

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/hers (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).
- Coleman, Kevin, *A Camera in the Garden of Eden: the Self-Forging of a Banana Republic* (University of Texas Press, 2016).

- 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

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); listen to 15-minute history podcast on [Episode 13: Simón Bolívar](#)

Thursday: Jan. 20 – Society at Independence

Readings: Pilcher, *Que Vivan los Tamales*, chap. 3

Optional readings: Obregón, Liliana. "Empire, Racial Capitalism and International Law: The Case of Manumitted Haiti and the Recognition Debt." *Leiden journal of international law* 31.3 (2018): 597–615.

Week 3: 19th Century Colonialism and Conflict

PMLH readings: Caudillos

Timeline Topic: Cinco de Mayo

Tuesday: Jan. 25 – Caudillos, Coroneis & Patronage

Readings: *Problems in Modern Latin America*, pp.58-63; Perea, Natalia Sobrevilla. "The Enduring Power of Patronage in Peruvian Elections: *Quispicanchis*, 1860." *The Americas* 67, no. 1 (2010): 31–55.

<http://www.jstor.org/stable/40665025>.

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

Readings: 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.

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

Readings: Pilcher, *Que Vivan los Tamales!*, chapter 5; Erman, Sam. "Meanings of Citizenship in the U.S. Empire: Puerto Rico, Isabel Gonzalez, and the Supreme Court, 1898 to 1905." *Journal of American Ethnic History* 27, no. 4 (2008): 5–33. <http://www.jstor.org/stable/27501851>.

Thursday: Feb. 10 - Immigration & Latin American eugenics

Readings: *Problems in Latin America*, pp. 100-109, 118-120; Begin reading Coleman, *A Camera in the Garden of Eden*.

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

Readings: *Problems in Latin America*, pp.136-139, 115-18; continue reading Coleman, *A Camera in the Garden of Eden*.

Week 7: Two Latin Americas

PMLH readings: Populism/Women & Social Change

Timeline Topic: 1918 General Strike

Tuesday: Feb. 22 –

Readings: Wolfe, Joel. "Anarchist Ideology, Worker Practice: The 1917 General Strike and the Formation of Sao Paulo's Working Class." *The Hispanic American Historical Review* 71, no. 4 (1991): 809–46.

<https://doi.org/10.2307/2515765>; Macpherson, Anne, "The 19th Amendment Didn't Grant Puerto Rican Women Suffrage." <https://www.washingtonpost.com/outlook/2020/08/26/19th-amendment-didnt-grant-puerto-rican-women-suffrage/>

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

Readings: Frank Moya Pons, "Import-Substitution Industrialization Policies in the Dominican Republic, 1925-1961," *Hispanic American Historical Review* 70:4 (1990):539-577; *Problems in Latin America*, pp.155-165, 139-145.

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 Tewelde Serrano, *Negra* (2019), 5-7pm****

Thursday: Mar. 17 - Industrial Migrants

Readings: Andre Gunder Frank "The Development of Underdevelopment" in *Latin America: Underdevelopment or Revolution* (Monthly Review Press, 1969): 3-20.; 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

PMLH readings: Cold War; Social Revolution

Timeline Topic: Cuban Revolution, 1959

Tuesday: Mar. 22 - Instability and Cold War, Che and Castro

Readings: Finish Coleman's *A Camera in the Garden of Eden*; *Problems in Modern Latin America*, pp. 175-185.

Recommended film: *The Motorcycle Diaries* (2004)

Thursday: Mar. 24 – Latin American alternatives

Readings: *Problems in Modern Latin America*, pp. 186-194; Optional: Listen to rest of "Little Feet" podcast *Back History* (Oct. 2, 2015).

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).

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

Thursday: Mar. 31 - Southern Cone Dictatorships

Prep for class activity: Declassified documents exploration

Recommended films: *Roma* (2018); *The Year my Parents went on Vacation* (2006); *The Official Story* (1985); *Machuca* (2004)

****"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)

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. 7 – Central America

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

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

PMLH readings: Global Economy

Timeline Topic: 1979 Volker Shock; 1994 NAFTA; 1997 East Asian financial crisis

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

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

Week 14: Identity in the democratic era

Timeline Topic: 2008 Financial Crisis

Tuesday: Apr. 19 (possibly REMOTE) – LGBTTI

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. 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.