

HIS151: Modern Latin America - Spring 2019

Location: Morey 205 (Tu/Th 9:40-10:55)
Prof. Ball (mollycball@rochester.edu)
Office and office hours: Rush Rhees 449
Tuesdays, 2-3pm; Thursdays, 11am-12pm

I will generally respond to emails within a day; however, I encourage you stop by my office hours if you have specific questions about class material or more general questions.

DESCRIPTION

This introductory survey course will cover the difficult process of nation-building and identity formation that over twenty countries south of the Rio Grande have faced since the start of the nineteenth century. The course will analyze the forces impacting often fragile cultural, economic and political identities in the nineteenth century as the once-unified Spanish America fragmented and Brazil grappled with how to maintain its own identity. In particular, Latin America became a space where questions of modernity and progress intersected with science and development and foreign influence, both intellectually and physically, played a considerable role and many voices continued to be, or became even more marginalized. As the twentieth century progressed, the approach to import-export economies, contestations of existing racial and gender norms, and the experience of the Cold War radically impacted the region's more modern history. We will explore many of these moments through a variety of traditional and less conventional primary and secondary sources.

LEARNING OBJECTIVES

- Become familiar with trends and specific moments in modern Latin American history from the period of Independence through the early 21st century.
- Critically read, interpret, and utilize primary and secondary sources to make a scholarly argument.
 - This includes traditional written text, but also entails working with less conventional formats, like photographs, film and podcasts.
- Increased awareness of community needs and an understanding of how the academic pursuit of knowledge can intersect with and impact non-university surroundings and initiatives.

COURSE POLICIES

Classes will begin on time. Unless otherwise instructed, while you are in class, please turn all cell phones to silent and refrain from texting, posting, etc. Your attention and participation is integral to fostering an enjoyable learning atmosphere.

I encourage you to ask me questions in class if you are unclear of my expectations for how to complete an assignment (you are probably not the only person with questions). Unfortunately, ignorance does not negate academic dishonesty and cheating and plagiarizing will not be tolerated under any circumstances. If you have any questions as to the University of Rochester's policies on academic integrity, please review: <http://www.rochester.edu/college/honesty/students>

Although attendance is critical, I understand that life throws curveballs now and again. You will be allowed two absences over the course of the semester. Missing more classes will reflect in your participation grade for the course. Please see me if you have extenuating circumstances and let me know of school-sponsored absences with as much anticipation as possible.

COURSE REQUIREMENTS

Materials: Books will be on 2-hr reserve at Rush Rhees Library Q&I desk. Let me know if you have additional trouble getting materials. (You are always welcome to read sources in the original language.)

- Pilcher, Jeffrey M., *Que Vivan los Tamales!* (University of New Mexico Press, 1998).
- Coleman, Kevin, *A Camera in the Garden of Eden: the Self-Forging of a Banana Republic* (University of Texas Press, 2016).
- Castillo Bueno, María de los Reyes, *Reyita: The Life of a Black Cuban Woman in the Twentieth Century*, Translated by Anne McLean (Duke University Press, 2000).
- Wood, James, Ed., *Problems in Modern Latin American History: Sources and Interpretation* (fourth edition), (Rowman & Littlefield, 2014).
if you have an alternate edition, just make sure the sources match
- Additional materials available via blackboard

In accordance with the College credit hour policy, which awards 4 credit hours for courses meeting for the equivalent of 3 hours each week, students are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups. There will be some weeks where outside participation in a community-engaged project or a class assignment will substitute that hour.

Community Engagement:

A portion of your grade will be based on a community-engaged project. Participation does not just mean attending/signing up, but also will contain a meaningful reflection connecting the experience to course themes and content. Within two weeks of completing your community-engaged project, you should submit a double-spaced, four- to five- page response. First you should explain what you did and why the event or participation was organized. Second, you should include a reflection that illustrates how your experience/participation helped you better understand course material and themes.

Do not let costs or transportation become a hindrance. There are many options (including using university vans) to help you get where you need to be. You can choose between the following community-engaged events.

