HIST/CLTR151: Modern Latin America - Spring 2024

Morey 501 (Tu/Th 9:40 – 10:55)

Prof. Molly Ball, she/hers (mollycball@rochester.edu)
Office: 449 Rush Rhees Library, x67184
Office hours: T/Th, 12:45 – 1:45 pm (or by appointment if you have a work/class conflict)
I can meet via zoom during my office hours with prior scheduling: https://rochester.zoom.us/j/5852767184

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. By end of the class will understand Calle 13’s “Latinoamerica.” You will work on a research project related to the song’s lyrics and will curate a related play list with annotated justifications.

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 lyrics, photographs, film, and podcasts.
  • Write a polished, critical research paper.
• Identify historical turning points and junctures.

ILLNESS STATEMENT
There may be instances where illness might prevent you from coming to class. If you are clearly contagious or have tested positive for flu, COVID, or RSV, you should not come to class. You should also refrain from coming to class if you have a fever and should send me an email letting me know that you will be absent.

Missed material/assignments due to illness:
  o If you miss a class activity, you are responsible for completing the assignments. You will, however, be allowed extra days depending on the severity of your illness.
  o If you miss class notes, you should ask a classmate for the notes. Best practice is to review those notes and then attend office hours to clear up any additional questions or doubts.

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.)
Required:
- Pilcher, Jeffrey M., *Que Vivan los Tamales!* (University of New Mexico Press, 1998).
  - If you have an alternate edition, just make sure the sources match
- Additional materials available via blackboard.

Recommended:
- Callcott, Maria, Jennifer Hayward, and Maria Callcott. Journal of a Residence in Chile During the Year 1822; and, A Voyage from Chile to Brazil in 1823 / Maria Graham; Edited by Jennifer Hayward. Charlottesville: University of Virginia Press, 2003.
- While there is no entry textbook for this course, several are available in Rush Rhees for further context. The following is available online. Clayton, Lawrence A, Michael L Conniff, and Susan M Gauss. *A New History of Modern Latin America.* Berkeley: University of California Press, 2017.

The Kelly Family History Book Fund supports students who need to but may find purchasing books cost prohibitive 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/c2WArDa5q696oKeU6

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. In some weeks this may include an outside event. Starting in week 4, time should also be spent working on the outside research paper.

**RUBRIC**
- Participation, 25%
  (attendance, preparation, satisfactory completion of assignments)
  - Attendance & ACTIVE participation: 20%
  - Outside event (500-word reflection) and post: 5%
- Map Quiz, 5%
- Module midterms (in-class), 45%
- Calle-13 and playlist research writing assignment and group playlist: 25%

*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 (on time), but also contributing your thoughts and ideas to class discussion and/or group work. Participation also includes submissions and blackboard assignments. Unless otherwise noted, these are graded on a √-, √, √+ scale. Each student is allowed two unexcused absences.

**Outside event:** There will be several opportunities to participate in outside events related to modern Latin American history. These will be announced in class and on blackboard. Over the course of the semester, you must attend at least one event and write a 500-word reflection on the significance of the event as related to the course. If you find an alternate outside event, you are welcome to use it to satisfy this requirement.

**Map Quiz**
Geography and locations matter! You will receive a map in week one and have a map quiz during week 3. This will be 5% of your final grade.

**Module Midterms**
At the end of each of the four modules, you will have an assessment. The lowest of these grades will be dropped. If you miss one module assessment, the grades of your others will be averaged, and the lowest grade will not be
dropped. Only in extenuating circumstances will you be able miss more than one assessment and be able to complete an alternate assignment.

Research Writing Assignment and playlist
There is no final exam, but you do have a research paper. You must pick a stanza from Calle 13’s "Latinoamérica" to analyze and create a mini-playlist of three to five songs related to that stanza. Although it is not a requirement, you should try to pick songs from the region. In 2000 to 2500 words, you will contextualize and explain the significance of the stanza to modern Latin American history as well as how the songs you chose relate to that theme. Your analysis must include outside primary and/or secondary sources beyond assigned course readings. In the last two weeks of class, you will coordinate with groups to come up with a cohesive 1-hour playlist that can be broadcast on a station like WRUR.

IMPORTANT DATES
Week 3, Jan 30 – map quiz
Week 4, Feb 8 – module 1 assessment
Week 8, March 7 – module 2 assessment
Week 9, March 19 – outside event opportunity, 12 – 1:30 pm
Week 9, March 21 – preliminary song list & bibliography due; mind map exercise in class
Week 11, April 4 – module 3 assessment
Week 12, April 11 – outside event opportunity, 5 – 6:30 pm
Week 13, April 18 – playlist writing assignment due
Week 14, April 25 – module 4 assessment
Week 15, April 30 – group playlist due
Finals, May 8 – outside event and extra credit assignments submitted by 4pm

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?
Thursday: Jan. 18
Optional Readings: Pilcher, Que Vivan los Tamales, chapters 1 & 2; Problems in Modern Latin American History
PMLAH, pp.1 – 26

