HIST/CLTR151: Modern Latin America - Spring 2022

Location:
Remote: https://rochester.zoom.us/j/96517053102
Physical: Genesee Hall 309 (Tu/Th 11:05 - 12:20)

Prof. Molly Ball, she/her (mollycball@rochester.edu)
Office hours zoom channel: https://rochester.zoom.us/j/5852767184
Office hours:
M, 9:30 – 10:30, via zoom
W, 9:30 – 10:30, in-person (once possible) Rush Rhees 449 or via zoom

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.
  - Write a polished, critical research paper.
- Identify historical turning points and junctures.

COVID-19 STATEMENT
Safety first: We will follow the protocols of the university, county, and state, which will likely change throughout the semester. If you are not feeling well, please send me an email and do not attend class in person on that day. If we must have a hybrid structure, we will use a combination of remote attendance and alternative assignments to ensure equal access to course material.

Flexibility: This course is designed to maximize flexibility in the event that you, me, or the university needs to revert to a remote format for a limited or extended period of time. The module format and the grading rubric allow are also structured so that single assignment or quiz will disrupt your grade.

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).
- Wood, James, Ed., *Problems in Modern Latin American History: Sources and Interpretation* (fourth edition), (Rowman & Littlefield, 2014). *(RECOMMENDED) – available in ebook format if you have an alternate edition, just make sure the sources match*
- Additional materials available via blackboard.

The Kelly Family History Book Fund is set to go for the spring 2022 semester. These funds are for undergraduate students in need to purchase books for their history courses; preference will be given to those majoring in history. Students may apply for these funds using this link: https://forms.gle/c2WArDa5g696oKeU6

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. Starting in week 4, this time should be spent working on the outside research paper or the group assignment.

**RUBRIC**

- Participation, 35%
  - (attendance, preparation, satisfactory completion of assignments)
    - Attendance & ACTIVE participation: 10%
    - Timeline participation (group grade): 20%
    - Outside event (500-word reflection) and post: 5%
- Map Quiz, 5%
- Module Quizzes/midterms, 40%
- Photograph Writing Assignment, 20%

*In the event that extenuating circumstances prevent you from participating in a significant portion of the course, an alternate rubric can be discussed.*

**Participation**

*Attendance:* Your active participation is essential for the course. This means not only being in class, but also contributing your thoughts and ideas to class discussion and/or group work. If illness or extenuating circumstances prevent you from attending class, you will need to provide documentation.

*Timeline:* You will work in groups of four or five to complete a thematic timeline of milestones in modern Latin American history over the course of the semester. We will work on portions of this assignment over the course of the semester, but your group should meet outside of class. Your timelines will complement the economic history timeline that will be constructed over the course. You will present your timeline the last week of class, but your group will submit a progress report the end of modules 3 and 4.

*Outside event:* There will be several opportunities to participate in outside events related to modern Latin American history. These are marked in green on the syllabus. Over the course of the semester, you will attend at least one event and write a 500-word reflection on the significance of the event as related to the course.

**Map Quiz**

Geography and locations matter! You will receive a map in week two and have a map quiz in week four. This will be 5% of your final grade.

**Module Quizzes**

At the end of each of the four modules, you will have a quiz/midterm. The lowest grade of your module quizzes will be dropped. If you miss one module quiz, the grades of your other quizzes will be averaged, and the lowest grade will not be dropped. Only in extenuating circumstances will you be able to miss more than one quiz and be able to provide an alternate assignment.

**Photograph/Writing Assignment**

There is no final exam, but you do have a final paper. You must pick and analyze three images related to Latin America. In five to seven double-spaced pages, you should explain the origins of the photographs, describe how
the images are related and their historical context. Your analysis should include outside primary and/or secondary sources (beyond course readings) to contextualize the photographs.

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

**Readings or their equivalent should be completed by the start of the class on the day they appear.**

**MODULE 1: NEW NATIONS**

Week 1: What is Latin America?
PMLH readings: Independence
Thursday: Jan. 13
Optional Readings: Pilcher, *Que Vivan los Tamales*, chapters 1 & 2

Week 2: Latin America at Independence
PMLH readings: Independence
Timeline Topic: 1825 Agreement
Tuesday: Jan. 18 – The Fight for Independence

Thursday: Jan. 20 – Society at Independence
Readings: Pilcher, *Que Vivan los Tamales*, chap. 3

Week 3: 19th Century Colonialism and Conflict
PMLH readings: Caudillos
Timeline Topic: Cinco de Mayo
Tuesday: Jan. 25 – Caudillos, Coroneis & Patronage

**Wed. Jan. 26, 5:30-7pm – Likely virtual roundtable on Rochester’s Latino Oral History Project.**

Thursday: Jan. 27 - Mexican-American War / War of the Pacific
Readings: Pilcher, *Que Vivan los Tamales*, chap. 4

Week 4: Wars and Diplomacy
PMLH readings: Slavery
Timeline Topics: 1870 Moret Law
Tuesday: Feb. 1 – Slavery and Abolition

MAP QUIZ
Thursday: Feb. 3 – Spanish-American War: Caribbean Independence?
Readings: selections from Montejo & Barnet, *Autobiography of a runaway slave*; *Problems in Latin America*, p.113-14
**Module Quiz/Midterm** You will have a module quiz scheduled between Friday and Sunday.

