Course Description:
What is Latin America and how was it constructed? We will answer this question by surveying Latin American history from the time of its "discovery" (15th century) through current times, focusing on large-scale events as well as small-scale actions which created Latin American society. We will learn the history of Latin America by questioning geographic, social, and political borders through looking at transnational modes of control, cultural production, and dualities such as modernity and tradition. Students will gain competency in essential Latin American history and geography. Furthermore, we will discuss countries, looking critically at nation-states through thematic categories of analysis, challenging their boundary primacy, and conceiving of borders in other Latin American contexts.

Popular culture and traditional primary sources will be used in our discussion. Readings will be inclusive of several disciplines but concerned with the construction and interpretation of borders and of history. Each week will have background and content-specific-readings totaling approximately 120 pages. A textbook will be required so that all students have the same baseline understanding of Latin American history.

Assignments include: written reading responses, a midterm essay, and a final research paper (8-10 pages) with a required annotated bibliography, progress meeting, and revision. Assignments are detailed in subsequent document(s).

This is a writing-intensive course, so we will discuss and practice academic writing. However, active and prepared discussion is essential for the success of this course, therefore participation is heavily weighted. Please complete all of the readings and come prepared to talk about them. You must be present in this class to receive credit, to do otherwise may result in a failing grade.

This syllabus is a working document and subject to change. If you have any questions about this document, the class, or any other matter, I sincerely encourage you to talk with me. Furthermore and as our class is largely discussion-based, I require a considerate classroom. There may be lively disagreement, but we all treat one another and our mutual endeavor respectfully.

Grading:
As will be given for outstanding work, Bs for strong, above average work, Cs for adequate work, Ds for marginal work, and Fs for failing or incomplete work. Final grades will be calculated according to the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Written reading responses</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm essay</td>
<td>20%</td>
</tr>
<tr>
<td>Research paper (incl. proposal, bibliography, mtg.)</td>
<td>20%</td>
</tr>
<tr>
<td>Rewritten final research paper (incl. final meeting)</td>
<td>20%</td>
</tr>
</tbody>
</table>
Required Materials:
- Domingo F. Sarmiento, *Facundo: Or Civilization and Barbarism*.
- Anacrisitina Rossi, *La Loca de Gandoca (The Madwoman of Gandoca)*, on reserve and on order.

Further Resources:
I am committed to working with all students. Students with documented disabilities may need reasonable accommodations to participate in course activities or fulfill class requirements. Please come and talk with me, and/or visit Disability Services, www.macalester.edu/studentaffairs/disabilityservices/

The Macalester Academic Excellence Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Please utilize this resource, www.macalester.edu/max/

**CLASS SCHEDULE:**

**Unit 1: Course Introduction, Doing History, and Borders**

9/4: Introduction

9/6: History and writing

9/9: Theories of borders and nation-states

9/11: Latin America and our viewpoint
- Homework: Chasteen, "Encounter"

**Unit 2: Conquest**
Theme: Accommodation

9/13: Indigenous, pre-contact centers and peripheries; overview of indigenous cultures, economies, and social divisions.
- Homework: Spanish swineherd article

9/16: Iberia at time of exploration and complicated identity of explorers and crew; “conquest” and settlement—focus on Caribbean, Mexico, Brazil and Peru.

9/18: "La Otra Conquista"
Homework: excerpt of Rosenstone, *Challenge of Film to Our Idea of History*;

9/20 finish "La Otra Conquista"; discussion
Homework: Chasteen, "The Colonial Crucible"

**Unit 3: Early Colonial Era**
Theme: Transculturation

9/23: Viceroyalties and societies, including indigenous, slave and non-urban communities.

9/25: Slavery
Homework: Mary Lynn Rampolla, *Pocket Guide to Writing in History*, chapters 4, 5, 6, 7

9/27 Writing discussion.

**Unit 4: Late Colonial**
Theme: Race

9/30: Racial stratification, mixing and Caste paintings

10/2: Brazil

10/4: **research proposal due**
Chasteen, "Independence;"

**Unit 5: Independence**
Theme: Variation

10/7 18th century developments and independence movements—long development and complex character; creole patriotism vs. indigenous movements; gendered roles during independence; Brazil: cultural production and images of royal court presence.

10/9 Independence wars and movements
Homework: Chasteen, "Postcolonial Blues"

10/11  TBD

**Unit 6: Early Nation Building**

Theme: Caudillos

10/14: Regional struggles; alternatives to the nation-state; independence and ties to “Western” world.
Homework: Domingo F. Sarmiento, *Facundo: Or Civilization and Barbarism*

10/16: **No class**; read all of *Facundo*

**Unit 7: Mature Nation Building**

Theme: Liberalism

10/18: **Midterm essay exam**

10/21  Understandings of racial, class and gender, and relationship to notions of the nation; slavery and immigration.

10/23  Conservative-Liberal divide, caudillos and populism, geographic divisions; capitalism and modernization.
Homework: Chasteen, "Progress"

10/25  **Fall Break: no class**

10/28  Racial democracy versus dictatorship; race within economic and social modernization.
Homework: Chasteen, "Neocolonialism,"

**Unit 8: Modernization**

Theme: Nationalism

10/30  U.S. hemispheric economic and political involvement—revisit Monroe Doctrine and expanding capitalism, South & Central America divisions; Spanish-American War
Homework: Chapter 6, "Work, Sex, and Power in a Central American Export Economy at the Turn of the Twentieth Century" by Lara Putnam in *Gender, Sexuality, and Power in Latin America since Independence*; Primary source excerpt from Euclides da Cunha, *Rebellion in the Backland/Os Sertões*. 
Modernization, rural-urban migration and division, Revolution (regional challenges to nation.
Homework: Homework:  Chasteen, "Nationalism"

11/4: Mexican Revolution;

11/6  Mestizaje as national ideology, emigration

11/8 annotated bibliography due
WWII
Homework: Chasteen, "Revolution"

Unit 9: Cold War
Theme: Urbanization

11/11 Ecological history especially mono-crop plantations, green revolution, nascent indigenous rights ideologies (as challenge to mestizo/ladino nation and tied to ecology).

11/13 Populism and Marxism
Homework: Chasteen, "Reaction"

11/15 Bureaucratic Authoritarianism

11/18 Reactions to repression
Homework: Chasteen, "Neoliberalism"

Unit 10: Neoliberalism
Theme: Financialization

11/20 Global capitalism

11/22 Reactions to neoliberalism

11/25 Consumption
Unit 11: Migration and Gender
Theme: Diversity

11/27 Migration patterns and racial identity; immigration and responses to capital.

12/2 Research paper due
Recent migration

12/4 Discussion of Anacrisitina Rossi, *La Loca de Gandoca (The Madwoman of Gandoca)*

12/6 Drafts returned; writing discussion

12/9 Guest Presenter Pérssida Cifuentes;

12/13 Final Rewritten Research Papers due