Week 2: Latin America at Independence
Tuesday: Jan. 23 – The Fight for Independence
Readings: PMLAH pp.27. – 47, 240; Pilcher, Que Vivan los Tamales, chap. 3

Thursday: Jan. 25 – Society at Independence and the 1825 Agreement
Readings: (Monroe Doctrine); Lady Maria Callcott, Journey of a Voyage to Brazil (1824) ** (pp. preface, 96-131)
OR Journal of a Residence in Chile During the Year 1822, pp. 70 – 105 OR Journal of a Residence in Chile During the Year 1822, pp. 1 – 35

Week 3: 19th Century Colonialism and Conflict
Tuesday: Jan. 30 – Caudillos, Coroneis & Patronage (and Cinco de Mayo)

Thursday: Feb. 1 - Mexican-American War / War of the Pacific
Readings: Pilcher, Que Vivan los Tamales, chap. 4; begin reading Azevedo’s The Slum

Week 4: Wars, Diplomacy & Abolition
Tuesday: Feb. 6 – Slavery, Military Service, Free Wombs and Abolition
Readings: PMLAH, pp.51 – 68, 161 – 162; have Azevedo’s The Slum finished


Thursday: Feb. 8 – Module 1 Assessment

MODULE 2: LATIN AMERICA IN THE GLOBAL ERA

Week 5: Modernity, Progress & Nation Building
Tuesday: Feb. 13 – Liberalism, Urbanization and Industrialization

Thursday: Feb. 15 - Latin American eugenics & race
Readings: Problems in Latin America, pp. 147 – 56, 166 – 8

Optional Reading: Stepan, Nancy Leys. The Hour of Eugenics.

Week 6: Modernity & Progress (part II)
Tuesday: Feb. 20 - Banana Republics

Thursday: Feb. 22 - Mexican Revolution / Cárdenas Revolution

Optional Readings: Azuela, Mariano. The Underdogs/Los de Abajo.

Week 7: Two Latin Americas
Tuesday: Feb. 27 – Immigration

Thursday: Feb 29 – Urbanization, Marginalization, and Contestation
MODULE 3: The Growing State: from Populism to Dictatorship

Week 8: Populism and post-colonialism

Tuesday: Mar. 5 – Module Assessment

Thursday: Mar. 7 – Meet in the community kitchen!!

Thursday: Mar. 7 – Populism, populists and Import Substitution Industrialization (ISI)
Readings: Pilcher, chapter 6; PMLAH, pp. 181 – 98.


SPRING BREAK WEEK!!
Take a break this week. If you haven’t picked any or all of your songs, I encourage you to switch up your spotify playlist a bit. If you don’t know where to start, check out this quick article from Britannica: https://www.britannica.com/art/Latin-American-music

Week 9: Research-intensive week
Welcome back! This week we will be working closely with research, reading, and writing strategies.

Tuesday, Mar. 19 – Secondary and primary source exploration (Rush Rhees, LOC, LANIC, etc.). We will likely meet in the library today. Exact location TBD.

Mar. 19 – Outside event opportunity, Sawyer roundtable, “Migration and Consequences of Race, Ethnicity, Gender, and Sexuality”, 12:00 – 1:30pm (lunch provided with RSVP) (Humanities Center Conference Room D)

Thursday, Mar. 21 – Song theme mindmap.

Thursday: Mar. 21 – Preliminary songlist & bibliography due


Week 10: Instability, the Cuban Revolution & the Cold War
Tuesday: Mar. 26 - Instability and Cold War, Che and Castro

Thursday: Mar. 28 – Latin American alternatives

Recommended reading: Guevara, *The Motorcycle Diaries*.
**Week 11: Era of dictators**
Tuesday: Apr. 2 – Southern Cone Dictatorships and Chile's September 11th

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


Thursday: Apr. 4 – Module Assessment

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

**Week 12: Legacies of Fear**
Tuesday: Apr. 9 – Legacies of Fear; "Papa Doc" Duvalier

Thursday: Apr. 11 – Historical Memory; Central America

**Week 13: Latin American Middle-Class in the 1980s**
Tuesday: Apr. 16 – An Emerging Middle Class and Era of trade agreements
Readings: No readings. Spend this time working on your final paper.

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

Thursday: Apr. 18, Playlist paper due.

**Week 14: 21st Century Crises**
Tuesday: Apr. 23 – LGBTTI rights; feminicides; 2008 Financial crisis; 2020 pandemic

Thursday: Apr. 25 – Module Assessment
Week 15: The coda
Final Presentations

Tuesday: Apr. 30 – Group playlist due

FINALS Week

There is no final exam for this course.
You can have until our final exam time slot, Wednesday, May 8th at 4pm
to submit your outside event summary or other extra credit assignments.

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.

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 unexcused absences over the course of the semester. Missing more classes will reflect in your participation grade for the course, as will continually arriving late or leaving early. Should you miss class, you are responsible for coordinating with classmates to get missed notes (See Illness statement). Please see me if you have extenuating circumstances and let me know of school-sponsored absences with as much anticipation as possible.