement on Grading Policy:**

- 1) Criteria for grading: in general, an assignment receives an A when it combines three things:
  - Originality or a willingness to take intellectual and/or analytical risks;
  - Command of the lecture, reading, and other materials in the class and an effective use of these as evidence to back up your points;
  - A writing style that is clear and grammatically correct so that it doesn't get in the way of the content of the assignment.
- 2) Grading is not an exact science, and mistakes can be made. If you feel that you have been given a grade in error, you need to take the following steps, in the order listed:
  - Reread your assignment. Sometimes what you think you argued did not entirely make it onto the page, and it's important to reread and make sure that your impression of what you said is actually what you did say.
  - If after rereading you still feel that an error was made, see your TA and provide **specific examples** of what you feel you did not get credit for.
  - Your TA will then reread the assignment, and will have three options: raise the grade, lower the grade, or leave it the same.
  - If you still feel that you have not been given adequate credit for your work, you may ask the professor to read the assignment, once again providing specific examples of what

you feel you did not get credit for. The professor will also have the options of raising, lowering, or leaving the grade the same.

3) Discussion counts for 25% of the overall grade, which means that a student who does not attend discussion section cannot get an A in the class, no matter how well s/he does on the rest of the assignments. **Remember, however, that the purpose of discussion is to help students put the different parts of the course together, so those who do not attend discussion regularly will likely do poorly on the papers as well.** Discussion grades are based on both attendance and participation, and your TA will share with you the specifics of his or her criteria of evaluation.

4) Policy for late assignments: A student who knows that a paper will be late must get in touch with his or her TA a minimum of **48 hours** before the due date and time in order to negotiate an extension. Emergencies will be handled on a case-by-case basis. Assignments that are late without explanation will be docked a half-grade for each 24 hours they are late.

### SCHEDULE OF LECTURES, READINGS, AND WRITTEN ASSIGNMENTS:

#### Unit I- Postcolonialism, Development, and Internal Contradictions, 1898-1950

Week 1, 5-7 Sept. Postcolonial Legacies (I): Fragmented Nations and Foreign Intervention

Wed., 5 Sept: Explanation of the Syllabus and Introduction to the Cuban Case

Fri., 7 Sept.: Discussion of Documents:

- Introduction by the Editors to the section called "The Struggle for Independence," in Aviva Chomsky, Barry Carr and Pamela Maria Smorkaloff, eds., *The Cuba Reader: History, Culture, Politics* (Durham, NC: Duke University Press, 2003), p.113.
- Carlos Manuel de Céspedes, "Freedom and Slavery," in *The Cuba Reader*, pp. 115-17.
- John J. Johnson, "U.S. Cartoonists Portray Cuba," in *The Cuba Reader*, pp. 135-38.
- José Martí, "José Martí's 'Our America'," in *The Cuba Reader*, pp. 122-27.

#### NO SECTIONS FIRST WEEK

Week 2, 10-14 Sept.- Postcolonial Legacies (II): The Struggle for the Nation in Mexico, 1910-1930

Reading: Friedrich Katz, "Pancho Villa and the Attack on Columbus, New Mexico," *American Historical Review*, 83:1 (February 1978), pp. 101-130.

Week 3, 17-21 Sept.- Postcolonial Legacies (III): The Limitations of Export Production and Foreign Investment

Reading: \*Fernando Ortiz, "The Cuban Counterpoint," in *The Cuba Reader*, pp. 239-43.

\*Lawrence A. Clayton, "William Russell Grace: Merchant Adventurer," in Judith Ewell and William H. Beezley, *The Human Tradition in Latin America: The Nineteenth Century* (Wilmington, Del.: Scholarly Resources, 1989), pp. 189-202.

\***Document:** T. Esquivel Obregón, "Labor, Its Problems and Their Solution in Latin America," in Marrion Wilcox and George Edwin Rines (eds.), *Encyclopedia of Latin America* (New York: The Encyclopedia Americana Corporation, 1917), pp. 40-54.

**WORKSHEET FOR FIRST PAPER WILL BE HANDED OUT ON WEDNESDAY, 9/19**

Week 4, 24-28 Sept.- Postcolonial Legacies (IV): Export Production, the State, and Obstacles to Change

Documents to be Discussed Friday in Class:

- Raúl Prebisch, "Latin America: A Problem in Development," 1970/71 Hackett Memorial Lecture, Institute of Latin American Studies, University of Texas at Austin.
- Jacques Chonchol, "Land Tenure and Development in Latin America," in Claudio Veliz (ed.), *Obstacles to Change in Latin America* (New York: Oxford University Press, 1965), pp. 75-90.

