

HIST 110 - Latin America: State & Nation since Independence

M/W/F 9-9:50am, King 337 (OC S2014)

Professor Melanie Huska
Office Hours: Mondays and Fridays 2:30-3:30 and by appointment, Rice 309
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Course Description

This course surveys the diverse histories of Latin American nations from the eve of independence to the late 20th century, including themes and events such as cultural hybridity, the struggle to consolidate stable nation-states after Independence, efforts to “modernize” in the late 19th century, and the extremes of rule that the region experienced during the 20th century. The broad geographical and temporal scope of the class makes exhaustive coverage impossible. Instead, we will focus on a balance of broad political, social, economic and cultural transformations, with insight into the daily lives of ordinary people. Throughout the course we will examine the persistence of hierarchies based in class, race, ethnicity and gender that have spanned from the colonial period to the present.

In this classroom, we will all be historians; we will focus on learning the skills that historians use to examine primary and secondary documents and to craft arguments. The discipline of history is rooted in the skillful interpretation, analysis, and production of written texts (among others). Writing is a process as well as a product, and writing proficiency is best achieved through focused and repeated practice; therefore, this course will offer many opportunities for you to develop your written communications skills while also introducing to you many of the key concepts, expectations, and assumptions essential to the field of history.

Course Objectives/Learning Goals

By the course's end, students should be able to:

1. Identify the broad contours of colonial Latin American history
2. Understand the political and social systems of colonial power, how they vary across time, space, and experience, as well as how they were resisted and subverted
3. Evaluate primary sources and consider the author's influences and positionality
4. Evaluate the strengths and weaknesses of historical argumentation and understand how different types of primary sources influence analysis
5. Communicate effectively, particularly in the written format, by presenting clear, reasoned arguments supported with evidence

Required Texts

Mariano Azula, *The Underdogs: A Novel of the Mexican Revolution* (New York: Signet, Classic, 1996). <http://www.historicaltextarchive.com/books.php?action=nextpre&bid=67&pre=1>

Gertrudis Gómez de Avellaneda y Arteaga, *Sab and Autobiography*. Translated by Nina M. Scott. Austin: University of Texas Press, 1993.

Daniel James, *Doña María's Story: Life, History, Memory, and Political Identity*. Durham: Duke University Press, 2000.

***All additional readings will be posted on our Blackboard site.

Course Requirements

1. Informed class participation: Though this is a relatively large class (by Oberlin standards), participation will play a key role in the success of this class. This means that attendance and preparation is paramount. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. The course is structured with frequent group discussions. I will periodically collect worksheets from these groups as well as individual in-class writing assignments in order to assess your attendance and participation. Please email me if you plan to be absent for a session or have been absent. If you have a planned excused absence, assignments and responses are still due on time, so plan your time accordingly.

When reading and preparing for class, consider these questions:

- What are the differences and similarities between different national contexts and approaches?
- What is the major argument of each article, chapter, or book?
- What sources did the author use?
- What is the historiographical context of the book? For example: Where do the authors place themselves within the literature? What key concepts, conversations and arguments do they draw upon?
- What did you like and dislike? Think about this in terms of the questions the authors ask, the theoretical and methodological approach, the sources used, and your critical response.

2. Three short papers of 4-6 pgs: The first is a primary document analysis on the novel *Sab*. The second paper requires you to historicize a current newspaper article using secondary research and then present your argument to the class. The final short paper asks you to use primary and secondary sources to analyze US imperialism in the 19th and 20th centuries. More detailed assignment instructions will be distributed closer to the due date.

3. Final Exam: This is a take-home exam that I will give you on the last day of classes. It will be a synthetic paper of approximately 3 pages that will require you to draw on lectures and readings –both primary and secondary sources– from the class to answer a question about an aspect of the nature of modern Latin American history.

Grades for the course will be apportioned as follows:

Participation	20%
Short papers	
Primary Source paper (<i>Sab</i>)	20%
Making sense of the news	20%
Class presentation	5%
US Imperialism	20%
Final exam	15%

Course Policies

- All assignments must be completed to receive credit for the course.
- **No assignments will be accepted electronically.**
- All work is governed by the Honor Code and must state, “I affirm that I have adhered to the Honor Code in this assignment” at the top of the first page of all written work. For more information, see http://www.oberlin.edu/students/student_pages/honor_code.html.

