

Modern Latin American History

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Office Hours: Monday 3:30-4:15, Wednesday 11:00-12:00, Thursday 1:00-2:00, & by appointment.

Course Description:

This course provides a thematic approach to the history of Latin America since the wars of independence. Themes include the consolidation of political rule after independence; the negotiation of abolition and the persistence of racial inequalities; Latin America's integration into the world economy; populism and mass political mobilization; authoritarianism and human rights; changing patterns of social and gender relations; and international migration and the re-construction of national identity. The majority of the readings will be drawn from primary sources. This semester, we will emphasize popular culture – mass cultural expressions including music, dance, film, and art – as a lens to Latin Americans' experiences.

This course is roughly chronological. However, because it covers a long amount of time and a region encompassing many nations, it is selective in its choice of themes and case studies. Most of our readings will concentrate on Mexico, Cuba, Brazil, Argentina, and Chile. Student presentations on regional popular culture will help ensure a broader geographic focus. The lectures and readings combine discussions of large processes with discussion of particular cases; through this juxtaposition and through a series of readings and discussions, you will develop an understanding of the relationship between the broad historical processes that affected all of Latin America and the particular circumstances that affected the way those processes played out in individual Latin American nations, or in smaller communities within those nations.

Student Learning Goals:

At the end of the semester, you should be able to meet the following departmental learning goals:

1. **Historical Knowledge:** Identify the principal events, people, and institutions that shaped modern Latin American history, and explain their significance. Demonstrate a sophisticated understanding of the chronology and periodization of Latin American history through the creation of a digital timeline. Read critically and evaluate divergent interpretations of Latin American history.
2. **Historical Thinking:** Develop a research project that places a manifestation of popular culture in historical perspective. Demonstrate a global awareness of the peoples and cultures of Latin America, and how ethnic identity, race, gender, and class intersect to shape a diversity of historical experiences.
3. **Critical Reasoning:** Demonstrate your mastery of the central skills of historical research, including the ability to formulate a historical argument using primary and secondary sources as evidence.
4. **Clear Communication:** Organize, present, and communicate your own reactions to readings in class and in response papers.

Readings to Purchase:

Mariano Azuela. *The Underdogs: A Novel of the Mexican Revolution*. New York: The Modern Library, 2002.

Judith Beezley & William H. Ewell, eds. *The Human Tradition in Modern Latin America*. Latham, MD: SR Books, 1997.

William H. Beezley and Linda A. Curcio-Nagy. *Latin American Popular Culture: An Introduction*. Wilmington, DE: SR Books, 2000.

John Charles Chasteen. *Born in Blood and Fire*. 2nd edition. New York: W.W. Norton, 2005.

John Charles Chasteen & James A. Wood. *Problems in Modern Latin American History: Sources and Interpretations*. Lanham, MD: SR Books, 2004.

Ernesto "Che" Guevara. *The Motorcycle Diaries: Notes on a Latin American Journey*. New York: Ocean Press, 2004.

Caetano Veloso. *Tropical Truth: A Story of Music and Revolution in Brazil*. New York: Da Capo Press, 2003.

Recommended as a guide to writing history papers:

Mary Lynn Rampolla. *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2009.

These books are also on reserve at the Gault Library Circulation Desk. *The Human Tradition in Modern Latin America* is also available as an ebook:

<http://consort.library.denison.edu/record=b2193771~S6>. I have uploaded additional required readings to our Woodle course page; you are responsible for printing them out and bringing them to class for the appropriate class session. Please print double sided whenever possible.

Research Resources for Latin American Topics

Consult the Library's Subject Guide for Latin America.

Current News Media

All students are required to follow Latin American current events. In particular, students are encouraged to read *The New York Times* (<http://www.nytimes.com> – scroll down to click on *World* and then *Americas*), the *BBC World Service* (<http://news.bbc.co.uk/2/hi/americas/default.stm>), and the *Inter Press Service* (<http://www.ipsnews.net/latin.asp>). All of these sites are available through our course's Woodle RSS feed. Questions related to current events covered in these forums will appear on the final examination. Students who can read Spanish or Portuguese are encouraged to read Latin American newspapers and compare the coverage in the United States and Latin America. For a list of links to Latin American newspaper sites, see <http://lanic.utexas.edu/la/region/news/> or check our Woodle site.

