

**HIST 2150 A01
INDEPENDENT LATIN
AMERICA**

**WINTER 2021
M-W-F, 12:30- 1:20**



Antonio Berni, *Manifestación* (Public Demonstration, 1934)

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Satisfies "Written English Requirement" Office Hours: Tuesday and
Friday, 2:30 -3:30 pm
or by appt.

I-COURSE DESCRIPTION

This course will provide students with a broad overview of Latin American history from the nineteenth century to the present. The course will explore several major periods in modern Latin American history that correspond to major changes in the regional and world economies and resulting shifts in socio-political alignments: early independence (1820s-1850s), oligarchical liberalism and export capitalism (1860s-1920s), populism and national capitalism (1930s-1950s) and their crisis (1950s-1980s), neoliberalism (1990s), contemporary political and social movements and the left-turn (2000-2010s), and world crisis and contemporary realignments (2010s-present). For each period, the course will pay attention to several interrelated processes:

- the strategies adopted by the region for achieving social, economic, and political development.
- the roles and experiences of upper, middle, and lower classes of different gender and ethnic background in those strategies

- the location of Latin America within specific broader historical contexts and how it affected its pursuit of greater democracy and equality. In particular, it will pay attention to the influence of the United States in the region.

II-REQUIRED READINGS

The following textbook is required for the course and available for purchase at the University's bookstore:

- Mark A. Burkholder, Monica Rankin, and Lyman L. Johnson, *Exploitation. Inequality, and Resistance. A History of Latin America since Columbus*. New York: Oxford University Press, 2018.

Additional copy-right free material (primary documents, articles, etc.) will be available online through UMLearn.

III- REMOTE LEARNING, ASSIGNMENTS, AND EVALUATION

This course will be taught through remote learning. This means that lectures and discussions will be held at the course's allocated days and times, in the same manner as if it were taught in the classroom. The virtual online platform that will be used is WebEx. Students will join through the course's UMLearn folder—follow the instructions sent separately—; the session will be open 10 minutes before the beginning of the class to allow students enough time to join it. Accommodations will be made whenever possible, however, students will need a computer with audio and video – or at least, audio or phone access to connect to the session – in order to be able to actively participate in lectures and discussions.

Over the semester and for each of the course's periods/themes, two or three sessions will be devoted to lectures. They will be followed by another session, in which the whole class will discuss material – textbook, documents, and articles – specifically assigned and related to the themes and periods discussed in lectures. **PLEASE NOTE** that active participation is expected and **ATTENDANCE FOR DISCUSSION SESSIONS IS MANDATORY**. The final grade in the course over the year will be the result of:

- Three short papers (minimum 1000 words and no longer than 4 double-spaced pages each), worth 48% of the final grade (16% each)
- A final exam, worth 36%
- Attendance and participation, worth 16%

IMPORTANT: Since this is a course that meets the University Senate's W (written) requirement, **students must complete all essay assignments (the three short papers) with a passing grade (D or above) to pass the course.**

Please, note that **LATE PAPERS WILL NOT BE ACCEPTED**, with the only exception of very specific and justified circumstances that will be evaluated case by case. As stated by the University of Manitoba's Provost, students who are unable to meet a course requirement due to

medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);
- Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

Also, I will strictly follow the University's regulations regarding plagiarism, cheating and impersonation found in in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation (online at

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Evaluation of work will be provided by the voluntary withdrawal (VW) date, March 31st, 2021. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

IV-ASSIGNMENT SCHEDULE AND MARKING SCALE

All papers are minimum 1000 words up to 4 double-spaced pages; they should be written in font Times New Roman, size 12.

-First paper: question distributed on Wednesday, Feb. 3rd, assignment due on Wednesday, Feb. 10th

-Second paper: question distributed on Wednesday, March 3rd, assignment due on Wednesday, March 10th

-Third paper: question distributed on Friday, March 26th, assignment due on Monday, April 5th

-Final exam: to be scheduled by the University during final exam weeks, April 19th –May 1st

Grading scale

A+= 4.1- 4.5

C+ = 2.3- 2.7

A = 3.8- 4

C = 1.6 – 2.2

B+= 3.3 – 3.7

D = 1 - 1.5

B = 2.8 - 3.2

F = 0

V-SCHEDULE OF MEETINGS, DISCUSSIONS, AND ASSIGNMENTS

Monday, January 18th: Introduction to the course

In Search of a Nation: from Independence to 1850s

Lectures on Wednesday, Jan. 20th and Friday, Jan. 22nd; discussion on Monday, Jan. 25th

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 195-242

Document: Domingo F. Sarmiento, *Facundo. Life in the Argentine Republic in the Days of the Tyrants* (1845), chapter 1

The Emergence of Modern States: Oligarchical Liberalism and Export-Led Growth, 1860s-1920s

Lectures on Wednesday, Jan. 27th, Friday, Jan. 29th, and Monday, Feb. 1st; discussion on **Wednesday, Feb. 3rd → question for assignment 1 distributed today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 243-284

Documents: -John K. Turner, “The Díaz System” (1910)

-Documents on Brazil’s coffee exports 1859-1860, and on Colombian

Indigenous peoples (1850s-1860s).

The Mexican Revolution, 1910-1940

Lectures on Friday, Feb. 5th, and Monday, Feb. 8th; discussion on **Wednesday, Feb. 10th → assignment 1 due today**

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 250-1, 284-289.