Attendance/Lateness: I take attendance every day, and I expect that you will attend the class regularly because you can’t learn if you’re not there. After three excused absences, I reserve the right to factor excessive absence from class into the final grade. Please be considerate to your fellow classmates and me by arriving on time. Note that I will also take note of tardiness, and this will also affect your grade. If you will be more than 15 minutes late, you will be graded as absent; please do not come to class as it is too disruptive.

Late Work: Assignments are due at the beginning of the class period on their due date. Late work will be graded as submitted and penalized 1/3 letter grade for each day late. For example, a B paper handed in 1 day late would earn a B-.

Support for Student Writing: I strongly encourage you to visit the Writing Center and to meet with their writing associates to hone your skills. For more information, see <http://new.oberlin.edu/arts-and-sciences/departments/rhetoric/writing-associates-program/writing-center.dot>

Disabilities: I am committed to working with students with disabilities to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. In order to establish a plan for assistance, contact Jane Boomer, Coordinator of Disability Services, Room G27 Peters Hall, ext. 55588.

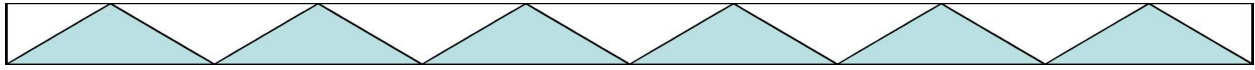
Classroom Conduct: It is our responsibility to foster a safe classroom environment which is conducive to learning. Although lively discussion and disagreement with your colleagues can and should be part of the learning process, students who create a hostile environment for others through discourteous, threatening, harassing, or aggressive behavior will be asked to leave and counted absent. Nor will students be permitted to sleep in class, read non-class materials, dispute grades, talk or text message on cell phones, listen to iPods, or surf the internet. During class, please do not engage with your phone in any manner. If you are disruptive in class, I will ask you to leave for the class period, and you will be marked absent. You may use a laptop computer to take notes, provided that it is not used for Facebook, etc. However, if you abuse this privilege by surfing the internet, checking your email, or engaging in any non-class related activities, all computer privileges will be withdrawn for the rest of the semester.

Contacting me: I am delighted to be teaching this course, and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please email me or speak to me following class to set up an alternate meeting time. Please note that I will not be checking my email after 6 pm and on the weekends, so plan accordingly.

I am happy to discuss your assignments or review papers with you. However, I will not review any assignment within 24 hours of the due date, so plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss.



Zapatista Mural on wall of the *Oficina del Consejo Autonomo Municipio de Magdalena de la Paz*, Caracol de Oventic, Chiapas



Week 1 – Introduction to Latin America

Monday, Feb. 3 – Introduction: What is Latin America?

Wednesday, Feb. 5 – Conquests: Patricia Seed, “The Requirement: A Protocol for Conquest,” in *Ceremonies of Possession in Europe’s Conquest of the New World* (New York: Cambridge, 1998), 69-99.

Learning goals assignment due

Friday, Feb. 7 – Foundations of Inequality: Susan Kellogg, “Depicting Mestizaje: Gendered Images of Ethnorace in Colonial Mexican Texts,” *Journal of Women’s History*, 12.3 (2000): 69-92.

Week 2 – Fighting for Independence

Monday, Feb. 10 – Creole discontent: *Sab*, Intro and preface, ix-xxvii; Autobiography, 1-24.

Wednesday, Feb. 12 – Independence: *Sab*, 25-86.

Friday, Feb. 14 – What is a nation?: *Sab*, 87-147.

Week 3 – Crafting New Nations in the Nineteenth Century

Monday, Feb. 17 – Constitutions and Ideology: José María Morelos, “Sentiments of the Nation or Points Outlined by Morelos for the [Mexican] Constitution [1813] AND Simón Bolívar, “Address to the Constituent Congress (Lima, 25 May 1826).”

Wednesday, Feb. 19 – Liberals and Conservatives: Domingo F. Sarmiento, Chp. 1, *Facundo or, Civilization or Barbarism* (New York: Penguin Books, 1998), 9-27.

Full drafts to be emailed by 6 pm Wednesday

Friday, Feb. 21 – Consolidating the Nation with Cuisine: Jeffrey Pilcher, Chp., 3, “Many chefs in the national kitchen,” *!Que vivan los tamales! Food and the Making of Mexican Identity* (Albuquerque: University of New Mexico Press, 1998), 45-76.