Digital History Tools Employed:

Blogs Powerpoint Audacity Garageband Woodle Yammer Slideshare Xtimeline

All of these technologies are available free online or pre-installed on campus computers. I highly recommend you begin familiarizing yourself with these tools as soon as possible. You are welcome to use your own computer or the many computer labs on campus – but especially Taylor 205.

Course Requirements:

You must follow the attendance policy and complete all of the following requirements to pass the course.

- Professionalism: attendance at all classes, promptness, courtesy, preparedness
- Attentive reading of all assignments
- Active participation in discussions inside and outside of class. This includes leaving written comments on your peers' blog posts.
- Thoughtful short entries in your daily Reading Response Blog
- Popular Culture Project: group presentation & individual primary source analysis that critically evaluates a form of Latin American popular culture and places it in historical context.
- Digital Timeline
- Comprehensive Final Exam

Attendance Policy:

This class will be taught through a combination of lecture, small group work, and large group discussions. It is essential to the success of the class that you come on time and prepared to contribute to seminar discussions. If you have not done the reading, there is no point in coming to class. The College of Wooster assumes that there will be an average of three hours of preparation for each hour spent in the classroom. Make sure that you allocate sufficient time to allocate for our class readings, writing, and projects.

Everyone has days where they have other pressing personal and professional obligations, travel for extracurricular activities, fall ill, or they are simply not at their best. To allow for these days, you will be allowed to miss up to three classes. You are still responsible for any assignments or class exercises due that day. Additional absences will not be excused. Each class you miss over the three excused absences will result in your grade being lowered by one step (from a B to a B-, for example).

Laptop Policy:

There are times in the class when it may be useful to bring a laptop to class. However, **surfing the web** (even in ways related to course content), **messaging and checking e-mail** will not be permitted. At other times, we may ask that all laptops be closed. **Failure to adhere to any of these guidelines** will result in the quiz grade equivalent of an F being averaged into your final grade. More than three infractions of these rules will result in your losing the right to bring your laptop to class.

Grading Standards:

I follow the College of Wooster guidelines for grading. “A” grades reflect excellent work, “B” grades very good work, “C” grades adequate work, and “D” minimal work. Grades of “F” are reserved for work that is unsatisfactory in its content, relationship to the assignment, and/or degree of effort. Plagiarism will **always** result in a failing grade for the assignment and a written referral to the Dean of Curriculum and Academic Engagement’s office.

Evaluation of Work: Outstanding history assignments (“A” quality) are exceptional projects that stand out from the crowd for their depth of analysis, strong communication, and originality. These projects present a focused thesis that gives a thoughtful, insightful, and compelling answer to the unit question. Their use of evidence from multiple scholarly sources demonstrates that the author has conducted a close reading of the texts and synthesized the sources to support the thesis. Counter arguments and evidence that may imply different conclusions are considered. All sources are amply and appropriately cited. Writing is clear, logically structured, and has a strong sense of style.

Good assignments (“B” quality) will diverge from the above standard in one substantial way or a few minor ways. The thesis is clearly identified and appropriate to the assignment, but may demonstrate less originality or insight into the sources. Uses specific, correctly cited examples, but they may not always be the most relevant cases or discussed with sufficient detail.

Competent assignments (“C” quality) generally will suffer from a thesis that is not focused or overly broad. They may offer only a superficial reading of the texts, fail to cite sufficient concrete examples, or suffer from organizational or mechanical problems sufficient to detract from the effective communication of the paper’s main ideas. Note: Poor use of evidence always results in a C or below project.

Poor assignments (“D” or “F” quality) will make more than one of the mistakes mentioned under the “competent” criteria above. Plagiarism will always result in a failing grade for the assignment.

Digital History Assignments

Technology assignments will be graded according to several criteria including: content (adherence to the assignment, mastery of course materials and quality of thought), form (including aesthetics/appearance) and mastery of the technology.

I make extensive use of the Woodle Gradebook: this gives you the ability to check your course standing at any time. You can use your syllabus’s explanation of how much each assignment is worth to calculate your semester grade.