Documents: -“Plan de San Luis Potosí” (1910)

-“Plan de Ayala” (1911); slides on Mexican muralists.

1930-1950s: Populism and national capitalism

Lectures on Friday, Feb. 12th and Monday, Feb. 22nd; discussion on Wednesday, Feb. 24th

No classes: Monday, Feb. 15 (Louis Riel Day); Tuesday, Feb. 16- Friday, Feb 19 (Winter

Term break)

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 20 (pp. 292-312)

Documents: -Juan Perón on economic issues and Eva Perón on women (excerpts, several speeches)

-Juan Perón, “Bill of Rights of the Workers” (1947) and Eva Perón, “My Labour in the Field of Social Aid” (1949, excerpts)

Changing International Contexts: The Cold War and the Crisis of Populism, 1950s

Lectures on Friday, Feb. 26th, and Monday, March 1st; discussion on **Wednesday, March 3rd →**

question for assignment 2 distributed today

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 21 (313-30)

Documents on US foreign policy: National Security Act (1947); the Doolittle Committee Report (1954); John Foster Dulles, address at the Second Plenary Session of the Organization of American States (OAS) meeting (1954)

The Cuban Revolution

Lecture on Friday, March 5th and Monday, March 8th; discussion on **Wednesday, March 10th →**

assignment 2 due today

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 22 (pp. 331-346)

Documents: -Fidel Castro, “Cuba is a Socialist Nation” (1961);

-Documents on US foreign policy regarding Cuba: CIA’s ‘Operation Mongoose’ (1961), *Memorandum from Department of Defense Project Officer for Operation Mongoose William Craig to Chief of Operations Lansdale* (1961).

The Crisis of the 1960s and Military Regimes, 1960s-1980s

Lectures on Friday, March 12th, Monday, March 15th, and Wednesday, March 17th; discussion on Friday, March 19th

READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 23 (pp. 347-364)



Documents: -“The Tupamaros’ Program for a Revolutionary Government” (Montevideo, March 20, 1971), and “Tupamaros: an Interview” (April 1972)
 -Government Junta of the Armed Forces and Carabineros of Chile, “In the Eyes of God and History,” (Santiago, Chile, 1971); Speech by Augusto Pinochet Ugarte, on the Second Anniversary of the Chilean Military Coup (Santiago, Chile, 1975)

Latin America in the 1980s I: Central American Wars

Lectures on Monday, March 22nd, and Wednesday, March 24th (documentary, *War on Nicaragua*); discussion on **Friday, March 26th** → **question for assignment 3 distributed today**
 READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 385-92
 Documents: -Kate Doyle, “Death squad diary: Looking into the secret archives of Guatemala’s bureaucracy of murder,” *Harper’s*, June 1999, pp. 12-13
 -“Testimony of a Guatemalan Revolutionary: María Lupe.”
 -“Guatemala: Memory of Silence. Report of the Commission for Historical Clarification. Conclusions and Recommendations”

Latin America in the 1980s II: South America: Economic problems and Return to Democracy

Lectures on Monday, March 29th and **Wednesday, March 31st** (→ **VW deadline**), **no class on Friday April 2nd (Good Friday)** discussion on **Monday, April 5th** → **assignment 3 due today**
 READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, pp. 365-372, 392-398.
 Book: Weschler, *A Miracle, a Universe*, section on Uruguay, pp. 81 to end.

The neoliberal shift, 1990s

Lectures on Wednesday, April 7th and Friday, April 9th, discussion on Monday, April 12th
 READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, 372-384
 Documents: - Heather Williams, “Debtors’ Revenge: The Barzón Movement’s Struggle Against Neoliberalism.”
 -Norma Iglesias Prieto, “I had sacrificed my life”
 -Diego Cevallos, “NAFTA Equals Death, Say Peasant Farmers” (2002)

Shifting realignments: the rise and crisis of the Latin American left turn, 2000s- present

Lectures on Wednesday, April 14th and Friday, April 16th (→ last day of classes)
 READINGS:

Burkholder, Rankin, and Johnson, *Exploitation*, chapter 26 (pp. 404-22)
 Documents: -Steve Levitsky and Kenneth M. Roberts, “The New Left and the Global Economy”
 -Economic Commission for Latin America (ECLAC), “Social Panorama of Latin America 2011 Briefing Paper”, Introduction and Chapter 1 (pp. 7-18)
 -Documents on Bolivia and Evo Morales.

Final exam to be scheduled by the University during the final exam weeks (April 19th- May 1st)



STUDENT RESOURCES

Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Indigenous Student Centre

ISC student advisors can help you achieve your academic goals by: answering your questions about admission or registration, creating an academic plan, clarifying university policies, connecting you with important services, resources, programming and much more. Call (204) 474-8850 or send an email to isc@umanitoba.ca to make an appointment. <https://umanitoba.ca/indigenous/student-experience#student-support-at-migizii-agamik>

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation,

educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Sexual Violence Resource Centre

The Sexual Violence Resource Centre provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence.

<http://umanitoba.ca/student-supports/sexual-violence-support-and-education>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our twitter account @UMH_Undergrad, our Instagram account @UMHISA_Undergrad, or emailing umhisau@gmail.com.