This course on Modern Latin America is designed to introduce you to contemporary Latin American life, and to show you how the historical development of the region has shaped today's Latin America. Inevitably for a region as large (more than 20 countries) and diverse as Latin America, covering a period of 2 centuries, we cannot address every significant trend and occurrence in every country. We will focus our attention on how people have lived their lives in Latin America, paying attention to their personal lives as well as the effects of large-scale political, economic and cultural circumstances on the opportunities and constraints for Latin Americans.

Class sessions will include lectures, discussion sessions, videos, and music. The readings are from a wide selection of books. In addition to the text (Martin and Wasserman, Latin America and its People), readings include novels, personal accounts, journalistic descriptions, and scholarly articles. The assigned readings and class sessions are complementary; they do not repeat each other. So, to follow the lectures, it will be necessary for you to stay current on the readings.

A summary outline for each class session (or group of sessions), with a question about the reading for you to think about, will be available on the web site a day or two before the class to help you begin thinking about the issues we will cover.

The readings are from a wide selection of books. In addition to the text, readings include novels, personal accounts, journalistic descriptions, and scholarly articles. Articles and chapters are available on-line, from my website.

Please read the syllabus carefully; it includes:
- a description of the course and its requirements
- a schedule of class sessions and assignments
- writing guidelines to assist you in writing essays
- a map of Latin America, with capital cities noted by a star, to prepare for the map test
- a note on electronic resources for the course.

Course Requirements:
The components of the final grades for this class are:
- 25% mid-term essay (take-home)
- 40% final essay (take-home)
- 20% participation
- 10% book review
- 5% map test (cannot pass course without passing map test) – see attached map
Participation and Discussion sessions:
Preparation for class participation is an essential component of the course. For several of the classes, short questions on the readings will be passed out before the class, or at the beginning of class sessions. Your written answers to the questions will not receive a letter grade, other than to note if you do not provide an answer. Missing more than one out of every five of these questions will result in a deduction of one-half of a letter grade from your participation grade for the course.

As noted in the syllabus, we have scheduled several discussion sessions, in place of lectures. Attendance at, and participation in, the discussion sessions is mandatory. The leader of the discussion session will assign each student a grade to reflect the quality of participation for the semester. The nature of the sessions will vary, depending on the topics. We will organize the class into discussion groups after the first week of the semester.

Map Quiz
Every student must pass the map quiz (scheduled for 7 Feb.) in order to pass the course. A map of Latin America, identifying countries and their capital cities accompanies this syllabus; the quiz will draw from this map.

Book Review
Below, in the readings section and in the body of the syllabus, I have identified four books. You should choose any one of them to read thoroughly. Write a review of 4 to 6 pages that gives an overview of the book and answers the questions raised in the syllabus. The due date for the book that you choose is indicated in parentheses below and in the body of the syllabus.

Essays:
The course requirements include take-home midterm and final essays. I will distribute the exam questions to allow sufficient time for all students to consider the questions and write well-developed answers. I do not accept late exams.

Readings
Books available at Rutgers University Bookstore or Alexander Library Reserve Desk
C.E. Martin and M. Wasserman Latin America and its People, volume 2.
M. Azuela; The Underdogs (can access as e-book from within Rutgers computer system)
C. Garcia Dreaming in Cuban

Short pieces:
Chasteen, ed. “Making Sense of Caudillos in Nineteenth Century Latin America”
Beezely, Judas at the Jockey Club
Farnsworth-Alvear; Dulcinea in the Factory; Introduction, Chapters 1 and 2
Levine & Crocetti (eds.) The Brazil Reader selected readings on Getúlio Vargas
S. Besse, Restructuring Patriarchy selected readings
D. Palmer (ed.) The Shining Path of Peru, selected readings
N. Scheper-Hughes; Death Without Weeping; Chapter 6
J.A. Hellman; Mexican Lives, selected readings
S. Leite Lopes; “Transformations in National Identity through Football in Brazil”

Books for book reviews – available at Alexander Library or through Amazon.com (Problems with availability is not an excuse for late submission.)
K. M. de Queirós Mattoso; To Be a Slave in Brazil, 1550-1888 (papers on this book are due 14 February)
M. Johns; The City of Mexico in the Age of Diaz (papers on this book are due 25 February)
A. Farnsworth-Alvear; Dulcinea in the Factory: Myths, Morals, Men and Women in Colombia’s Industrial Experiment, 1905-1960 (papers on this book are due 24 March)
M. Guzman Bouvard; Revolutionizing Motherhood: The Mothers of the Plaza de Mayo (papers on this book are due 21 April)
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Class Sessions