## MODULE 2: LATIN AMERICA IN THE GLOBAL ERA

### Week 5: Modernity & Progress

**PMLH readings:** Liberalism; Race & Nation Building

**Timeline Topic:** 1891 Baring Crisis (FDI & immigration)

Tuesday: Feb. 8 - Urbanization and Industrialization


Thursday: Feb. 10 - Immigration & Latin American eugenics


Class activity: Oxford Bibliographies exploration

### Week 6: Modernity & Progress (part II)

**PMLH readings:** Nationalism

**Timeline Topic:** UFC incorporation

Tuesday: Feb. 15 - Banana Republics

Readings: Have Coleman's *A Camera in the Garden of Eden,* through chapter 3 read.

Thursday: Feb. 17 - Mexican Revolution / Cárdenas Revolution


### Week 7: Two Latin Americas

**PMLH readings:** Populism/Women & Social Change

**Timeline Topic:** 1918 General Strike

Tuesday: Feb. 22 –


Thursday: Feb. 24 - Urbanization and Marginalization

Readings: Have read through chapter 5 of Coleman.

**Feb. 24 – 26 Film festival on “Migration in collaboration with the Dryden. Feature screenings on Thursday and Friday night and morning, afternoon, and evening screening on Saturday.”**

**Module Quiz/Midterm** You will have a module quiz scheduled between Friday and Sunday.

## MODULE 3: The Growing State: from Populism to Dictatorship

### Week 8: Populism and post-colonialism

**PMLH readings:** Populism

**Timeline Topic:** 1929 Stock Market Crash

Tuesday: Mar. 1 – populism and populists

Readings: Pilcher, chapter 6; Braun, *The Assassination of Gaitán,* chap 3
**Wed. Mar. 2nd, 12-2pm – Historical Immigrant Identities in Brazil – workshop with Jeffrey Lesser**

Thursday: Mar. 3 – Import Substitution Industrialization

**SPRING BREAK WEEK!!**
(In 2 weeks, you will have finished Coleman’s *A Camera in the Garden of Eden*. I suggest reading some over break or making a reading plan for when you return.)

**Week 9: Migrations and Immigration**
*Timeline Topic: 1949 ECLA*
Tuesday: Mar. 15 – Post-war movements: To the Cities and El Norte
Readings / Assignment: Pilcher, chapter 6
**Film screening and discussion with director Medhin Tewolde Serrano, *Negra* (2019), 5-7pm**

Thursday: Mar. 17 - Industrial Migrants

**Week 10: Instability and the Cuban Revolution**
*PMLH readings: Cold War; Social Revolution*
*Timeline Topic: Cuban Revolution, 1959*
Tuesday: Mar. 22 – Instability and Cold War, Che and Castro

Thursday: Mar. 24 – Latin American alternatives

**Week 11: Era of dictators**
*PMLH readings: Historical Memory*
*Timeline Topic: 1978 ABC Strikes*
Tuesday: Mar. 29 - Chile’s September 11th
Readings: Margaret Power "More than Mere Pawns: Right-Wing Women in Chile" *JWH* 16.3(2004).

Thursday: Mar. 31 - Southern Cone Dictatorships
Prep for class activity: Declassified documents exploration

**“Contemporary Migration in Mexico” public lecture by Douglass Massey, 5-7pm**

**Module Quiz/Midterm** You will have a module quiz scheduled between Friday and Sunday.

**MODULE 4: Returns to Democracy and Markets**

**Week 12: Legacies of Fear**
PMLH readings: Historical Memory
Timeline Topic: Sandinistas
Tuesday: Apr. 5 – "Papa Doc" Duvalier and Central America (Legacies of Fear)

Thursday: Apr. 7 – Central America

Week 13: Latin American Middle-Class in the 1980s
PMLH readings: Global Economy
Tuesday: Apr. 12 – An Emerging Middle Class
Readings: No readings. Spend this time working on your photo writing assignment.

Thursday: Apr. 14 - "No" and Return to Democracy

Week 14: Identity in the democratic era
Timeline Topic: 2008 Financial Crisis
Tuesday: Apr. 19 (possibly REMOTE) – LGBTTI

Thursday: Apr. 21 (possibly REMOTE)
Individual Image Presentations

**Module Quiz/Midterm** You will have a module quiz scheduled between Friday and Sunday.

Week 15: The coda
Timeline Topic: 2020 Pandemic
Tuesday: Apr. 26
Assignment: Timeline Presentations

**Wed. Apr. 27: Roundtable: Justice and the Labor Problem in North American Migration, 12-2pm.**

FINALS Week
There is no final exam; however, your final research paper and group projects are due at the end of our final exam time.
COURSE POLICIES

Scheduled classes will begin on time. Please turn all cell phones to silent and refrain from texting, posting, etc.
Your attention AND PARTICIPATION are integral to fostering an enjoyable learning atmosphere. If you are participating virtually, your attention should also be focused on class, and you will be expected to uphold 'netiquette' rules as you post and interact with classmates.

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 circumstance. 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.

As a general rule, I do not read entire drafts for writing assignments. However, I will read introductions, conclusions, thesis statements and review outlines if I receive them in a timely manner. 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.

You are responsible for making sure that I am able to open assignments you turn in online, via email or on blackboard. Make sure there are no issues with corrupted files, saving in the wrong format, missing attachments, etc. These will not be valid excuses if something is turned in late.

This course and the University welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

The University of Rochester, this course, and I are committed to inclusion and welcome students of all backgrounds and abilities and to providing a quality education to all students, regardless of their race, sex, gender, or immigration status. Some available resources for students with DACA or undocumented status can be accessed at http://www.rochester.edu/college/ccas/undergraduate/daca/index.html. Also please reach out to me if there are circumstances affecting your ability to participate in class or your full participation in this course.

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. Should you miss class, you are responsible for coordinating with classmates to get missed notes. Please see me if you have extenuating circumstances and let me know of school-sponsored absences with as much anticipation as possible.