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### HSTR 231H.01: Modern Latin America

Joann C. Pavilack

University of Montana, Missoula, [jody.pavilack@umontana.edu](mailto:jody.pavilack@umontana.edu)

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Pavilack, Joann C., "HSTR 231H.01: Modern Latin America" (2022). *University of Montana Course Syllabi, 2021-2025*. 675.

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# HSTR 231HX: Modern Latin American History

The University of Montana, Spring 2022, CRN 32055  
T, Th, 11:00-12:20, LA 234

Professor Jody Pavilack	office: LA 265
jody.pavilack@umontana.edu	office hrs: Tu, Th, 12:30-1:30 pm (F2F and/or on Zoom)

**This is a face-to-face class, but we may need to hold sessions via Zoom if the professor or a significant number of students are not able to come to campus because of COVID-19 protocols. Please be sure you have a way to come to class on Zoom, should that be necessary. I will also have my Zoom on during my office hours. Here is the link for class and meetings:**

**[Professor Pavilack's Zoom Link for office hours and meetings](#)**



## ***COURSE DESCRIPTION:***

The history of the Americas is vaster and more complex than the history of the United States. South of the US border, over thirty countries and territories, comprising what we call Latin America and the Caribbean, occupy two-thirds of the land mass in the western hemisphere and twice the population of the US and Canada combined. The history of Latin America is closely intertwined with that of the United States, and it is important for U.S. global citizens to be familiar with it. This course is designed to achieve that goal.

After hundreds of years subordinated as colonies of the Spanish and Portuguese empires, peoples across the southern half of the western hemisphere fought for independence, giving rise to modern Latin American nation-states. In this course, we move chronologically through major economic, political, social, and cultural dynamics in the region, beginning with a consideration of the legacy of colonialism and the wars for independence in the 1810s-20s. We then move into the nineteenth and twentieth centuries, where our study is organized around *three major thematic lines*.

*First*, we look at diverse visions of the nation and models for development that emerged in different places and times and competed for national ascendance.

*Second*, we study social relations and the structures and dynamics of power at local, national, and international levels. How have groups with certain racial, gender, political, and other characteristics gained and maintained the power to dominate their nations? How have majorities often been marginalized from economic and political power?

*Third*, we explore a diversity of collective movements that have challenged structures and practices of exclusion and oppression. How have different groups in Latin America in particular historical contexts mobilized to transform their societies? On this question, we highlight key cases, such as the Mexican Revolution, the “Guatemalan Spring” of the 1940s-50s, and the Popular Unity government in Chile. We consider both domestic and international factors in the outcome of these projects for change. We end with a look at current political and social movements in the era of neo-liberal global capitalism.

**This course counts for History majors & minors, the Latin American Studies minor,**

**the International Development Studies minor, and the Migration Studies Certificate. *If you might be interested in any of these programs, come see me!* This course also meets two UM General Education requirements: Group VI, Historical & Cultural Studies (H) and Group X, Indigenous & Global Perspectives (X).**



***LEARNING OBJECTIVES & ASSESSMENT:***

This is a ***General Education H*** (Historical & Cultural Studies) course, in which students will learn to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.
2. Evaluate texts or artifacts within their historical and/or cultural contexts.
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

This is also a ***General Education X*** (Cultural and International Perspectives) course, in which students will learn to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21<sup>st</sup> century.

In sum, students who successfully complete this course will: (1) gain basic knowledge of significant people, places, events, and dynamics in modern Latin American history (2) learn about historians' methods for understanding the past, and (2) improve critical thinking, reading, and writing skills.

These learning objectives will be met and assessed in class discussions, quizzes, online discussion forums, weekly graded essays, a midterm exam, and a final exam. Required reading for this course averages 60-80 pages per week. Required writing (not including exams) is between 14-18 pages.



