

# **The Birth of the Modern Latin America City**

HIS 351W/451 (Fall 2015)

Wednesday, 2-4:40pm

Rush Rhees 456

Office Hours: Monday 1-2pm, or by appt.

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Although today the vast majority of Latin America's population lives in large metropolitan areas, at the turn of the twentieth century, the region was largely agrarian and rural. Each week we will explore a new element of the urbanization process through a variety of sources and methods. The course will examine the positive elements and challenges facing Latin Americans during this growth process in cities like Buenos Aires, Mexico City, Rio de Janeiro and Lima. Special attention is played to the role the city and its structure plays in modern Latin America's social, political and cultural history. Prior knowledge of Latin American history is not required.

As this is a writing-intensive course and research seminar, you will have heavy reading load for this class including scholarly articles and monographs as well as primary sources. Through week eleven, we will try to explore one new type of primary source each week. You are expected to come to class prepared to discuss and critique the readings and sources in a meaningful manner. By the end of the semester, you will produce a significant research paper based on primary and secondary sources that reflects the course themes. You will present your paper formally (20 – 25 min presentation) to your classmates on the last day of classes.

## **COURSE OBJECTIVES**

- Recognize significant currents and themes in modern Latin American urban history.
- Feel comfortable conducting independent research, analyzing documents and structuring a cohesive and well-written paper reflecting your findings.
- Improve critical reading and writing skills.

## **COURSE POLICIES**

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

You will be allowed one absence over the course of the semester. Arriving for class more than 15 minutes late will be considered an absence. For each subsequent absence, you will lose 10% of your participation grade. If, for whatever reason, you miss more than one class, you must provide written documentation (doctor's note, etc.) excusing your absence.

You are responsible for turning in all assignments on time (even if you miss a day an assignment is due). For each day that an assignment is late, you will lose a letter grade on that assignment. If you wish to dispute a grade, you must make a written appeal to me explaining why you believe you deserve a higher grade. This appeal may not reference another student's work.

## **Academic Honesty**

While a large part of this course is discussion-based and I encourage you to talk with your classmates about readings, sources and materials, all written work should be entirely your own. Plagiarizing and cheating will not be tolerated under any circumstance, so make sure to properly cite your work. I encourage you to consult the university's College Writing Center with any specific doubts or questions about citing. If you have further questions as to the University of Rochester's policies on academic

integrity, please see <http://www.rochester.edu/College/honesty/>. If there is evidence that you have violated these policies, you will be reported to the Board on Academic Honesty (BAH).

## **GRADING RUBRIC**

### **Participation (20%)**

As a seminar class, we will only meet once a week and attendance is mandatory. Classes will be discussion-driven. Thus, your participation is integral to a strong class dynamic. Please come to class ready to discuss the material you have read. To help examine course materials, starting in week 3, students will give short presentations on the assigned materials and will prepare questions for their fellow classmates to facilitate discussion. The first time that you lead discussion, you will need to meet with me prior to class to review your questions. Your grade will also reflect your virtual participation through blackboard assignments (journals, discussion boards, etc.)

### **Book and Film Reviews (20%)**

Students will be required to turn in a book review at the beginning in weeks 3 and 9 (*City of Suspects* and *The Modernist City*). These reviews should succinctly summarize the author's main arguments, the sources and methods that he or she uses and the strengths and weaknesses of the approach. Reviews will be turned in via blackboard and are one page, single-spaced. The work's bibliographic citation should appear in the header of the review.

In Friday of week 6 (October 9), students will submit a film review via blackboard analyzing elements of the Brazilian film *Black Orpheus* alongside George Reid Andrews' study of *Black and Whites in São Paulo*. This essay should have a title and will be 4 to 5 double-spaced pages in length. You will receive revisions and comments from both a classmate and myself and will resubmit a revised version by Wednesday, October 14<sup>th</sup>.

You should not include any identifying information in the reviews themselves or their names (blackboard allows a blind grading system). The anonymous submissions will also facilitate peer reviews. Your grade for this portion will be based on your analyses, your ability to review your classmates, your revisions and improvements in your work.

### **Research Paper (60%)**

You will write a long (15-20 pages), Chicago-style research paper that examines how one or two themes discussed in this course manifest in a specific modern Latin American city. (Please let me know if you are interested in a theme not appearing in the syllabus.) At the end of the syllabus you will find a list of the largest cities in modern Latin America to choose from. You will be expected to use both primary and secondary sources. Although you are not expected to be able to conduct research in a foreign language, you may use these resources if you would like. We will be exploring a number of readily available, primary source materials in this class that may help you define your own research methods and sources. You should pick a tentative topic by week 5 and either schedule an individual meeting or come to office hours to register your topic. **If you choose to work on a topic in the post-1985 period, you must provide further justification when registering your topic that shows how your approach will be historical in nature (as opposed to a public policy, sociology, political science, etc. perspective).**

Collectively, the research paper is 60% of your final grade; however, the final paper is worth just 25%. Other components, which you will turn in throughout the semester, will be worth the following: annotated bibliography (10%), outline (10%) and first draft (15%). You will receive more specific instructions on each of these components as assignments become due.