Grade Components:

Professionalism, Participation, & Classroom Exercises: (15%)

Your active participation in class activities and discussion are crucial to the success of the course. You are expected to come to class fully prepared to discuss the day's readings; this includes carefully reading the assignments listed on the syllabus, making careful notes of your thoughts and questions, and bringing copies of your reading assignments so that you can support your ideas with specific examples. You will be graded on the *quality* of your contributions to our class discussions. Simply attending class without any further involvement will result in a participation grade of "C" or "Satisfactory."

Quizzes & Classroom Exercises

Occasional pop-quizzes will reward those keeping up with the reading. Classroom exercises include debates, source analysis, and short creative non-fiction. You will take a **Map Quiz** at the beginning of class on **Monday, January 18**.

Reading Response Blogs (25%)

Studies suggest that short, frequent writing assignments are key tools for student learning. Throughout the semester, you will keep a daily reading response blog in which you reflect on each class session's set of assigned readings. On some days I will ask you to respond to a specific question about the readings, and on others you will have more latitude to write a more personal response. Blog posts are time sensitive, so your responses **must be posted before 11 am on the day of our class session**. You will create and maintain an individual blog that I will link to our main course blog at <http://modernla2010.voices.wooster.edu/>

Your daily reading response post is an opportunity to demonstrate your understanding of the course readings, gather your thoughts before our meetings, and improve your writing skills. I am most concerned with the amount of thought behind your response, your use of concrete examples from class and our readings to support your points, and your ability to communicate effectively. This is also an opportunity to engage with your peers outside of the classroom by leaving comments on their posts. You should leave at least three thoughtful comments on your peers' blogs each week as part of your process of writing and reflection.

Guidelines for the reading response blogs: Compose a thoughtful (about three paragraphs) entry in your reading response blog and post it by 11 am every Monday and Wednesday before class. On your Woodle syllabus I will provide a question for you to reflect on as you read for the next class. Your blog post should respond to that question (one or two paragraphs) and raise another point that interests you (another paragraph). The style of these blog posts may be less formal than the style you would use in an academic paper, but you must keep your remarks focused and make several specific references to material from the readings. This means quoting or paraphrasing the text (no long quotes) and citing your source using in-text annotation. You must make some use of each of the day's readings in your reading response, though you may focus most of your energies on one text. You should take advantage of the digital format by incorporating outside images, links, or video clips that relate to your argument.

I will evaluate your blog posts frequently throughout the course of the semester. Your grade will reflect the quality as well as the frequency and timeliness of your postings. Late posts, or those made after the class session, are less relevant for shaping our discussions, and will receive less credit. I will give you feedback on your posts to let you know if your posts are sufficient evidence of your skills in historical analysis, synthesis, argument, and use of digital media.

Blogs provide a forum for you to engage in conversations outside of class, but this aspect is only useful when your classmates read attentively and make constructive comments. Commenting on other students' blogs is part of your class participation. You can respond to their posts, analyze related themes, or link to outside materials (with an explanation of the connection you're making, of course). For shy students, this is a great opportunity to show engagement with larger class themes. Please comment on three other students' blog posts each week.

Popular Culture Project – Presentation & Research Portfolio (25% total)

During the first week of class, groups of three students will each sign up for a Latin American country. You and your partners will be the class experts on this country for the course of the semester. Each group will pick a national popular culture artifact and prepare a research project to analyze their topic in historical context. This research will be shared in three ways: a group research proposal with annotated scholarly bibliography, individual critical analyses of a set of primary sources, and a multi-media presentation to the class.

This assignment is designed both to broaden the geographical areas and topics covered during class, and to give you more experience reading a variety of sources and communicating their historical argument and main ideas to a group.

January 25: **Preliminary group research proposal** due. This should include a few paragraphs identifying your research topic and a preliminary list of at least six primary sources and ten scholarly secondary sources. This will be graded as a homework assignment, and your topic and sources must be approved by me before you can proceed.