***REQUIRED READING:***

- Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*, fourth edition (W.W. Norton & Company, 2016). [Okay to use the third edition]
- *Articles and book selections.* The bibliography of required reading in addition to the textbook appears at the end of this syllabus. This material is on Moodle.

***HIGHLY RECOMMENDED:***

- Trimble, John R. *Writing with Style: Conversations on the Art of Writing* (Prentice Hall, 2000).

**DROP/ADD DEADLINES:** (see [University of Montana Undergrad Advising on Drop-Add](#))

1/26:	last day to add classes via CyberBear without consent
2/7:	last day to add/drop/change via CyberBear w/ refund or partial refund
2/7-3/29:	drop/add/change with signatures & fee (W on transcript)
3/30-5/6:	drop/add/change by petition, <i>for serious, documented reasons</i> (WP, WF)

**GRADING SCALE: Final Grades (converted from 1000 points possible)**

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

**REQUIREMENTS AND GRADE COMPOSITION**

<b>Map Quiz</b> (Th, 2/24)	50 pts	5%	<b>Essays</b> (8/13 x 25 pts each)	200 pts	20%
<b>Midterm Exam</b> (Tu, 3/8)	200 pts	20%	<b>2 Graded Essays</b> (50 pts each)	100 pts	10%
<b>Final Exam</b> (F, 5/13, 8-10 am)	300 pts	30%	<b>Attendance + Participation</b>	150 pts	15%
			<b>TOTAL</b>	1000 pts	100%

**ATTENDANCE & PARTICIPATION (150 pts)**

I keep track of attendance. Excused absences require either official documentation or *prior* approval by me. You get one freebie—a class you can miss with no excuse and no penalty. After that, each unexcused absence is 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

Success in this course requires ongoing, active engagement with the historical material. My assessment of your participation is worth 50 points. You can demonstrate your interest and preparation in several ways, foremost among which are:

- **Showing up and paying attention in class.** Please keep your phones and computers off. (If you want to type notes on a device, see me to get permission).
- **Contributing in class discussions.** If speaking in public is difficult for you, come to my office hours to talk about course material.
- **Turning in carefully prepared assignments on time.**

**MAP QUIZ and MIDTERM & FINAL EXAMS (550 pts)**

I will provide handouts and/or class discussions to prepare you for these requirements.

**ESSAYS (200 pts)**

There are 13 essay submission possibilities over the course of the semester. Up to 8 times, you may receive 25 points for submitting a short essay (1 ½-2 pp.) based on that week’s reading. Only one submission per week. **Essays are due in hard copy by the start of class on Tuesdays.** Assuming that you follow the criteria and receive 25 points on 8 essays, you can skip this written exercise for any 5 weeks you choose and still receive 200/200 points. Get started on the essays right away; not completing them will severely affect your grade. **To receive any credit for these essays, you must follow all of the criteria listed below and on the Essay Guidelines handout.**



**To receive 25 points, essays must meet these criteria:**

1. Be double-spaced, typed, and about **1 ½-2 pages**. 1 ½ is minimum for credit. 3 is max.
2. Have a **page number** on all pages after the first. (Number on first page is optional).
3. Have a **creative title** that catches your readers' attention, **and a subtitle** that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know). Separate the title and subtitle with a colon. For example:

From Outlaw to Revolutionary Hero:  
Pancho Villa's Unique Role in the Mexican Revolution

