

LAH 3300: Contemporary Latin America (Late 19th c. to Late 20th c.)

Summer B 2019

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Syllabus

This course is intended to introduce the history of contemporary Latin America to new students – both those with some background in the region or, more especially, to students interested in getting a good grasp on the region's most recent past. We will explore how nations of the region achieved successful political integration under oligarchical rule and managed economic integration with the world market. We will go on to analyze the nature of development in the transitional era of industrialization and urban growth that began by World War I and shifted dramatically with the Great Depression of the 1930s. We will also examine the increased role of populism and repression in the interwar and post war eras of the twentieth century. We will conclude with the mixed prospects for a more democratic future in the present century. The national focus will be on Brazil, Cuba, and Mexico.

Course Requirements and Grades: All students are required to pass a **map examination** given during the first twenty minutes of the first session of week II. All students making more than five errors are required to repeat the examination until they pass it with five errors or fewer. Please consult the handout to be distributed in class for the map details required to pass. **Students must pass the map examination to pass the course, and they must pass the map examination before the midterm examination to avoid a penalty of a one-grade reduction in their final grade for the course as a whole.**

Student grades are based on a combination of examinations and a writing assignment. There will be two examinations (**midterm and final**), each of which is worth a third of the final grade. **The midterm will probably take place the first session of week IV; the final, by regulation, takes place the last session of week VI.** Given the constraints of time during the summer schedule, these examination will not be essay examinations. Instead, they will have a multiple-choice format, emphasizing a precise, detailed grasp of the material.

The remaining third of the final grade is based on a **historiographical essay** (no more than ten pages, double-spaced, including the footnotes or endnotes) reviewing the required texts listed below. It is **due at session beginning on the last day of week IV.** For the course definition of a historiographical essay and the criteria required, please consult the link on the instructor's website.

Reading Responsibilities: Students will read the required textbook noted below, keeping pace with the subject of each week's lecture. In addition, the text's early chapters may be read by those lacking any background in the region's history.

Text for the Lectures:

Keen, Benjamin and Keith Haynes. *History of Latin America*, vol.2: *Independence to the Present*, 7th edition or later. Boston: Houghton Mifflin, 2004. Note that any earlier edition is acceptable if it carries matters up to 2000.

Texts for the Historiographical Essay:

Note that all of the articles below are drawn from the flagship journal of the field, *The Hispanic American Historical Review*, and that nearly every one of them won the Robertson Prize, the prize for the best article in four consecutive issues. All may be accessed online, using the George Smathers Library website and the library catalog there, using HADR as the journal title.

Beattie, Peter M. "The House, the Street, and the Barracks: Reform and Honorable Social Space in Brazil, 1864-1945." *The Hispanic American Historical Review*, Vol.76, No.3 (August 1996): 439-73.

Bliss, Katherine E. "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico City." *The Hispanic American Historical Review*, Vol. 79, No.1 (February, 1999): 1-40.

Carr, Barry. "Identity, Class, and Nation: Black Immigrant Workers, Cuban Communism, and the Sugar Insurgency, 1925-1934." *The Hispanic American Historical Review*, Vol. 78, No. 1 (Feb., 1998): 83-116.

Fischer, Brodwyn. "The Red Menace Reconsidered," *The Hispanic American Historical Review*, Vol.94, No.4, (November 2014): 1-33.

Guerra, Lillian. "To Condemn the Revolution is to Condemn Christ?: Radicalization, Moral Redemption, and the Sacrifice of Civil Society in Cuba, 1960." *The Hispanic American Historical Review*, Vol. 89, No. 1 (February 2009): 73-109.

López, Rick. "The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture," *The Hispanic American Historical Review*, Vol.82, No.2 (May 2002): 291-328.

Lecture Schedule.

- I. Brazil: Monarchy's End and the old Republic.
- II. Cuba: Struggle against Colonialism and Dictatorship.
- III. Mexico: From Dictatorship through Revolution.
- IV. Brazil: Dictatorship, Populism, and "Modernization."
- V. Cuba: Democracy's Failure and the Revolution.
- VI. Mexico: The Burden of Modernization.

Advice:

Reading:

Prudent students will note that the assigned reading, when combined with the additional reading for the term paper, demands disciplined, constant attention. It will be apparent that students who do not read regularly risk a crisis in meeting their responsibilities.

Penalties, Catastrophes, and Warnings:

1. Please note the map examination penalty noted above. Note, as well, that there are **severe penalties for missing the deadline of the term paper** (it must be turned in at the beginning of the session indicated; if it is turned in during the session, it is penalized a half grade; if it is turned in within the twenty-four hour period following the deadline, it is penalized a full grade; if it is turned in within the second twenty-four hour period, it is penalized two full grades; and so on). All components of the course must be submitted and a grade for each component recorded in order to earn a course grade. **Thus, students who do not have a recorded grade for the map examination, for the midterm and final examinations, and for the term paper will fail the course.**
2. As life has been arranged so that **unexpected catastrophes** occur for which even the prudent and virtuous student cannot prepare, the instructor will be willing to review student petitions for a waiver of penalty (or lessening of penalty). Such waivers will be granted at the discretion of the instructor, and are most likely to be granted in those cases in which the instructor deems that the catastrophe is credible and reliably documented.
3. **There is no extra credit option or possibility in this course.**
4. The instructor will not tolerate **cheating**. The instructor will not tolerate **plagiarism** (the use of others' materials without appropriate citation, credit, or permission). A student guilty of either will fail the course and the matter will be referred to, and recorded by, the appropriate university authority.
5. The instructor does not keep records of **attendance**. It is his assumption that, as students are adults, they will judge what is in their best interest in this regard. However, the instructor has observed that those who do not attend lectures do poorly in the examinations.
6. Students requesting classroom accommodation because of a **disability** must first register with the Dean of Students' Office. That office will provide documentation to the student who must then provide that same documentation to the instructor when requesting the appropriate accommodation.

The instructor is obliged to provide other information in regard to taking the course, information on grading, the honor code, and evaluation of the instructor. Here is that information:

1. For the university's policies with regard to grades, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
2. Regarding university policy on matters of honor, such as cheating or plagiarism, note:
3. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)
4. specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.
5. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.