February 3: **Final group research proposal** due. This 4-5 page paper should present a brief historical overview of your group's topic, a statement of the research questions you've identified, and your analysis of your subject's relationship to your country's political and social history. In addition, you must prepare an annotated research bibliography that identifies at least nine scholarly and six primary sources. Please specify which primary source each group member will consider in more detail for the next stage of the project. (Each group member will write about a different primary source) This assignment is worth 5% of your course grade.

February 10: **Individual primary source analysis** papers due. This paper should demonstrate both your skills at primary source analysis and your ability to place your argument within the wider historiographical context. While they should all be from the same cultural genre, each group member should do a different source. This 3-4 page paper is worth 10% of your grade.

April 7: Email me the **texts** you'd like the other students to read before your presentation, along with a list of **discussion questions**.

Weeks 14 & 15: **Multi-Media Group Presentations**. Each group will lead a ten minute presentation designed to teach the class about the historical significance of their topic, followed by a 5-10 minute discussion that guides the class through their chosen reading. You must include a handout to guide your audience through your research, including a detailed chronology and bibliography. This group grade is worth 10% of your total grade.

More specific guidelines for the oral and written components of this assignment will be discussed in class and posted on Woodle under the "Assignment Handouts" Section. Your grade will also incorporate a consideration of your contribution to the group's success. Please **pay careful attention** during your colleagues' presentations: material they cover will be included on the final exam.

Digital Timeline (15%)

Digital timeline placing key events in your country within the wider context of Modern Latin American history. For this assignment, your group will pick at least eighteen primary source images, including at least two for each of the nine major periods of modern Latin American history identified by John Charles Chasteen. Taken together, these annotated images will create your unique interpretation of the history of your assigned country and present an argument about how it fits within the larger context of Modern Latin American history. Each image should be associated with a significant national date or historical event, and accompanied by 2-3 paragraphs analyzing the primary source image and clarifying each date's significance to your larger historical interpretation.

Two **draft annotated images** due by February 17.

Through **Neocolonialism** (at least eight entires) due on March 3.

Final digital timeline (at least 18 entries and a 2-3 page analytical essay) due April 28.

Final Exam (20%)

Identifications, short answer, and document-based question (a longer, synthetic essay using primary sources). The final exam will be on **Monday, May 3rd at 2 pm**. This is the **only** time the exam will be administered, so please take this into account when making your travel plans.

Course Policies

Communication:

I will be sending out announcements over our Yammer group <https://www.yammer.com/groups/hist215fall09>, so you are responsible for checking your Yammer feed daily. An easy way to do this is installing a Yammer deck on your personal computer, or you can set the default settings to email you with new posts. If you have a question about an assignment, comments on a class discussion, or want to share something with the group, I encourage you to post to our Yammer group. You will also post discussion questions here several times over the course of the semester. You are of course welcome to email me with a personal question not suitable for the class Yammer feed.

If you write me using a personal email account, it is very likely to get caught in the college's spam filter. College is in many ways a training ground for your later professional lives. Please remember to be professional in your emails to me. This includes including a subject heading, salutation, and a polite tone.

We will also make extensive use of Moodle as a means of communication. I will use it to post the reading schedule, blog response prompts, and your grades as well as supplemental materials: links to websites on Latin American history, assignment handouts, and images from our discussions as well as many of the required readings for class.

Open Door Policy:

Please come see me during my office hours or set up another time to meet with me if you have any questions or if you fear you might be falling behind. I check my email a few times each day during the week but far more sporadically on weekends and college breaks, so please take this into account when you try to contact me. When you write me emails, please use your Wooster account and make sure you use the subject line to let me know what the message is about.

Academic Integrity:

While you are a student at this college, you will be treated as an adult. You are expected to know and abide by the rules of the institution as described in the **Scot's Key** <http://www.wooster.edu/en/Student-Life/Dean-of-Students/The-Scots-Key>. Particular attention should be directed to the appropriate use of materials available on-line through the Internet. It is important that you read and understand the ethical use of information: <http://www.wooster.edu/Library/services/instruction/ethics/avoid.php>. Whether intentional or not, improper use of materials can be considered a violation of academic honesty.

Cheating in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an F for the entire course. In addition, I am required to forward a record of the incident to the Dean for Curriculum and Academic Engagement. You will be held responsible for your actions. If you are unsure as to what is permissible, always consult me first.