4. **Be drawn from the reading for that week**, and **answer one of the questions** presented about it, unless I explicitly indicated "open topic" as an option.
5. Have a clearly worded **central question and/or thesis statement or question** somewhere near the beginning of the essay (often at the end of the first paragraph). Keep your essay focused on this key angle or argument.
6. Be **broken into paragraphs**, each with a clear theme that relates to your overall argument.
7. Be written in **formal academic style, as for an educated readership outside this class**. The essay should not assume readers' familiarity with this class, its subject matter, or our sources. Do not write, "I think what we talked about in class was interesting."
8. Include a **minimum of 2 citations to the course reading for the week, with page numbers**. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be *in addition to, not a substitution for*, the minimum 2 citations to the week's reading. If you cite lecture notes, give the date.
9. **Indicate your sources with the page numbers** in the text, either with footnotes or in-text MLA style citation: (Marti, 360). Only if you add something from a source *not* on the syllabus do you need to give full citation information.
10. **Introduce your sources** in the body of your text, whether you mention them, paraphrase them, or quote them. For example:
  - *Mention*: This essay draws on Cuban independence leader José Martí's famous article "Our America," first published in the *Revista Ilustrada* of New York City in 1891. I argue that . . .
  - *Paraphrase*: Nineteenth century Cuban writer and activist José Martí was one of the earliest voices warning his fellow Latin Americans about the danger of mounting U.S. imperialism. In his 1891 essay "Our America," he passionately calls for other "Latins" in the western hemisphere to see themselves as distinct from the Anglo Americans to the north. (Marti, 191-93).
  - *Quote*: Cuban independence leader José Martí was a great poet. As historian Ada Ferrar explains, "[quote from the text]" (Ferrar, 36).
11. **Follow all additional rules and guidelines** given to you over the course of the semester.
12. Be **carefully proofread**. Misspellings or blatant typos will result in a 0.



### ***OTHER COURSE POLICIES***

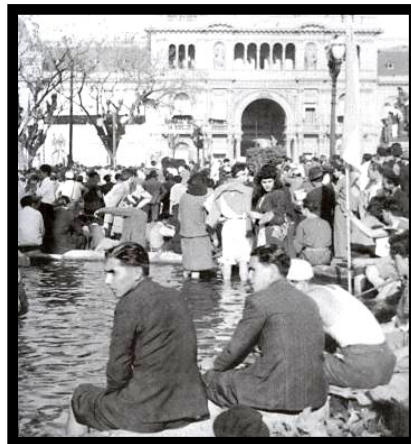
- This is a **face-to-face class, which may meet via Zoom as necessary**. Lectures and discussions are *not* recorded, and will not be available outside of class time.
- **COVID-19 Protocols:**
  - Mask use is required at all times in the classroom. Social distancing (6 feet) should be maintained as much as possible. Drinking liquids and eating food is discouraged within the classroom. Class attendance and seating will be recorded to support contact tracing efforts.
  - UM recommends students get the COVID-19 vaccine. Please direct your questions or concerns about vaccines to Curry Health Center.
  - If you feel sick, exhibit COVID-19 symptoms, or are a close contact of a person with COVID-19, please do not come to class and contact the Curry Health Center at (406) 243-4330.
  - If you are required to isolate or quarantine, contact me so we can work out the support you need to maintain your continued progress in the course.
- The course has **one required textbook** that you need to rent or purchase. If doing so presents hardship, let me know; I may have a copy to loan you. **Other readings are on Moodle**. Be sure you have weekly internet access, or you may want to download the readings to a zip drive or hard drive to make sure you can access them when needed.
- **No late assignments** or make-up work will be accepted without prior approval from me or appropriate university documentation (presented in the timeliest fashion possible).
- Notify me as early as possible of **disabilities, athletic, family or other commitments** that may affect your work. The University of Montana assures equal access to instruction through collaboration between students, instructors, and [Office for Disability Equity \(ODE\)](#). If you think you may have a disability affecting your academic work, contact DSS. I will work with you and DSS to provide appropriate accommodation.
- This course involves a considerable amount of **formal writing**. I strongly recommend using the free services of the University Writing Center [LA 144; 243-2266; [University of Montana Writing Center](#)]. Working with a writing tutor is beneficial for highly skilled writers and those just beginning!
- All students must practice **academic honesty** and adhere to **Student Conduct Code**: [University of Montana student conduct code](#). Plagiarism or other academic misconduct may result in a failing grade and/or prompt further disciplinary action from the University. If you have questions about what constitutes plagiarism or how to avoid it, see me.
- It is your responsibility to keep track of your **grades and performance**. **I do not use the Moodle gradebook**; contact me if you want to know what I grades I have recorded for you. I am always willing to meet with you to help you get the most out of this course. Do not wait until the end of the semester to contact me about your work or your grade.



