

## Bowling Green State University

### HIST 3010: Modern Latin America Spring 2010

#### Syllabus

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Assistant Professor

Tuesdays & Thursdays, 11:30-12:45  
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Office hours: Tue and Thu, 10a-11a; other  
times may be arranged by appointment

#### Description

*Common and unique social, economic, political and intellectual features of Latin American nations and Latin America's role in world affairs (Catalog description)*

The course is anchored in Halperín Donghi's *Contemporary History of Latin America*, a classic interpretative essay written by a leading Argentine intellectual. On Tuesdays we typically cover one CHLA chapter and on Thursdays we discuss a journal article paired with a primary source. As we approach the end of the term, the reading assignments decline so you have more time to devote to the group project. The last two weeks are reserved for group presentations and reviewing the contents.

We aim at developing a solid knowledge base of Latin American history after independence. You will become familiarized with concepts such as neocolonialism, development, political economy, and state building, among others, and will be able to apply those concepts to understand continuities and changes, commonalities and differences, the distribution of power as well as the special place of the region in the world. I will assess the acquisition of this knowledge and your analytical insight through two exams and class participation.

We emphasize the learning of human experience through the account of the protagonists, be them leaders or marginalized members of society. To this end, we will strengthen the ability to critically read primary sources. We will emphasize the context that gives meaning to the content, the motivations and agendas, as well as how the source contributes something original to an existing body of knowledge. Weekly "primary source analysis [PSA]" worksheets and class participation are the main means of assessment.

Finally, through the group research project you will creatively transfer the abilities to think historically to broader applications. The group will deliver a professional and original analysis of an issue of their choice for a well-defined target audience. The analysis will be based on solid independent research. The analysis will lead to the proposal of "action items." The assessment will be based on progress reports, a presentation, and a final 10-page report or equivalent (e.g. a website, or a documentary).

## Grading

Grade weights	Grade scale	Requisites
20% Participation 20% PSA 25% Group Project 15% Midterm Exam 20% Final Exam	90–100 A Excellent 80–89 B Good 70–79 C Acceptable 60–69 D Poor but Passing <60 F Failure	Completion of all assignments is required to qualify for a passing grade.

## Primary Source Analysis [PSA]

In total we have 10 PSAs. The PSA worksheet is the same for all the sources. It is available under the assignment tab of the blackboard page. It is one page long and follows an 8-section structure. One or two optional questions may be added for some materials.

Each PSA is graded on a 5 point scale. Leaving sections unanswered is penalized in the grade. Questions 5 through 8 bear the greatest weight in the grade. There is a three-point discount for not using the article of the week and CHLA in conjunction with the primary source (see section 7). Comparing and pitching primary sources against each other is considered a big plus. Section 8 is particularly good for this. For example: "In document A we saw elites concerned with making fine racial distinctions, but here being 'civilized or barbarian' is the key difference and race is overlooked. I'd ask the author: do you think that being civilized is an attribute of whites?"

Each worksheet is open until class starts. You can access my comments through blackboard. Use my feedback to improve your PSAs over time.

## Participation

Active in-class participation is not only weighted highly in the grade but it is also important to process the vast amount of information covered in the class and refine your analytical skills. I envision a vigorous, polemic and polite participation atmosphere, in which students ask questions, answer questions (by me or your peers), make relevant comments, and engage in an open debate on an issue. If you are in doubt whether your participation is relevant or not, "sin" on the side of participation: talk. If I think your comments are distracting I will let you know in private (probably by email). Any material collected in class (e.g. group work sheets, pop quizzes) is considered part of the participation grade.

Participating in related extra-curricular activities such as the Latin American & Latino Studies Conference in early April counts toward participation grade as long as the student includes a short reflection on the event and how it relates to modern Latin American history.

## **Midterm and Final Exams**

The exam will have three sections: multiple choice, identification paragraphs, and essay. The final exam will also have a fourth section to reflect on the content learned throughout the class.

I will distribute a list of identification terms and essay questions in advance and use review time to discuss them. The exam will be drawn from that list. You can prepare index cards to use during the exam (I will circulate instructions along with the questions).

## **Group Project**

The group project runs throughout the course. The goal is to prepare a professional, well-informed product on contemporary Latin America that is up to standards, is useful for your career goals, and incorporates historical thinking. The product is related to your career ambitions and interests. Groups are required to prepare preliminary reports on week 4 and 9, deliver a short presentation in week 14, and turn in a 10-page report or equivalent in week 16.

Project options range from reports on foreign relations, investment opportunities, social and environmental conditions, to the preparation of a documentary or an on-line exhibition of visual and textual material. The report addressed to a well-defined audience (e.g. a senator in the foreign relations committee, an NGO, an international organization), presents an in-depth analysis based on research, and gives the audience certain possible courses of action (the senator should support XYZ because of ABC). Documentaries and exhibitions are tailored to the general public, contain a clear message and have similar research requirements. Assessment is based on the final product and the presentation.

Based on an initial survey, I will divide students in groups by the second week and distribute a detailed rubric for the group project.