You should be aware of the following guidelines regarding plagiarism:

1. Any idea or argument taken from a work that is not your own – whether it is from a printed source, the internet, or another student – must be properly cited. You must incorporate an acknowledgement of the source of the idea in a footnote. If not, your work will be considered plagiarism.
2. All quotations must be clearly marked with quotation marks in the text and the source identified in a footnote. If not, your work will be considered plagiarism.
3. Any group of three or more words taken directly from a work that is not your own must appear in quotation marks and the source identified in a footnote. If not, your work will be considered plagiarism.
4. The borrowing of any complete sentence, sentence fragment, or sequence of three words or more from a work that is not your own (whether taken from printed works, the internet, or the work of another student) without quotation marks and without proper citation is considered plagiarism. This includes words taken from reference works, online book reviews, or student essay posting sites.

The Writing Center:

The Writing Center provides professional tutors who work with you to help clarify your thinking and improve the communication of your ideas. They can help at all stages of writing, from planning to drafting to revision. I encourage you all to take advantage of this wonderful, free resource for any of your writing assignments.

Website: http://www3.wooster.edu/writing_center/

Location: Andrews Library Level 1.

Hours: Sunday 6-10 Monday - Thursday 9-12; 1-4; 6-10 Friday 9-12 & 1-4

Appointments: Walk-in consultations are accepted, but you are encouraged to schedule an appointment online or by calling extension 2205.

Accommodations:

All necessary accommodations will be made for students in this course with learning disabilities. Please register with Pam Rose, Director of the Learning Center (prose@wooster.edu) and let me know as soon as possible so we can discuss how to shape the class requirements to best fit your needs. All discussions will remain confidential.

Recording Classroom Activities:

No student may record or tape any classroom activity without my express written consent. If a student believes that he/she is disabled and needs to record classroom activities, he/she should contact the Office of the Secretary to request an appropriate accommodation.

Late Work:

All work is due by the beginning of the class period on the date marked in this syllabus. Your blog entries are the only exception: they are due by 11am every Monday and Wednesday. Part of your college education is learning how to manage your time so as to meet the multiple demands of your academic and social commitments. Turning in late work gives you an unfair advantage over your colleagues who worked hard to meet the assigned deadline. Late papers will be marked down for each day that they are late. However, it is still better to turn in late papers for partial credit than to receive a zero.

All of the essential digital history tools for your popular culture research project and digital timeline will be introduced well in advance of component due dates. Make sure that you take the time when the tools are first introduced to ensure that you are comfortable with the technology required for these projects. Last-minute technological excuses for not submitting work will not be accepted.

Formal papers should be submitted as .doc, .docx, or .pdf files.

Please make sure to keep backup copies of your assignments.

Schedule of Class Topics & Readings:

The complete schedule of class topics and readings are posted on our course Moodle site: <https://woodle.wooster.edu/course/view.php?id=6337>.

Key to syllabus reading abbreviations:

Author(s)	Title	Abbreviation
Azuela	<i>The Underdogs</i>	Underdogs
Beezley & Curcio-Nagy	<i>Latin American Popular Culture</i>	LAPC
Beezley & Ewell	<i>The Human Tradition in Modern Latin America</i>	Human Trad
Chasteen	<i>Born in Blood and Fire</i>	BB&F
Chasteen & Wood	<i>Problems in Modern Latin American History</i>	Problems
Guevara	<i>The Motorcycle Diaries</i>	Motorcycle Diaries
Veloso	<i>Tropical Truth</i>	Tropical Truth

Other course readings are linked to the Moodle syllabus. You are expected to **print them out** and bring them along with your notes to class for discussion. Please print double sided whenever possible.

Week 1: Introduction & Contextualization

Monday 11 January Introduction

****Popular Culture Project Guidelines Distributed****

Homework: Readings to be completed before class on January 13:

LAPC "Introduction" (xi-xxiii)

BB&F "Introduction" 15-23

Read an article about Latin America that interests you from the *New York Times*, the *Christian Science Monitor*, or the BBC.