Peer editing workshop

Week 4 – US Imperialism in Latin America

Monday, Feb. 24 – Juan Gonzalez, “The Spanish Borderlands and the Making of an Empire (1810-1898),” *Harvest of Empire: A History of Latinos in America* (New York: Penguin, 2011),

Wednesday, Feb. 26 – “Mexican Views of the Mexican-American War (1850),” *Mexican History: A Primary Source Reader* (Boulder: Westview Press, 2010), 223-227 **AND** “1848: The Treaty of Guadalupe Hidalgo The Governments of Mexico and the United States,” *Latin America and the United States: A Documentary History* (New York : Oxford University Press, 2000.

Paper #1 Due

Friday, Feb. 28 – “Monroe Doctrine (1823),” “Ariel (1900),” “Platt Amendment (1901),” “To Roosevelt (1903),” “Roosevelt Corollary (1904),” “Hay-Bunau-Varilla Treaty (1903),” *The Latin America and the United States: A Documentary History* (New York: Oxford University Press, 2000).

Week 5 – Latin American Commodity Chains

Monday, Mar. 3 – Sugar and Coffee: Steven Topik and Mario Samper, “The Latin American Coffee Commodity Chain: Brazil and Costa Rica,” *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500–2000* (Durham: Duke University Press, 2006), 118-146.

Student Presentations:

Wednesday, Mar. 5 – Banana Republics: James W. Martin, “Becoming Banana Cowboys: White-Collar Masculinity, the United Fruit Company and Tropical Empire in Early Twentieth-Century Latin America,” *Gender & History* 25.2 (2013), 317-338.

Film: *Banana Company*

Friday, Mar. 7 – Central America and the Panama Canal: Steve Striffler, “The United Fruit Company’s Legacy in Ecuador,” *The Ecuador Reader* (Durham: Duke University Press, 2008), 239-249 **AND** Tom Miller, “The Panama Hat Trail,” *The Ecuador Reader* (Durham: Duke University Press, 2008), 250-256.

Student Presentations:

Week 6 – Migration and Rural and Urban Life

Monday, Mar. 10 – Asian and European Immigration: Eduardo Jose Miguez, “Introduction: Foreign Mass Migration to Latin America in the Nineteenth and Twentieth Centuries - An Overview,” *Mass migration to Modern Latin America* (Wilmington: Scholarly Resources, 2003).

Student Presentations:

Wednesday, Mar. 12 – Daniel Masterson and Sayaka Funada, “The Japanese in Peru and Brazil: A Comparative Perspective,” *Mass migration to Modern Latin America* (Wilmington: Scholarly Resources, 2003), 113-136.

Student Presentations:

Friday, Mar. 14 – Mark Wasserman, “Everyday Life, 1877-1910, The Onslaught of Change,” *Everyday Life and Politics in Nineteenth Century Mexico: Men, Women, and War* (Albuquerque: University of New Mexico Press, 2000), 182-208.

Student Presentations:

Week 7 – Intellectual Undercurrents in 19th and 20th C

Monday, Mar. 17 – Positivism: Jeffrey Pilcher, Chp., 4, “Tortilla discourse: Nutrition and nation building,” ,” *!Que vivan los tamales! Food and the Making of Mexican Identity* (Albuquerque: University of New Mexico Press, 1998), 78-98.

Student Presentations:

Wednesday, Mar. 19 – Eugenics: Nancy Leys Stepan, *The Hour of Eugenics*, Chp. 5, 135-170.
Student Presentations:

Friday, Mar. 21 – Racial Democracy: Alejandro de la Fuente, “Myths of Racial Democracy: Cuba, 1900-1912” **OR** George Reid Andrews, “Brazilian Racial Democracy, 1900-90: An American Counterpoint,” *Journal of Contemporary History* 31, 3 (1996): 483-507.
Film Clip: Black or White in Brazil

Week 8 – SPRING BREAK

Week 9 – Revolution from Countryside to City: Mexico

Monday, Mar. 31 – Mariano Azula, *The Underdogs: A Novel of the Mexican Revolution* (New York: Signet, Classic, 1996), xvi – 31 (to Chp. XVI).