### **Available Resources**

This syllabus is a resource itself. Use the required and suggested reading list as well as the primary source materials. Links and discussions on blackboard may prove particularly helpful. I also encourage you to come to my office hours to discuss your research interests. I will be happy to suggest books or articles that you may find useful and interesting. I would also be happy to discuss concerns about the course, your writing, assigned readings, etc. Please also make use of the following resources.

*Rush Rhees Research Librarians:* We will have a mini library tour where you will become acquainted with resources available at Rush Rhees and meet librarians Alan Unsworth and Margaret Becket. Please do not hesitate to contact these individuals if you have any further questions about finding sources. You can contact them at the Reference Desk or by email/phone: [aunsworth@library.rochester.edu](mailto:aunsworth@library.rochester.edu) / x59298; [mbecket@library.rochester.edu](mailto:mbecket@library.rochester.edu) / x59300.

*U. of R. Writing Center:* I encourage you to work with the specialists and writing tutors at the College Writing Center. They not only can help improve your writing and organization for this course, but also can serve as a valuable resource for other courses or applications (<http://writing.rochester.edu/center.html>, Rush Rhees G-121).

### REQUIRED TEXTS

You will need to purchase or rent the following books for this course. Some titles may be available in an ereader format. The books will also be placed on a two-hour reserve at Rush Rhees for your convenience. Other assigned materials (articles, primary sources, etc.) will be available in a PDF format online via blackboard.

1. Andrews, George Reid. *Blacks and Whites in São Paulo, Brazil, 1888-1988*. Madison: University of Wisconsin Press, 1991.
2. Braun, Herbert. *The Assassination of Gaitán: Public Life and Urban Violence in Colombia*. Madison: University of Wisconsin Press, 1985.
3. Guy, Donna. *Sex and Danger in Buenos Aires: Prostitution, Family and Nation in Argentina*. Lincoln: University of Nebraska Press, 1991.
4. Holston, James. *The Modernist City: An Anthropological Critique of Brasília*. Chicago: University of Chicago Press, 1989.
5. Piccato, Pablo. *City of Suspects: Crime in Mexico City, 1900-1931*. Durham: Duke University Press, 2001.
6. Schneider, Cathy Lisa. *Shantytown Protest in Pinochet's Chile*. Philadelphia: Temple UP, 1995.
7. Soto, Hernando de. *The Other Path: The Economic Answer to Terrorism*. New York: Basic Books, 2002. (various paperback editions starting from 1989)

### SCHEDULE OF CLASSES

(Readings are to be completed by the beginning of class in the weeks they are assigned.)

Week I – Sep. 2

Introduction

Readings: Historiographical essays, Hardoy, Morse and Oliveira and Roberts

Week II – Sep. 9 – Gender Roles

Readings: Donna Guy, *Sex and Danger in Buenos Aires*; Selections from *Children of God's Fire*; "A Positivist Interpretation of Feminism" (1909) in *The Mexican Reader*

Primary source analysis: song lyrics

Blackboard: Post 3 potential research topics in the journal section by Friday, September 11<sup>th</sup>.

Week III – Sep. 16 – Urban Criminality

Readings: Pablo Piccato, *City of Suspects*

Primary source analysis: maps and mapping software

Blackboard: Submit book review by the beginning of class.

Week IV – Sep. 23 – Modernization in the Early 20<sup>th</sup> Century

Readings: Jeffery Needell, “Rio de Janeiro at the Turn of the Century: Modernization and the Parisian Ideal” *Journal of Interamerican Studies and World Affairs* (Feb., 1983); David Sowell, “The 1893 Bogotazo: Artisans and Public Violence in Late Nineteenth-Century Bogotá” *JLAS* (May, 1989); Teresa Meade, ““Civilizing Rio de Janeiro”: The Public Health Campaigns and the Riot of 1904” *Journal of Social History* (Winter, 1986).

Primary source analysis: Latin American newspapers database

Blackboard: Latin American newspapers database assignment

Week V – Sep. 30 – Racial Discrimination in Brazil

Readings: George Reid Andrews, *Blacks and Whites in São Paulo*, intro – chap. four; selections from Gilberto Freyre and Florestan Fernandes; selections from *The Brazil Reader*

Primary source analysis: film (*Black Orpheus*)

Tentative topic registered by Friday, September 30<sup>th</sup>

Week VI – Oct. 7 – Racial Discrimination cont., & Library tour

Readings: George Reid Andrews, *Blacks and Whites in São Paulo*, finish book

Primary source analysis: Introduction to Rush Rhees Rare Books and Special Collections (RBSC)

Blackboard: Film review due by Friday, Oct. 9<sup>th</sup>; peer review by Sunday, Oct. 11<sup>th</sup>

Week VII – Oct. 14 – No class this week

Readings: You have no formal readings for this week. Use this as a chance to meet start preparing your research paper bibliography. You may want to meet with Alan Unsworth and go ahead and request books and articles via ILL.