### ***BASIC NEEDS & OTHER RESOURCES AT THE UNIVERSITY OF MONTANA***

If you face challenges with food or housing, the following campuses resources may be able to help. If you need other assistance and do not know where to turn, please contact me. SEE ALSO THE SEPARATE HANDOUT “UM STUDENT SUPPORTS.”

- [UM Food Pantry](#)
- [ASUM Renter Center](#)
- [TRiO Student Support Services](#)  
TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.
- [University Faculty Association \(UFA\) FAST Fund](#)  
This fund is intended to provide emergency support to students.
- [Financial Aid Office: Short Term Institutional \(ie. UM\) Loans](#)  
Short-term loans are for temporary hardships as they must be repaid within 90 days. Funds, in the form of a check, are usually available to be picked up at Business Services in 24-48 hours (excluding weekends).
- Other sliding-scale, low-cost services may be provided by ASUM, including Child Care, Legal Services, and more: <https://www.umt.edu/asum/agencies/default.php>
- For mental health concerns, contact Curry Health Services Counselling: <https://www.umt.edu/curry-health-center/Counseling/>



***Descamisados (shirtless ones) on Day of Loyalty to Juan Perón  
October 17-18, 1945, Presidential Palace, Buenos Aires, Argentina***



Ronald Reagan, 40<sup>th</sup> U.S. President (1981-89),  
& First Lady Nancy



Luis Ignacio (LULA) da Silva, President of Brazil,  
2002-2011



Pancho Villa and Emiliano Zapata in México, D.F., December 1914

**SCHEDULE:**

(reading should be done by the class period on which it is listed)

- 1) *Tu, 1/18: Course Introduction*
- 2) *Th, 1/20: The Origins of Latin America*  
RDG: Chasteen, Ch. 1, "Welcome" & Ch. 2, "Encounter," pp. 1-53. [52 pp.]
- 3) *Tu, 1/25: Three Centuries of Iberian Colonial Rule*  
RDG: Chasteen, Ch. 3, "Colonial Crucible," pp. 55-93. [38 pp.]  
ESSAY 1
- 4) *Th, 1/27: Slavery and the Haitian Revolution*  
RDG: Brown, Ch. 13, "The Haitian Social Revolution," pp. 387-405. [18 pp.]  
Dubois, "Prologue," pp. 1-7. [6 pp.]  
Trouillot, "Unthinkable History" pp. 70-91. [21 pp.]
- 5) *Tu, 2/1: Movements and Wars for Independence*  
RDG: Chasteen, Ch. 4, "Independence," pp. 95-125. [30 pp.]  
ESSAY 2
- 6) *Th, 2/3: Postcolonial Strife: Competing Visions of the New Republics*  
RDG: Chasteen, Ch. 5, "Postcolonial Blues," pp. 127-159. [32 pp.]