**Unit II- The Rise and Fall of the Activist State, 1940-1990**

Week 5, 1-5 Oct.- How Far Can the Pie Expand? Populism

Reading: \*Eduardo Elena, "What the People Want: State Planning and Political Participation in Peronist Argentina, 1946-1955," *Journal of Latin American Studies*, 37 (2005), pp. 81-108.

\*Daniel James, *Doña María's Story: Life History, Memory, and Political Identity* (Durham, NC: Duke University Press, 2000), pp. 45-84.

**\*\*\*PAPER FOR UNIT I DUE IN CLASS, WEDNESDAY, OCTOBER 3\*\*\***

Week 6, 8-12 Oct.- Reform or Revolution? Guatemala and Cuba in the 1950s

Reading: \*Rosalie Schwartz, "The Invasion of the Tourists," in *The Cuba Reader*, pp. 244-52.

\*Fidel Castro, "History Will Absolve Me," in *The Cuba Reader*, pp. 306-14.

\*Herbert L. Matthews, "The Cuban Story in the New York Times," in *The Cuba Reader*, pp. 326-332.

Week 7, 15-19 Oct.- Guerrillas in Power: The Case of Cuba

Reading: \*"Che Guevara on Revolution: Letter to Carlos Quijano, Editor of the Montevideo Weekly 'Marcha'," in Jay Mallin (ed.), *"Che" Guevara on Revolution: A Documentary Overview* (Coral Gables, Florida: University of Miami Press, 1969), pp. 128-43.

\*Che Guevara, "The Essence of Guerilla Warfare," excerpt in Chasteen and Wood, pp. 253-258.

\*Medea Benjamin, Joseph Collins and Michael Scott, "How the Poor Got More," in *The Cuba Reader*, pp. 344-53.

Week 8, 22-26 Oct.- Revolution in Central America, 1979-1990

Reading: \*V́ctor Montejo, *Voices from Exile: Violence and Survival in Modern Maya History* (Norman: University of Oklahoma Press, 1999), pp. 42-104.

**In Section: Discussion of entire excerpt. In Lecture: Further Discussion of "One Man's Testimony," pp. 82-104.**

Week 9, 29 Oct.-2 Nov.- Was Revolution Ever Viable? Cuba in Latin American Perspective

Reading: Florencia E. Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás*

*Ailío and the Chilean State, 1906-2001* (Durham, NC: Duke University Press, 2005), 1-135.

**\*Document for the Week:** "A Mapuche Land Takeover, 1970."

**WORKSHEET FOR SECOND PAPER WILL BE HANDED OUT ON FRIDAY, 11/2**

Week 10, 5-9 Nov.- Crisis, Repression and the Return of the Free Market

Reading: Mallon, *Courage Tastes of Blood*, pp. 136-248.

### **Unit III- Neoliberalism and Its Discontents, 1973 to the Present**

Week 11, 12-16 Nov.- Free Trade and Globalization: an Overview of the Washington Consensus

Reading: Daniel Jaffee, *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival* (Berkeley: University of California Press, 2007), pp. xi-92.

**\*\*\*PAPER FOR UNIT II DUE IN CLASS ON FRIDAY, NOVEMBER 16\*\*\***

Week 12, 19-21 Nov.- Free Trade in Latin America: Mobility of Capital, but not of Labor?

Reading: Jaffee, *Brewing Justice*, pp. 93-198.

**\*\*Because of Thanksgiving, instead of full-fledged lectures we will combine viewing a film with discussion of the film and the reading, in two parts, on Monday and Wednesday. THERE WILL BE NO SECTIONS THIS WEEK\*\***

**"Sin Nombre," California: Focus Features, 2009; Written and Directed by Cary Joji Fukunaga. 96 minutes.** A movie about the perilous journeys that migrants make across Mexico to the U.S.-Mexican border, journeys that criss-cross with local perils, gang violence, and increasing economic desperation as they try to make it across the border into the United States.

Week 13, 26-30 Nov.-Free Trade, Fair Trade: A Move Toward Social Justice?

Reading: Jaffee, *Brewing Justice*, pp. 199-266.

Week 14, 3-7 Dec.- Neoliberal Citizenship and New Forms of Politics

Reading: Charles R. Hale and Rosamel Millamán, "Cultural Agency and Political Struggle in the Era of the *Indio Permitido*," in Doris Sommer (ed.), *Cultural Agency in the Americas* (Durham, NC: Duke University Press, 2006), pp. 281-304.

Week 15, 10-14 Dec.- The Strengths and Limitations of the Pink Tide

Reading: Forrest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics* (London/New York: Verso Books, 2007), pp. 95-154.