## **Academic Honesty**

All class activities and assignments (even drafts, outlines, presentations, etc) must abide by the academic honesty policy as stated in the Student Handbook. Violations of the academic honesty policy (such as cheating, falsification and plagiarism) will be severely penalized, and reported to the Dean of Students. Any misrepresentation of others' work as one's own in any academic exercise is considered plagiarism. Typical cases of plagiarism include the copying and pasting of contents in a webpage into an assignment as well as the lack of use of quotation marks and bibliographic references to refer to a transcribed book passage. The instructor is available to discuss doubts and concerns about academic honesty.

## Bibliography and materials

### Textbook

Halperín Donghi, Tulio. *The Contemporary History of Latin America*. Translated by John Charles Chasteen. Durham: Duke University Press, 1993. In the bookstore, referred as CHLA in the syllabus.

### Readings sorted by week

*It is your responsibility to access journal articles and e-books. Only contact me if the provided link does not work, otherwise consult with the library how to get the piece. Allow yourself extra time to familiarize with formats you do not know (e.g. e-book).*

- Tannenbaum, Frank. *Ten Keys to Latin America*. New York: Knopf, 1962. In e-reserves.
- Miguel Cabrera, Casta paintings dated in 1763:
  - “1. From Spanish and Indian, Mestiza,” in <http://rpooley.files.wordpress.com/2009/09/casta3.jpg>
  - “4. From Indian and Mestiza, Coyote”, in <http://backintyme.com/castafiles/casta16.jpg>
  - “7. From Negro and Indian, China-cambuja.” in <http://historiasenconstruccion.wikispaces.com/file/view/img010.jpg/104198295/img010.jpg>
- Katzew, Ilona. "Casta Painting: Identity and Social Stratification in Colonial Mexico," *Laberintos* 1(1-2), no. 1-2 (1997). Available online at: <<http://www.gc.maricopa.edu/laberinto/fall1997/casta1997.htm>>
- Bolívar, Simón. "Message to the Congress of Angostura, 1819." <http://www.fordham.edu/halsall/mod/1819Bolivar.html>
- Guardino, Peter, and Charles Walker. "The State, Society, and Politics in Peru and Mexico in the Late Colonial and Early Republican Periods." *Latin American Perspectives* 19, no. 2 (1992): 10-43. Available through our library search page, maurice.bgsu.edu.
- Chambers, Sarah C. *From Subjects to Citizens: Honor, Gender, and Politics in Arequipa, Peru, 1780-1854*. University Park: Pennsylvania State University Press, 1999. Chapter 6 (emphasis on 210-215). Available online through our library catalog, maurice.bgsu.edu . The reading tool for this e-book is lame, restrictive and slow. Please do your reading well in advance to avoid the problems that will surely emerge last minute. As an alternative I recommend Ohiolink (there are 17 copies available).
- Tristán, Flora. "Women of Lima," in John Charles Chasteen and James A. Wood, eds., *Problems in Modern Latin American History: Sources and Interpretations* (SR Books, 2004), 207-214. In e-reserves.
- Yeager, Gene. "Porfirian Commercial Propaganda: Mexico in the World Industrial Expositions," *The Americas* 34(2), no. 2 (1977): 230-43. In JSTOR through our library.
- Excerpts from promotional books prepared for the 1876 Universal Exposition in Philadelphia. Each member of a group should read a different country (the group should decide who reads what):
  - García Cubas, Antonio. *The Mexican Republic in 1876*. Translated by George F. Henderson. Mexico City: La Enseñanza Printing Office, 1876. Available at <http://books.google.com/books?id=v5EsAAAAYAAJ>. Preface (unnumbered, before the table of contents) and pages 12-23.
  - *The Empire of Brazil at the Universal Exhibition of 1876 in Philadelphia*. Rio de Janeiro: Typographia e litographia do imperial instituto artistico, 1876. <http://books.google.com/books?id=MT0TAAAAYAAJ>. Preface and pages 87-90, 162-168, 405-408.
  - Napp, Richard. *The Argentine Republic*. Buenos Aires: Sociedad Anonima, 1876. <http://books.google.com/books?id=LYfUAAAAMAAJ>. Pages 1-7, 27-32
  - Ernst, Adolphus. *A Descriptive Catalogue of the Venezuelan Department at the Philadelphia International Exhibition*. Philadelphia: McCalla & Stavely, 1876. <http://books.google.com/books?id=3FADAAAAYAAJ>. Pages 8-19.
- Guerrero, Julio. *La génesis del crimen en México: un estudio de psiquiatría social*. Mexico City, 1901. Selection and translation by Liz Becker. In blackboard and my blog page.
- Robinson, Amy. "Mexican Banditry and Discourses of Class: The Case of Chucho el Roto." *Latin American Research Review* 44(1), no. 1 (2009): 5-31. Available online through the library search page.