- 7) **Tu, 2/8: *Civilization vs Barbarism: The Case of Argentina***  
 RDG: Clayton & Conniff, "Search for Political Order," pp. 72-81. [9 pp.]  
 Sarmiento, in Hanke & Rausch, "The Age of Caudillos," pp. 47-57. [10 pp.]  
 Chasteen, "Making Sense of Caudillos," in Chasteen & Tulchin, pp. 37-41. [5 pp.]  
 ESSAY 3
- 8) **Th, 2/10: *Centralism vs Federalism: The Mexican-American War and the Liberal Ascent***  
 RDG: Chasteen, Ch. 6, "Progress," pp. 161-91. [30 pp.]  
 Clayton & Conniff, "Mexico," pp. 94-101. [7 pp.]
- 9) **Tu, 2/15: *The Liberal Era and Neocolonial Export Capitalism***  
 RDG: Chasteen, Ch. 7, "Neocolonialism," (1<sup>st</sup> half), pp. 193-213. [20 pp.]  
 Rosenberg, Ch. 3, "Dilemmas of National Development," pp. 48-59. [11 pp.]  
 ESSAY 4
- 10) **Th, 2/17: *The Spanish-American (-Cuban) War and the Rise of US Hegemony***  
 RDG: Chasteen, Ch. 7, "Neocolonialism," (2<sup>nd</sup> half), pp. 213-225. [12 pp.]  
 Clayton & Conniff, "Cuban-Spanish-American War," pp. 218-223. [5 pp.]  
 Clayton & Conniff, "Modernism," pp. 202-204. [2 pp.]  
 Sacerio-Gari, Intro to Marti, "Our America" [2 pp.]  
 Marti, "Our America," in Chasteen & Tulchin, pp. 182-85. [4 pp.]  
 "The Platt Amendment," in La Rosa & Mora, pp. 65-66. [2 pp.]
- 11) **Tu, 2/22: *Catch up & Map Quiz Preparation – No class meeting***
- 12) **Th, 2/24: *The Mexican Revolution I: Anarchism, Liberalism, & Social Insurgency***  
 RDG: Chasteen, Ch. 7, "Countercurrents: New Immigration," pp. 227-31;  
 Ch. 8, "Nationalism," (1st half), pp. 233-49. [20 pp.]  
 Flores Magon, *Land & Liberty*, Part 1, pp. 1-31. (intro text by Dave Poole, with  
 excerpts from Flores Magón's writings) [32 pp.]  
 ESSAY 5 & MAP QUIZ
- 13) **Tu, 3/1: *The Mexican Revolution II: Nationalist Consolidation***  
 RDG: Burns & Charlip, Ch. 7, "The Mexican Explosion," pp. 179-206. [21 pp.]  
 ESSAY 6
- 14) **Th, 3/3: *Catch up, Discuss, and Review***
- 15) **Tu, 3/8: *MIDTERM EXAM***
- 16) **Th, 3/10: *Democratic Openings & National Development Models: Chile's Popular Front***  
 RDG: Chasteen, Ch. 8, "Nationalism," (2nd half), pp. 249-61. [17 pp.]  
 Hutchison, et al, "The Chile Reader," pp. 273-78. [5 pp.]  
 (reread) Rosenberg, Ch. 3, "Dilemmas of National Development," pp. 48-53.
- 17) **Tu, 3/15: *Making Sense of Populism: The Rise of Perón in Argentina***  
 RDG: Chasteen, Ch. 8, "Countercurrents: Populist Leaders," pp. 263-65;  
 Ch. 9, "Revolution," (beginning), pp. 267-75. [8 pp.]

James, "Perón and the People," in *The Argentina Reader*, pp. 269-295. [26 pp.]  
Perón, "Evita and the People," in Rosenberg, ed., pp. 67-69. [2 pp.]

ESSAY 7

**18) Th, 3/17: *Democratic Reform in Guatemala and the U.S. Response***

RDG: Schlesinger & Kinzer, *Bitter Fruit*, in LaRosa & Mora, pp. 149-158. [9 pp.]  
Skidmore & Smith, "Guatemala," pp. 337-343. [6 pp.]  
Keen, "Operation Guatemala," pp. 482-90. [8 pp.]

\* 3/22 & 3/24: *Spring Break week; no class*

**19) Tu, 3/29: *The Cold War Comes to Latin America***

RDG: Chasteen, Ch. 9, "Revolution," (middle), pp. 275-82. [7 pp.]  
Kennan, "Latin America as a Problem," in LaRosa & Mora, eds., pp. 123-134 [11 pp.]  
Dulles, "The U.S. & Latin America," (Caracas Decl), in Chasteen & Tulchin, pp. 319-323.