Link to on-going class session outline

Introduction

The New Nations of Latin America
Read Martin & Wasserman Chapter 8

Regionalism, War & Reconstruction, 1821-1880
Read Martin & Wasserman Chapter 9
Chasteen, ed. “Making Sense of Caudillos in Nineteenth Century Latin America”

Map quiz

Everyday Life in an Uncertain Age
Read Martin & Wasserman, Chapter 10
Film Camila
Possible book review:
To be a Slave in Brazil 1550-1888
Based on To be a Slave in Brazil, what were some of the ways in which
slaves exercised influence or control over their own circumstances (i.e.;
exercise "agency" over their lives)? How did slave life compare with the
lives of poor Latin Americans in other settings?

Economic Modernization, 1880-1920
Read Martin & Wasserman, Chapter 11
Selections from Beezely, Judas at the Jockey Club
The Underdogs available as an e-book
Possible book review:
M. Johns; The City of Mexico in the Age of Díaz
What was Mexico City like in the “Age of Díaz”? How did the conditions in
Mexico City anticipate the Revolution that followed Díaz’s government?

Between Revolutions: The New Politics and Economics
Read Martin & Wasserman, Chapter 12
Farnsworth-Alvear; Dulcinea in the Factory; Introduction, Chapters 1 and 2
Levine & Crocetti (eds.) The Brazil Reader selections on Getúlio Vargas

People and Progress, 1910-1959
Read Martin and Wasserman, Chapter 13
I will pass out the questions for the midterm essay at the end of class.
Note: Essays (and a possible book review) will be due the first class after Spring Break

Review session for essays

Spring Break – Enjoy!
People and Progress, 1910-1959 (continued)  
24 Mar.

Read  Besse, *Restructuring Patriarchy*

Midterm essays due at beginning of class (Note: This date is Monday morning on the first day of classes after Spring Break.)

Possible book review, based on reading the entire book:

Farnsworth-Alvear; *Dulcinea in the Factory*

How did factory labor change in the first half of the twentieth century for men and women? What does the author mean with the phrase “masculinizing the workplace”? What role did the “middle class: have in these changes?

NO CLASS  
27 Mar.

Revolution, Reaction, Democracy  
31 Mar.- 14 Apr.

Read  Martin & Wasserman, Chapter 14
C. Garcia *Dreaming in Cuban*
D. Palmer (ed.) *The Shining Path of Peru*, selected readings

Everyday Life, 1959-Present  
17 Apr- 1 May

Read  Martin & Wasserman, Chapter 15
*Two Weeks in the slums*
N. Schepet-Hughes, *Death Without Weeping*, Introduction & Chapter 6
Selections from J. Hellerman (ed.) *Mexican Lives*
S. Leite Lopes; “*Transformations in National Identity through Football in Brazil*”

Possible book review:

M. Guzman Bouvard, *Revolutionizing Motherhood*

Based on *Revolutionizing Motherhood* and the other readings we have done, how did ordinary people react to dictatorships? In what ways did authoritarianism turn “ordinary people” into “extraordinary people”?

I will pass out the questions for the final essay at the end of class  
1 May

Conclusion  
5 May
Electronic resources for
508:262:07
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Students enrolled in Modern Latin American can access the class syllabus and class session outlines through the course website. Links to the on-line readings are inserted into the syllabus. I will post any changes to the syllabus as the semester progresses. I will also keep the outline updated.

This information is also available through the course site on Sakai. When you register for the course, you automatically receive access to the Sakai site. The syllabus is available through the “syllabus” link on the course site (on the left side of the page); you can get to the outline through the “web content” link. Through the semester, additional materials will appear on the Sakai site. These will include the mid-term and final essay assignments. Once in a while, I may alter assignments and readings. If that happens, I will post the new material to the course site and send an e-mail notice.

You will submit your essays through the course site’s “drop-box.” I will insert any comments on your paper, and grade your essay, from the file that you send through the drop-box, and then return it to you by e-mail as soon as I am finished. The drop-box also records the time that you submit your file; I use that time-stamp to determine that you have submitted your paper on time.

If you are unfamiliar with Sakai, go to the “Quick Guide for Site Members” for an introduction.

Please let me know about any problems you have with Sakai, and any suggestions that you have about how additional uses of the course site.