- “Perón: Sinfonía de un sentimiento” [Perón: symphony of a sentiment], directed by Leonardo Fabio, Argentina, 1999. Selected fragment: [http://www.youtube.com/watch?v=stl\\_mReeBgE](http://www.youtube.com/watch?v=stl_mReeBgE) . A Spanish translation will be made available in Blackboard.
- James, Daniel. *Resistance and Integration: Peronism and the Argentine Working Class, 1946-1976*. Cambridge University Press, 1994, 5-40. In e-reserves.
- Schlesinger, Stephen C, and Stephen Kinzer. *Bitter Fruit: The Story of the American Coup in Guatemala*. 2nd ed. Cambridge: Harvard University, David Rockefeller Center for Latin American Studies, 2005, 7-79. In e-reserves.
- Arévalo, Juan José. *The Shark and the Sardines*. Excerpts in John Charles Chasteen and James A. Wood, eds., *Problems in Modern Latin American History: Sources and Interpretations* (SR Books, 2004), 195-197. In e-reserves.
- “The Chairman Smiles.” *International Institute of Social History*. <<http://www.iisg.nl/exhibitions/chairman/cubintro.php>>. Posters 1-8. Make sure to read the exhibition’s introduction as well as the information of the designers to properly fill the PSA worksheet.
- Dominguez, Jorge I. "Cuba since 1959." In *Cuba: A Short History*, edited by Leslie Bethell, 95-148. Cambridge: Cambridge University Press, 1993. In e-reserves.
- Allende, Salvador. “Road to Socialism.” In *Problems in Modern Latin American history: Sources and Interpretations*, edited by John Charles Chasteen and James A. Wood. Wilmington: SR Books, 2004, 269-274. In e-reserves.
- Winn, Peter. *Weavers of the Revolution: Yarur Workers and Chile's Road to Socialism*. New York: Oxford University Press, 1986. Excerpts. In e-reserves.
- Winn, Peter. "'No Miracle for Us!': The Textile Industry in the Pinochet Era, 1973-1998." In *Victims of the Chilean Miracle: Workers and Neoliberalism in the Pinochet Era, 1973-2002*, edited by Peter Winn, 125-163. Durham: Duke University Press, 2004. In e-reserves.
- Skidmore, Thomas E. "Brazil's Persistent Income Inequality: Lessons from History." *Latin American Politics and Society* 46, no. 2 (2004): 133-150. Available online through our library search page.
- Onis, Juan de. "Brazil's Big Moment." *Foreign Affairs* 87, no. 6 (2008): 110-122. Available online through our library search page.
- Hall, Anthony. "Brazil's Bolsa Familia: A Double-Edged Sword?" *Development and Change* 39, no. 5 (2008): 799-822. Available online through our library search page.
- Castañeda, Jorge. “Adios, Monroe Doctrine: When the Yanquis go home,” in *The New Republic*, December 28, 2009, <http://www.tnr.com/article/world/adios-monroe-doctrine?page=0,1>

## Schedule of meetings

Week and topic	Readings to discuss in class	Written assignments due
1. Introduction 1/12-14	Tanenbaum, “Introduction”	
2. The late colonial order, 1/19-21	- CHLA (textbook), ch. 1 - Miguel Cabrera, Casta paintings - Katzew, “Casta Paintings”	Groups: formed Primary source analysis
3. Wars of independence 1/26-28	- CHLA, ch. 2 - Bolívar, “Message” - Guardino and Walker	PSA

<b>Week and topic</b>	<b>Readings to discuss in class</b>	<b>Written assignments due</b>
4. Building nations 2/2-4	- CHLA, ch. 3 - Flora Tristán, "Women of Lima" - Chambers, chapter 6	PSA Groups: milestone 1
5. State building and the neocolonial order 2/9-11	- CHLA, ch. 4 - 1876 Universal Exposition (excerpts) - Yeager	PSA
6. The age of Order and Progress 2/16-18	- CHLA, ch 5 - A. Robinson, "Mexican Banditry" - J. Guerrero, <i>Genesis of Crime</i>	PSA
7. Midterm review and exam 2/23-25		2/25 Midterm exam Groups: last day to switch
8. The emergence of workers as a political force 3/2-4	- CHLA, ch. 6 - "Perón: Symphony of a Sentiment" - James, 5-40	- PSA
9. Cold war 3/16-18	- CHLA, ch. 7 - Arévalo, Shark and the Sardines - Schlesinger, <i>Bitter Fruit</i> , excerpts	PSA
10. Competing ideologies of social change 3/23-25	- CHLA, ch. 8 - "The Chairman Smiles," posters 1-8 - Domínguez, "Cuba since 1959," excerpts	PSA Groups: milestone 2
11. Authoritarianism and Democracy 3/30 4/1	- CHLA, ch. 9 - Allende, "Road to Socialism" - Winn, <i>Weavers</i> , excerpts	PSA
12. Neoliberal bubbles and busts 4/6-8	- Winn, "No Miracle for Us," excerpts - Skidmore, "Income Inequality" - "Pizza, Birra y Faso" (in-class screening)	
13. Challenges of democracy in the new millenium 4/13-15	- Onis, "Brazil's Big Moment" - Hall, "Brazil's Bolsa Familia" - Castañeda, "Adios, Monroe Doctrine"	PSA (x2)
14. Presentations 4/20-22		Group presentations
15. Final review 4/27-29		
Exams week 5/3-7		Exam; Final project