Racial democracy assignment due

Student Presentations:

Wednesday, Apr. 2 – *The Underdogs*, 31 – 76 (to Part Two)
Film: *Vamonos con Pancho Villa* or *Now Starring Pancho Villa* (Details TBA)

Friday, Apr. 4 – *The Underdogs*, 77 – 111.
**Museum visit?

Week 10 – Populism and the Struggle for Change

Monday, Apr. 7 – Argentina: Joel Horowitz, “Populism and Its Legacies in Argentina,” *Populism in Latin America* (Tuscaloosa: University of Alabama Press, 2012), 23-48.

Student Presentations:

Wednesday, Apr. 9 – Brazil: Michael L. Conniff, “Brazil’s Populist Republic and Beyond,” *Populism in Latin America* (Tuscaloosa: University of Alabama Press, 2012), 48-70.

Student Presentations:

Friday, Apr. 11 – Mexico: Jorge Basurto, “Populism in Mexico: From Cárdenas to López Obrador,” *Populism in Latin America* (Tuscaloosa: University of Alabama Press, 2012), 86-109.

Student Presentations:

Week 11 –The Cold War in Latin America

Monday, Apr. 14 – Stephen Schlesinger and Stephen Kinzer, “Operation Success,” *Bitter Fruit: The Story of the American Coup in Guatemala* (Boston: Harvard University, David Rockefeller Center for Latin American Studies, 1999), 99-118 **AND** “1954: Terminating a Revolution in Guatemala – A View From Washington,” **AND** “1954: Terminating a Revolution in Guatemala – A View From Guatemala,” 201-205.

Student Presentations:

Wednesday, Apr. 16 – Cuban Revolution: Fidel Castro, “History Will Absolve Me” (1953), **AND** Nixon and Kennedy, “1960: Debating Cuba and Castro,” **AND** John F. Kennedy, “1961: Lessons of the Bay of Pigs,” 220-225, 229-231

Student Presentations:

Friday, Apr. 18 – Cultural Imperialism: Excerpt from *How to read Donald Duck* AND Julianne Burton, "Don (Juanito) Duck and the Imperial-Patriarchal Unconscious: Disney Studios, the Good Neighbor Policy and Packaging of Latin America," *Nationalism and Sexualities* (New York: Routledge, 1992), 21-41.

Film Clip: *Tres Caballeros*

Week 12 – Dirty Wars and State Terror

Monday, Apr. 21 – Overview: Greg Grandin, "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala," *The American Historical Review* 110:1 (2005): 46-67.

Student Presentations:

Wednesday, Apr. 23 – Testimonial Narrative: Daniel James, *Doña María's Story: Life, History, Memory, and Political Identity* (Durham: Duke University Press, 2000), 3-63.

Email draft by 6 pm

Friday, Apr. 25 – *Doña Maria's Story*, 64-115.

Peer editing

Week 13 – Neoliberalism and Globalization

Monday, Apr. 28 - Neoliberalism and Economic Collapse: "Listening in the Cold," *Doña Maria's Story*, 119-156.

Wednesday, Apr. 30 – Unpacking Gender: "Tales Told Out on the Borderlands," *Doña Maria's Story*, 213-243.

***Film: *The Take OR Between Midnight and the Rooster's Crow*

Paper #3 Due

Friday, May 2 – Globalization of Culture: Jeffrey M. Pilcher, "The Globalization of Mexican Cuisine," *History Compass* 6 (2008), 529–551.

Weblink: "Cinco de Mayo, from the Battlefield to the Beer Bottle," *History News Network*, <http://www.hnn.us/article/126189#sthash.5F7XgtiJ.dpuf>.

Week 14 - Turn to the Left? Venezuela and Bolivia

Monday, May 5 – Venezuela and Chavez: Steve Ellner, "Hugo Chávez's First Decade in Office: Breakthroughs and Shortcomings," *Latin American Perspectives* 37:1 (Jan 2010): 77-96.

Wednesday, May 7 – Bolivia and Morales: Jim Shultz, "The Cochabamba Water Revolt and Its Aftermath," *Dignity and Defiance: Stories from Bolivia's Challenge to Globalization* (Berkeley: University of California Press, 2008), pp. 7-42.

Friday, May 9 – Wrap-up

Final Exam Question and student evaluations

Final exam due: Wednesday, May 14 at NOON (hard copies only)