**WORKSHEET FOR THIRD PAPER WILL BE HANDED OUT ON MONDAY, 12/10**

**\*\*NO EXAM IN THE CLASS; PAPER FOR UNIT III DUE LATEST THURSDAY, DEC. 20\*\***

**LIST OF READINGS IN XEROX PACKET**

- 1) Introduction by the Editors to the section called "The Struggle for Independence," in Aviva Chomsky, Barry Carr and Pamela Maria Smorkaloff, eds., *The Cuba Reader: History, Culture, Politics* (Durham, NC: Duke University Press, 2003), p.113.
- 2) Carlos Manuel de Céspedes, "Freedom and Slavery," in *The Cuba Reader*, pp. 115-17.
- 3) New York Journal, "The Explosion of the *Maine*," in *The Cuba Reader*, pp. 130-34.
- 4) John J. Johnson, "U.S. Cartoonists Portray Cuba," in *The Cuba Reader*, pp. 135-38.
- 5) Fifty-Fifth Congress, Second Session, "The Devastation of Counterinsurgency," in *The Cuba Reader*, pp. 139-42.
- 6) Friedrich Katz, "Pancho Villa and the Attack on Columbus, New Mexico," *American Historical Review*, 83:1 (February 1978), pp. 101-130.
- 7) Fernando Ortiz, "The Cuban Counterpoint," in *The Cuba Reader*, pp. 239-43.
- 8) Lawrence A. Clayton, "William Russell Grace: Merchant Adventurer," in Judith Ewell and William H. Beezeley, *The Human Tradition in Latin America: The Nineteenth Century* (Wilmington, Del.: Scholarly Resources, 1989), pp. 189-202.
- 9) T. Esquivel Obregón, "Labor, Its Problems and Their Solution in Latin America," in Marrion Wilcox and George Edwin Rines (eds.), *Encyclopedia of Latin America* (New York: The Encyclopedia Americana Corporation, 1917), pp. 40-54.
- 10) Raúl Prebisch, "Latin America: A Problem in Development," 1970/71 Hackett Memorial Lecture, Institute of Latin American Studies, University of Texas at Austin.
- 11) Jacques Chonchol, "Land Tenure and Development in Latin America," in Claudio Veliz (ed.), *Obstacles to Change in Latin America* (New York: Oxford University Press, 1965), pp. 75-90.
- 12) Eduardo Elena, "What the People Want: State Planning and Political Participation in Peronist Argentina, 1946-1955," *Journal of Latin American Studies*, 37 (2005), pp. 81-108.
- 13) Daniel James, *Doña María's Story: Life History, Memory, and Political Identity* (Durham, NC: Duke University Press, 2000), pp. 45-84.
- 14) Rosalie Schwartz, "The Invasion of the Tourists," in *The Cuba Reader*, pp. 244-52.
- 15) Fidel Castro, "History Will Absolve Me," in *The Cuba Reader*, pp. 306-14.
- 16) Herbert L. Matthews, "The Cuban Story in the New York Times," in *The Cuba Reader*, pp. 326-332.

- 17) "Che Guevara on Revolution: Letter to Carlos Quijano, Editor of the Montevideo Weekly 'Marcha'," in Jay Mallin (ed.), *"Che" Guevara on Revolution: A Documentary Overview* (Coral Gables, Florida: University of Miami Press, 1969), pp. 128-43.
- 18) Che Guevara, "The Essence of Guerilla Warfare," excerpt in Chasteen and Wood, pp. 253-258.
- 19) Medea Benjamin, Joseph Collins and Michael Scott, "How the Poor Got More," in *The Cuba Reader*, pp. 344-53.
- 20) Margaret Randall, "The Family Code," in *The Cuba Reader*, pp. 399-405.
- 21) Juan Antonio Blanco and Medea Benjamin, "From Utopianism to Institutionalization," in *The Cuba Reader*, pp. 433-42.
- 22) Víctor Montejo, *Voices from Exile: Violence and Survival in Modern Maya History* (Norman: University of Oklahoma Press, 1999), pp. 42-104.
- 23) "A Mapuche Land Takeover, 1970," Selected Testimonies and Introduction by Florencia Mallon, forthcoming in *The Chile Reader*.
- 24) Charles R. Hale and Rosamel Millamán, "Cultural Agency and Political Struggle in the Era of the *Indio Permitido*," in Doris Sommer (ed.), *Cultural Agency in the Americas* (Durham, NC: Duke University Press, 2006), pp. 281-304.
- 25) Forrest Hylton and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics* (London/New York: Verso Books, 2007), pp. 95-154.