Blog Prompt: How does John Charles Chasteen characterize Latin America? Consider recent news coverage of a Latin American event. Does the depiction fit his assessment?

Sign up a Voices account and create a blog for your work in this course.

Sign up for a free Gravatar (globally recognized avatar) associated with your Wooster email. Please use a recognizable photo that will help your classmates learn your name!

Wednesday 13 January An Overview of Modern Latin America

****Map Quiz Handouts Distributed****

Homework: Readings to be completed before class on January 18:

BB&F: "Colonial Crucible" 59-89

LAPC: Pamela Voekel "Piety and Public Space: The Cemetery Campaign in Veracruz"

Problems: "Francisco Bilbao – Generational Warrior" 100-106

Sign up on "Choices" for your role as a country consultant. This will be the country for your Popular Culture Project and Digital Timeline.

Study for Monday's Map Quiz.

Blog Prompt: What characteristics do Chasteen and Voekel identify as Latin America's "colonial legacies"? Compare and contrast the modern historical analyses with Bilbao's 1844 account.

Week 2: Imagining New Nations

Monday 18 January Historiography: Understanding "Colonial Legacies"

****Map Quiz given at the beginning of class****

Homework: Readings to be completed before class on January 20:

BB&F: "Independence" 91-116

Problems: "Independence" 3-27

Human Trad: #1 Agustín Marroquín: The Sociopath as Rebel

Blog Prompt: In what specific ways did gender, race, and social status shape individuals' aspirations for the newly independent nations of Latin America?

Start working with your group on your Preliminary Popular Culture Research Proposal, due next Monday.

Wednesday 20 January The Process of Independence & The Peoples of Latin America

Homework: Readings to be completed before class on January 25:

BB&F: "Post-Colonial Blues" 119-147

Problems: "Caudillos" 57-81

Human Trad: #4 Rosa Dominga Ocampos: A Matter of Honor in Paraguay

Blog Prompt: What features characterize caudillos? What does their prevalence in the post-independence era suggest about Latin American societies?

Post your group's Preliminary Popular Culture Research Proposal to Woodle before class on Monday.

Week 3: Post-Colonial Chaos

Monday 25 January 19th The Struggle for Stability: Caudillos

****Preliminary Popular Culture Research Proposal Due****

Homework: Readings to be completed before class on January 27:

Richard Graham "Elections and Patronage" from *Patronage & Politics in 19th Century Brazil* (1994)

Human Trad: #3 Carlota Lucia de Brito

Blog Prompt: What is historian Richard Graham's argument in *Patronage and Politics*? What similarities and differences do you see between Graham's social and political analysis and the sources from your Problems reader and the Human Tradition on caudillos?

Wednesday 27 January Democracy in Action?

Homework: Readings to be completed before class on February 1:

Problems: Slavery and Culture 29-55

LAPC: John Charles Chasteen "Black Kings, Blackface Carnival, & the 19th c Origins of the Tango"

Blog Prompt: Analyze two ways in which African cultural forms shaped Latin American history and popular culture.

Week 4: The Search for "Order & Progress"

Monday 1 February Afro-Latin America

Homework: Readings to be completed before class on February 3:

BB&F: "Progress" 149-175

Problems: "Race & Nation Building" 107-122

LAPC: Nancy Leys Stepan "Portraits of a Possible Nation"

Blanca Muratorio "Images of Indians in the Construction of Ecuadorian Identity"

Blog Prompt: What about these late 19th and early 20th century ideas of a "scientific" basis for racial hierarchies was so appealing to many Latin Americans of European descent? What problems did these pseudo-scientific ideas raise for conceptions of national identity?

Remember to upload your group's final research proposal before class on Wednesday.

Wednesday 3 February Race & Nation Building at the Turn of the Century

****Final Group Research Proposal Due****

Homework: Readings to be completed before class on February 8:

BB&F: “Neocolonialism” 181-209

Problems: “Neocolonialism” 129-140

LAPC: Ingrid Fey “Peddling the Pampas: Argentina at the Paris Universal Expedition of 1889”

Human Trad: #8 Juan Esquivel

Blog Prompt: In what ways does Juan Esquivel’s life exemplify the consequences of rural development and neocolonialism described in your textbook and Problems?