- Attend the Im/migrant Worker Conference: Health Care Barriers and Solutions mini-conference at URM
- Help make tamales with the Eastern Service Workers Association
- Volunteer with RCSD bilingual education programs
(Email me for more information on scheduling and training.)
- Have another idea? Let me know and we can find something that works.

RUBRIC

- Participation, 20%
(attendance, preparation, satisfactory completion of assignments)
- Community-Engaged Assignment, 10%
(event attendance/participation and satisfactory and timely completion of written response)
- Photograph Writing Assignment, 10%
- Map Quiz, 10%
- Midterm, 25%
- Final, 25%

LESSONS

I reserve the right to make modifications to the syllabus based on pace and classroom needs. All modifications will be communicated via email or blackboard announcement.

Week 1: What is Latin America?

Thursday: Jan. 17

Optional Readings: Pilcher, *Que Vivan los Tamales*, chapters 1 & 2

Week 2: Latin America at Independence

Tuesday: Jan. 22 – The Fight for Independence

Readings: *Problems in Latin American History* (4th edition), pp.1-20; Lady Maria Callcott, *Journey of a Voyage to Brazil* (1824) ** (pp. preface, 96-131)

Thursday: Jan. 24 – Society at Independence Readings: Pilcher, *Que Vivan los Tamales*, chap. 3

Week 3: 19th Century Colonialism and Conflict

Tuesday: Jan. 29 - Caudillos and Coroneis Readings: *Problems in Modern Latin America*, pp.58-63

Thursday: Jan. 31 - Slavery and Foreign Influence Readings: *Problems in Modern Latin America* pp. 27-38, 206-208; Richard Graham, "Technology and Culture Change: the Development of the *Berimbau* in Colonial Brazil," *Latin American Music Review* 12.1 (1991): 1-20.

Community-Engaged Opportunity – Making Tamales

Friday (Feb.1st) - Vegan tamales (1-5pm or 6-9pm)

Saturday (Feb. 2nd) - Chicken and Pork (10am-2pm or 2pm-6pm)

Irondequoit Presbyterian Church (2881 Culver Road)

Tamale Making with Eastern Service Workers Association

Major fundraising event for ESWA. Call to schedule your volunteer time (585)654-9640

Week 4: Wars and Diplomacy

Tuesday: Feb. 5 - Mexican-American War / War of the Pacific

Readings: Begin reading Coleman, *A Camera in the Garden of Eden*

Thursday: Feb. 7 - Spanish-American War / Caribbean Independence?

Readings: selections from Martí; *Reyita*, chapter 1 (through page 58); *Problems in Latin America*, p.113-14

Week 5: Modernity & Progress

Tuesday: Feb. 12 - Urbanization and Industrialization

Readings: Pilcher, *Que Vivan los Tamales!* chapters 4-5

Thursday: Feb. 14 - Immigration & Latin American eugenics

Readings: *Problems in Latin America*, pp. 100-109, 118-120

Week 6: Modernity & Progress (part II)

Tuesday: Feb. 19 - Banana Republics

Readings: Have Coleman's *A Camera in the Garden of Eden* completed by the start of class.

Thursday: Feb. 21 - Mexican Revolution / Cárdenas Revolution Readings: *Problems in Latin America*, pp.136-139, 115-18

Community-Engaged Opportunity – Migrant Worker Health mini-conference

Saturday: February 23 –Im/migrant Worker Conference: Health Care Barriers and Solutions

Flaum Atrium, University of Rochester Medical Center, 9am-3pm PRE-REGISTRATION REQUIRED
(breakfast and lunch provided)

Week 7: Two Latin Americas

Tuesday: Feb. 26 – In-class midterm

Thursday: Feb. 28 - Introduction to 2nd half the course

Urbanization and Marginalization

Readings/Movie: Have watched *El Alcalde* by the start of class on Thursday. (There will be a joint viewing option and other arrangements can be made if you need to watch it on your own.); *Reyita*, chapters 2 & 3

Week 8: Populism and post-colonialism

Tuesday: Mar. 5 – populism and populists

Readings: *Problems in Latin America*, pp.155-165, 139-145

Thursday: Mar. 7 – Import Substitution Industrialization

Readings: Frank Moya Pons, "Import-Substitution Industrialization Policies in the Dominican Republic, 1925-1961," *Hispanic American Historical Review* 70:4 (1990):539-577.

