

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:

- 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.
- 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).
- Wood, James, Ed., *Problems in Modern Latin American History: Sources and Interpretation* (fifth edition), (Rowman & Littlefield, 2014). – available in ebook format
 - *If you have an alternate edition, just make sure the sources match*
- Azevedo, Aluisio. *The Slum*. New York: Oxford UP, 2000. (Translated by David H. Rosenthal)
- 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/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. 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

Optional weekly readings: Listen to 15-minute history podcast on [Episode 13: Simón Bolívar](#); 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; *Journal of a Residence in Chile During the Year 1822*, pp.197 – 228.

Week 3: 19th Century Colonialism and Conflict

Tuesday: Jan. 30 – Caudillos, Coroneis & Patronage (and Cinco de Mayo)

Readings: PMLAH, pp. 93 – 101; 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>.

Tuesday: Jan. 30 – Map Quiz

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

Optional Readings: Richard Graham, “Technology and Culture Change: the Development of the *Berimbau* in Colonial Brazil,” *Latin American Music Review* 12.1 (1991): 1-20.; Holloway, Thomas H. “‘A Healthy Terror’: Police Repression of Capoeiras in Nineteenth-Century Rio de Janeiro.” *The Hispanic American historical review* 69, no. 4 (1989): 637–676.

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

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>.; PMLAH, p. 241

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

Readings: PMLAH, p. 157; Chomsky, Avi. “Afro-Jamaican traditions and labor organizing on United Fruit Company plantations in Costa Rica, 1910.” *Journal of social history* (1995): 837-855.

Thursday: Feb. 22 - Mexican Revolution / Cárdenas Revolution

Readings: PMLAH, pp.163 – 5, 199 – 202; Alan Knight, *The Myth of the Mexican Revolution, Past & Present*, Volume 209, Issue 1, November 2010, Pages 223–273, <https://doi.org/10.1093/pastj/gtq010>

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

Week 7: Two Latin Americas

Tuesday: Feb. 27 – Immigration

Readings: Sánchez-Alonso, Blanca. “The Age of Mass Migration in Latin America.” *The Economic history review* 72, no. 1 (2019): 3–31.

Thursday: Feb 29 – Urbanization, Marginalization, and Contestation

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/>

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.

Optional Readings: Braun, *The Assassination of Gaitán*, chap 3; Frank Moya Pons, "Import-Substitution Industrialization Policies in the Dominican Republic, 1925-1961," *Hispanic American Historical Review* 70:4 (1990):539-577; PMLAH, pp. 203 – 8.

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

Readings: revisit Pilcher, chapter 6; 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.

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

Week 10: Instability, the Cuban Revolution & the Cold War

Tuesday: Mar. 26 - Instability and Cold War, Che and Castro

Readings: PMLAH, pp. 209 – 247.; Listen "Little Feet" podcast *Back History* (Oct. 2, 2015).

Thursday: Mar. 28 – Latin American alternatives

Readings: *Problems in Modern Latin America*, pp. 186-194; selections from Guevara, *The Motorcycle Diaries*.

Recommended reading: Guevara, *The Motorcycle Diaries*.

Recommended film: *The Motorcycle Diaries* (2004)

Week 11: Era of dictators

Tuesday: Apr. 2 – Southern Cone Dictatorships and Chile's September 11th

Readings: Cowan, Benjamin. "Sex and the Security State: Gender, Sexuality, and 'Subversion' at Brazil's Escola Superior de Guerra, 1964-1985." *Journal of the History of Sexuality* 16, no. 3 (2007): 459–81.
<http://www.jstor.org/stable/30114193>.

Optional Readings: Margaret Power "More than Mere Pawns: Right-Wing Women in Chile" *JWH* 16.3(2004).; Heidi Tinsman, "Struggles in the Countryside: Gender Politics and Agrarian Reform in Democracy and Dictatorship," *Radical History Review* (2016): 67-76.

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

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.

Thursday: Apr. 11 – Historical Memory; Central America

Readings: PMLAH, 255 – 63; 296 – 311. Declassified documents exploration.

Apr. 11 – Outside event opportunity, Robin Lynn Lecture
Brodwyn Fischer's (UChicago), "Slavery Slavery's Survivals:
Intimacy, Informality, and Inequality in a Brazilian City" 5pm
(Humanities Center Conference Room D, 5pm)

Optional readings: Listen to Radio Ambulante "El Extranjero" podcast (Oct. 2, 2018) *podcast in Spanish*.
Translated transcript available.; Mark Danner's *The Massacre at El Mozote* (Vintage Books, 1993)

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

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.

Thursday: Apr. 18, Playlist paper due.

Week 14: 21st Century Crises

Tuesday: Apr. 23 – LGBTTI rights; feminicides; 2008 Financial crisis; 2020 pandemic

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. 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.