Week 5: Latin America at the Dawn of the Twentieth Century

Monday 8 February Neocolonialism in the Countryside

Homework: Readings to be completed before class on February 10:

BB&F: Countercurrents: New Immigration to Latin America 210-214

Human Trad: #10 Miguel Rostaing

LAPC: Fanni Muñoz Cabrejo The New Order: Diversions and Modernization in Turn-of-the-Century Lima

Problems: “Neocolonialism” 140-145

“Women and Social Change” 183-193

Blog Prompt: How does the presence of formerly marginalized social groups fulfilling new economic roles transform urban life? What conflicts emerge?

Wednesday 10 February Neocolonialism in the City

****Primary Source Analysis Due****

Homework: Readings to be completed before class on February 15:

Problems: “Reading Images: U.S.-Latin American Relations” 155-159

Josiah Strong “The Anglo-Saxon & the World’s Future” (1885)

José Martí “Our America” (1891)

Start reading Azuela's *The Underdogs* for next Wednesday’s discussion.

Blog Prompt: What tropes emerge in these U.S. views of Latin America? Latin American views of the U.S.? What personal assumptions and concerns do you think shaped these impressions?

Week 6: The Mexican Revolution & Popular Protest

Monday 15 February A Rising US Influence: 1898 & Beyond

Homework: Readings to be completed before class on February 17:

"The Mexican Revolution"

Finish Azuela's *The Underdogs*

Blog Prompt: What were the main social, economic, and political tensions that culminated in the Mexican revolution? What kinds of alliances were possible between the various groups fighting?

Post two discussion questions tagged #azuela about Azuela's novel to our Yammer group before 11am on Wednesday. Come to class prepared with your preliminary responses and marked passages of Azuela's text.

Wednesday 17 February Azuela & The Mexican Revolution

Homework: Readings to be completed before class on February 22:

BB&F: "Nationalism" 217-246

Problems: "Populism" 207-229

LAPC: Darién Davis "Racial Parity and National Humor: Exploring Brazilian Samba"

Blog Prompt: Define Populism in your own words. Using at least two specific examples, analyze how populist ideology is manifested in Latin American popular culture from the 1930s-1950s.

Week 7: Latin America in the Great Depression

Monday 22 February The Rise of National Populism

Homework: Readings to be completed before class on February 24:

LAPC: Lauren H. Derby "The Dictator's Seduction: Gender & State Spectacle during the Trujillo Regime"

Human Trad: # 11 Pagu

Problems: Readings on Evita from "Women & Social Change" 193-202

Guevara *The Motorcycle Diaries* 31-93

Blog Prompt: In what ways did women's rights expand at mid-century? What notions of gender emerge? Consider Guevara's gendered lens.

Wednesday 24 February Gendering Populism

Homework: Readings to be completed before class on March 1:

Che Guevara: *The Motorcycle Diaries* 94-165

Blog Prompt: In what ways does Guevara's memoir reflect the social, political, and economic challenges addressed by populist leaders? Do you see any points of disagreement?

Post two discussion questions about *The Motorcycle Diaries* to yammer before 11 am on Monday. Be prepared to discuss them drawing on examples from the text.

Week 8: Latin America in the 1950s

Monday 1 March Latin America in the 1950s: A Personal Reflection

Homework: Readings to be completed before class on March 3:

BB&F: "Revolution" 249-264

Problems: "Nationalism" 170-178

"Latin America, the United States, and the Cold War" 259-269

Blog Prompt: Pick two primary sources. What does each author argue would be the state of relations with Latin Americans that best serves the interest of people in the United States? How do they seek to persuade you?

Wednesday 3 March Cold War & Counterinsurgency

Digital Timeline through Neocolonialism Due

Homework: Readings to be completed before class on March 22:

BB&F: "The Cuban Revolution" 264-277

Problems: "Social Revolution" 231-241

Human Trad: #12 Ofelia Domínguez Navarro

Herbert L. Matthews "Cuban Rebel Visited in Hideout" (1957)

Blog prompt: Topic left up to you.