Primary source analysis: Rochester Race Riots material

Blackboard: Revised film review due by October 14<sup>th</sup>; Online discussion comparing the Rochester Race Riots materials in RBSC to the Latin American experience.

Week VIII – Oct. 21 – Populism and mid-century unrest

Readings: Pablo Piccato, *The Assassination of Gaitán*; TIME magazine articles and features

Primary source analysis: TIME magazine (and other news magazines) profiles

Blackboard: Revised paper topic and annotated bibliography due by Saturday, October 24<sup>th</sup>.

Week IX – Oct. 28 – Populism and the Modern City

Readings: James Holston, *The Modernist City*; selections from populist speeches

Primary source analysis: Proquest historical newspapers

Blackboard: Submit book review by the beginning of class.

Week X – Nov. 4 – Festivals, Parades and Celebrations

Readings: Andrew Grant Wood “Introducing La Reina del Carnaval: Public Celebration and Postrevolutionary Discourse in Vera Cruz, Mexico” *The Americas* (July 2003); Mauricio Tenorio Trillo “1910 Mexico City: Space and Nation in the City of the *Centenario*” *JLAS* (Feb. 1996); Ann M.

Pescatello "Music *Festas* and their Social Role in Brazil: *Carnaval* in Rio" *Journal of Popular Culture* (Spring 1976)

Primary source analysis: postcards and photographs

Week XI – Nov. 11 – Public Space and Militant Control

Readings: Rosenthal, Anton. "Spectacle, Fear, and Protest: A Guide to the History of Urban Public Space in Latin America," *Social Science History* 24.1 (Spring 2000); Margaret Power "Class and Gender in the Anti-Allende Women's Movement in Chile 1970-1973"; selections from Elena Poniatowska, *Massacre in Mexico*

Primary source analysis: CIA government documents

Blackboard: Submit outline by Mon., Nov. 9<sup>th</sup>.

Week XII – Nov. 18 – Public Space and Protest

Readings: Cathy Lisa Schneider, *Shantytown Protest in Pinochet's Chile* (Temple UP, 1995); Taylor "Making a Spectacle: The Mothers of the Plaza de Mayo" (1998); Torre "Claiming the Public Space: The Mothers of the Plaza de Mayo"

Week XIII – Nov. 25 – Thanksgiving break. No classes.

Blackboard: Submit rough draft by Wed., Nov. 25<sup>th</sup>.

Week XIV – Dec. 2 – Informality

Readings: Hernando de Soto, *The Other Path*; "Garbage" in *Mexico City Reader*

Blackboard: Submit rough draft peer review by Mon., Nov. 30<sup>th</sup>.

Week XV – Dec. 9 – Course conclusion

Final presentations

Course evaluations

Final papers due by 4pm, Wednesday, December 16<sup>th</sup>

The following Latin American city agglomerations recorded over one million inhabitants in the city proper by 2011.<sup>1</sup> The cities in parentheses form part of the urban agglomeration that precedes them. Federal capitals appear in all caps.

*Argentina:* BUENOS AIRES, Córdoba, Rosario

*Bolivia:* Santa Cruz

*Brazil:* Belo Horizonte, BRASILIA, Curitiba, Goiânia, Manaus, Porto Alegre, Rio de Janeiro (Niterói), Salvador, São Paulo (Santo Amaro, São Bernardo do Campo, São Caetano do Sul, Guarulhos, Osasco)

*Chile:* SANTIAGO

*Colombia:* Barranquilla, BOGOTA, Cali, Medellín

*Cuba:* HAVANA

*Dominican Republic:* SANTO DOMINGO

*Ecuador:* Guayaquil, QUITO

*Guatemala:* GUATEMALA CITY

*Mexico:* Guadalajara (Tlaquepaque, Tonalá, Zapopan), Zacatecas (Guadalupe), Juárez, León de los Aldama, MEXICO CITY (Ecatepec, Tlalnepantla, Netzahualcóyotl), Monterrey (Guadalupe), Puebla de Zaragoza (San Andrés Cholula, San Pedro Cholula), Querétaro, San Luis Potosí, San Martín Texmelucan, Tijuana, Toluca de Lerdo, Torreón

*Paraguay:* ASUNCION

*Peru:* LIMA

*Uruguay:* MONTEVIDEO

*Venezuela:* Barquisimeto, CARACAS, Maracaibo

*Border Cities:* Tijuana/San Diego; Juárez/El Paso; Ciudad del Este/Foz de Iguazu/Puerto Iguazú

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<sup>1</sup> Based on the United Nations *Demographic Yearbook for 2011*, available online. Some cities are not measured by agglomeration, but rather by population in the city proper.