ESSAY 8

**20) Th, 3/31: *The Cuban Revolution***

RDG: Chasteen, Ch. 9, "Revolution," (end), pp. 282-92. [9 pp.]  
Keen, ed., "Latin American Roads to Socialism," pp. 403-12. [10 pp.]  
Luxenberg, Alan, "Did Eisenhower Push Castro," in LaRosa & Mora, pp. 159-173. [14 pp.]  
Matthews, "Castro in the Sierra Maestra," in Duncan & Goodsell, pp. 213-224 [11 pp.]

**21) Tu, 4/5: *The 1960s-70s: Guerrillas, Christians, and the Alliance for Progress***

RDG: Chasteen, Ch. 9, "Countercurrents: Liberation Theology," pp. 293-95. [3 pp.]  
Clayton & Coniff, "Global Impact of the Cuban Revolution," pp. 452-454. [2 pp.]  
Berryman, *Liberation Theology*, pp. 15-24. [9 pp.]  
Guevara, "Guerrilla Warfare," & OLAS, in Chasteen & Tulchin, pp. 250-54. [4 pp.]  
"The Alliance for Progress," in Rosenberg, ed., pp. 78-82. [4 pp.]  
Kennedy, "The Lesson of Cuba," in Chasteen & Tulchin, pp. 323-25. [3 pp.]

ESSAY 9

**22) Th, 4/7: *Catch-up, Discuss, and Review***

**23) Tu, 4/12: *The 1960s-70s: The Chilean Popular Unity***

RDG: Keen & Haynes, "The Chilean Way" (1), pp. 342-356. [14 pp.]  
Burns & Charlip, "Chile," pp. 250-52. [3 pp.]

ESSAY 10

**24) Th, 4/14: *Dictatorships in the Southern Cone***

RDG: Chasteen, Ch. 10, "Reaction," (1<sup>st</sup> half), pp. 297-314. [17 pp.]  
Keen & Haynes, "The Chilean Way" (2), pp. 356-60. [5 pp.]  
Kornbluh, "Introduction" & "Pinochet in Power," pp. xi-xx, 153-73. [29 pp.]

**25) Tu, 4/19: *Civil War, Revolution, and Genocide n Central America***

RDG: Chasteen, Ch. 10, "Reaction," (2<sup>nd</sup> half), pp. 314-27. [9 pp.]  
Martin and Wasserman, "Nicaragua, El Salvador, Guatemala," pp. 413-16. [3 pp.]  
Keen, "Central America" (selections), pp. 437-49. [12 pp.]

ESSAY 11

26) *Th, 4/21: Transitions to Democracy, New Social Movements, and Human Rights*

RDG: Keen & Haynes, “The Chilean Way” (3), pp. 360-363. [4 pp.]  
Burns & Charlip, “Do Elections Make Democracies,” pp. 383-86. [4 pp.]  
Hutchison, et al “Returning to Democracy,” in Chile Reader, pp. 521-25. [5 pp.]  
Aylwin, “Justice ‘To the Degree Possible’,” in Chile Reader, pp. 527-33. [7 pp.]

27) *Tu, 4/26: Neoliberalism and Its Critics: The Case of the Zapatistas*

RDG: Chasteen, Ch. 11, “Neoliberalism,” pp. 329-56. [27 pp.]  
Burns & Charlip, “Neoliberalism” & “NAFTA & the Zapatistas,” pp. 288-295. [8 pp.]  
Betto, “Neoliberalism,” in Keen, pp. 450-454. [4 pp.]  
Klein, “[A Spark of Hope](#)”, *NACLA*, 2019. [7 pp.]