Week 9: Spring Break

Week 10: Spring Break

Week 11: The Cuban Revolution & Its Repercussions

Monday 22 March The Cuban Revolution

Homework: Readings to be completed before class on 24 March:

Problems: 241-253

Human Trad: #15 Maria Ferreira dos Santos

Caetano Veloso *Tropical Truth* TBD

Blog Prompt: What do these individuals identify as the three most pressing social problems Latin America faces? How do they propose to resolve them? How revolutionary are they?

Wednesday 24 March Social Revolutions

Homework: Readings to be completed before class on March 29:

Caetano Veloso *Tropical Truth* TBD

Week 12: Revolutions & Responses

Monday 29 March Social Revolutions

Homework: Readings to be completed before class on March 31:

BB&F: "Reaction" 279-309

Caetano Veloso *Tropical Truth* TBD

Blog Prompt: What do Caetano's experiences reveal about the larger history of dirty wars and authoritarian regimes in 1960s, 70s, and 80s Latin America?

Wednesday 31 March Authoritarianism & The Dirty Wars

Homework: Readings to be completed before class on April 5:

Human Trad: #14 Irma Muller

Blog Prompt: Analyze your choice of Chilean arpilleras, considering what they can reveal about gender and political expression.

Week 13: The Dirty Wars

Monday 5 April Authoritarianism & The Dirty Wars

Homework: Readings to be completed before class on April 7:

Problems: "The Cold War" 269-274

Report from *Torture in Brazil*

Caetano Veloso *Tropical Truth* TBD

Blog prompt: Drawing on your knowledge of Chile, Argentina, and/or Brazil, what issues need to be negotiated in a transition from authoritarianism to democratic rule? Can a nation be healed after a widespread campaign against its own citizens?

Wednesday April 7 Transitions to Democracy

Homework: Readings to be completed before class on April 12:

BB&F: "Neoliberalism" 311-329

Problems: "Globalization" 281-292

Randal C. Archibold "In Ohio, a Growing Market for the Mexican Drug Trade" NYT (May 2009)

Blog Prompt: What effects does globalization have on local social and political structures in Latin America? How might this apply to Ohio?

Monday 12 April Local Impacts of Globalization

Homework: Readings to be completed before class on April 14:

New York Times "Immigration and Jobs"

Human Trad: #16 Leticia

Cuba Reading

Mexico Reading

Blog Prompt: What do these cases tell us about the effects of immigration on Latin Americans? On U.S. citizens?

Week 14: Trafficking People, Trafficking Products

Wednesday 14 April Latin Americans in the US

Popular Culture Presentations: Mexico and Cuba

Homework: Readings to be completed before class on April 19:

Chile Reading Argentina Reading Ecuador Reading Bolivia Reading

Blog Prompt: Reflect on the popular culture project reading of your choice.

Final Exam Review Preparation: Look through your notes and class readings for the semester. Make a list of the three most important terms/concepts for each week. Then compose three essay questions that you think encourage synthesis of our course themes. Post this to Woodle before class on Monday.

Week 15: Popular Culture Presentations

Monday 19 April Popular Culture Presentations

FOUR COUNTRIES

Homework: Readings to be completed before class on April 21:

Student selected readings

Blog Prompt: Reflect on the popular culture project reading of your choice.

Wednesday 21 April Popular Culture Presentations

FOUR COUNTRIES

Student Presentations

Final Exam Review Handout distributed in class

Homework: Readings to be completed before class on April 26:

Tato Laviera “My Graduation Speech”

Mary Romero “Life as the Maid’s Daughter”

Luiz E. Guarnizo “Los Dominicanyorks”

Blog Prompt: What significances do global or transnational identities have for the study of Latin American History? The construction of national identity in the United States?

Week 16: Latin America in the Twenty-First Century

Monday 26 April Transnationalism & New Identities

Homework: Readings to be completed before class on April 28:

Problems: “Globalization” 296-299

“The New Left Turn” 301-320

Blog Prompt: What are the three most important things you learned about Latin American history this semester? Why?

Wednesday 28 April The Future of Latin America: A Shift to the Left?

Final Digital Timeline Due

Final Exam: Monday, May 3rd at 2 pm. Good luck!