Week 9: Migrations and Immigration

Tuesday: Mar. 19 - To the Cities and El Norte

Readings / Assignment: Newspapers database activity

Thursday: Mar. 21 - Industrial Migrants (Puerto Rico)

Readings: Palmira Rios, "Export-Oriented Industrialization and the Demand for Female Labor: Puerto Rican Women in the Manufacturing Sector, 1952-1980," *Gender and Society* 4.3 (1990): 321-337.

Week 10: Instability and the Cuban Revolution

Tuesday: Mar. 26 - Instability and Cold War, Che and Castro

Readings: *Reyita*, chapter 4; *Problems in Modern Latin America*, pp. 175-185.

Thursday: Mar. 28 – Latin American alternatives (the ECLA, Allende)

Readings: *Problems in Modern Latin America*, pp. 186-194; Andre Gunder Frank "The Development of Underdevelopment" in *Latin America: Underdevelopment or Revolution* (Monthly Review Press, 1969): 3-20. Optional: Listen to rest of "Little Feet" podcast *Back History* (Oct. 2, 2015).

Week 11: Era of dictators

Tuesday: Apr. 2 - Chile's September 11th (guest lecture)

Readings: Margaret Power "More than Mere Pawns: Right-Wing Women in Chile" *JWH* 16.3(2004).

Optional readings: Heidi Tinsman, "Struggles in the Countryside: Gender Politics and Agrarian Reform in Democracy and Dictatorship," *Radical History Review* (2016): 67-76.

Thursday: Apr. 4 - Southern Cone Dictatorships

Assignment: Declassified documents exploration

Week 12: Legacies of Fear

Tuesday: Apr. 9 – "Papa Doc" Duvalier and Central America (Legacies of Fear)

Readings: Carl Kindscoog, "Making a Path for the Return of Immigrant Detention, 1973-1980" in *Detain and Punish: Haitian Refugees and the Rise of the World's Largest Immigration Detention Center* (University Press of Florida, 2018): 12-32.

Optional readings: Listen to Radio Ambulante "El Extranjero" podcast (Oct. 2, 2018) *podcast in Spanish*. Translated transcript available.

Thursday: Apr. 11 - El Salvador (Congressional Policy Debate)

Readings: Primary source selection, documents from Mark Danner's *The Massacre at El Mozote* (Vintage Books, 1993), pp.175-235.

Week 13: Latin American Middle-Class in the 1980s

Tuesday: Apr. 16 – An Emerging Middle Class

Readings: No readings. Spend this time working on your photo writing assignment.

Thursday: Apr. 18 - "No" and Return to Democracy

Readings: Watch *No* (2012) by the start of class; Paula T. Cronovich, " "No" and *No*: The Campaign of 1988 and Pablo Larrain's Film" *Radical History Review* (2016): 165-176.

Week 14: Identity in the democratic era

Tuesday: Apr. 23 – LGBTQ

Readings: Omar Guillermo Encarnación "Gay Rights and the Paradox of Brazil" in *Out in the Periphery: Latin America's Gay Rights Revolution* (Oxford University Press, 2016); Lodoño, Ernesto and Manuela Andreoni, "Brazil Election: How Jair Bolsonaro Turned Crisis into Opportunity" *NYTimes* (Oct. 29, 2018)

Thursday: Apr. 25 - Afro-Latinos (something with Honduras)

Readings / Assignment: Photographic analysis due by the beginning of class.

Pick and analyze three undigitized images from the [George Eastman Archives](#) related to Latin America (you will need to set up a time to go and see the photograph) -- photostudycenter@eastman.org (585) 327-4870. In five to six double-spaced pages, you should describe how the images are related and their historical context. Your analysis should include outside sources (beyond course readings) to contextualize the photographs.

Week 15: The coda

Tuesday: Apr. 30

Assignment: Choose quote from primary source that impacted you the most this semester.

FINAL EXAM

The final exam will be cumulative; however, it will focus more on the second half of the course (weeks 8 - 15). It will include a matching section, short id's and two essay questions.

May 9, 2019

04:00 PM - 07:00 PM