ESSAY 12

28) *Th, 4/28: From the Pink Tide to Boric!: A Brief Look at the 21<sup>st</sup> Century*

RDG: [reread] Chasteen, Ch. 11, “Neoliberalism,” pp. 329-56. [27 pp.]  
Castañeda, “Latin America’s Left Turn” (2006), pp. 28-43. [15 pp.]  
Hammond, “The World Social Forum” (2005) [5 pp.]  
Green Rioja, “[In Chile, Boric’s Win.](#)” *NACLA*, 2021. [5 pp.]

29) *Tu, 5/3: Latin America Today*

RDG: Spend several hours reading news reports and analyses about recent and current happenings in Latin America. **Come to class prepared to tell us about at least one development or situation, in any country/ies.** Some respectable news sites you might look at include, but are not limited to:

[NACLA Report on the Americas](#)  
[Wall Street Journal, Latin America](#)  
[NPR Latin America](#)  
[BBC News/Latin America](#)  
[Foreign Affairs, South America](#)

ESSAY 13

30) *Th, 5/5: Catch up, Discuss, and Review*

\* *FRI, 5/13, 8-10 am: FINAL EXAM*



Fidel Castro and U.S. V.P. Richard Nixon, Washington, D.C., April 15, 1959



Fidel Castro's ashes, Santiago de Cuba, December 4, 2016

***REQUIRED READINGS (in addition to the Chasteen textbook)***

Allende, Salvador. "Last Words Transmitted by Radio Magallanes: September 11, 1973," Ch. 20, in *Chile's Voice of Democracy: Salvador Allende, A Reader*, ed. James Cockcroft (Ocean P, 2000), pp. 239-241.

"The Alliance for Progress," in Rosenberg, et. al., eds. *Americas*, pp. 78-82.

Berryman, Philip. *Liberation Theology: The Essential Facts About the Revolutionary Movement in Latin America and Beyond* (NY: Pantheon, 1987), pp. 15-24.

Betto, Frei. "Neoliberalism and Culture: A View from the Left," in Benjamin Keen, ed., *Latin American Civilization*; orig. published as "Neoliberalismo y cultura," *Casa de las Americas*, Habana, año xxxix, nos. 2-3, Oct.-Dec. 1998, pp. 75-78; trans. by Keen.

Brown, Jonathan C. "The Haitian Social Revolution," Ch. 13 in *Latin America: A Social History of the Colonial Period*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2000), pp. 387-405.

Burns, E. Bradford and Julie A. Charlip, *Latin America: An Interpretive History*, 8<sup>th</sup> ed. (Pearson; Prentice Hall, 2007). SELECTIONS:

----- "The Mexican Explosion," pp. 179-206.

----- "Chile," pp. 250-252.

----- "Neoliberalism and its Discontents," pp. 288-291.

----- "NAFTA and the Zapatistas," pp. 291-295.

Castañeda, Jorge. "Latin America's Left Turn," *Foreign Affairs* 85, no. 3 (May-June 2006), pp. 28-43.

Chasteen, John Charles, "Making Sense of Caudillos and 'Revolutions' in Nineteenth-century Latin America," in John Charles Chasteen and Joseph Tulchin, eds. *Problems in Modern Latin American History* (Scholarly Resources, 1994), pp. 37-41.

Clayton, Lawrence A. and Michael L. Conniff. *A History of Modern Latin America*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2005). SELECTIONS:

----- "The Search for Political Order: 1830s-1850s," pp. 72-81.

----- . “Mexico,” pp. 94-101.

----- . “Modernism” and “Cuban-Spanish-American War,” pp. 202-204, 218-223.

----- . “Global Impact of the Cuban Revolution,” pp. 452-454.

Dubois, Laurent. “Prologue,” in *Avengers of the New World: The Story of the Haitian Revolution* (Harvard UP, 2004), pp. 1-7.

Dulles, John Foster. “The United States and Latin America in the Cold War” (Declaration of Caracas), in Chasteen and Tulchin, eds., *Problems in Modern Latin American History*, pp. 319-323.

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