History 80000_20056
Literature of Latin American History II
Spring 2013

Prof. Mary Roldán
M: 4:15-6:15pm
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Course Description:
This course introduces first year graduate students to the literature of Latin American history from about
the second quarter of the nineteenth century through the third quarter of the twentieth century. Though intended to
prepare students for the First (written) examination the course is necessarily selective in terms of its thematic and
country-specific content. In addition to weekly assigned “Required Readings,” students will also receive a list of
“Recommended Readings for Further Study” organized by theme and time period. “Recommended Readings”
expand and deepen the course’s required readings and represent works that a graduate student of Latin American
history would be expected to have read by the time of their written or oral examinations. As a longer term objective,
this course is also intended to enable students to begin to think about possible dissertation or research topics, to
inscribe their emerging research interests within larger paradigms of analysis and debate in Latin American history,
and to expand their familiarity with methodological and comparative tools of analysis in ways that may benefit their
future research and writing.

Class readings follow a chronological format tracing the evolution over time of struggles and debates
among thinkers, policy-makers, activists and citizens engaged in confronting and resolving the challenges posed by
the transition from colony to republic, subject to citizen, subordinate to agent, rural to urban, etc. over the last two
centuries. Latin America societies have been characterized by extremes of difference since the colonial period, but
in the late nineteenth and early twentieth century phenomena such as accelerated migration, immigration, capitalist
expansion, industrialization, and urbanization magnified these differences in ways that appeared to threaten -- and
ultimately altered or modified -- existing social, economic and political relations in the region. Social unrest, mass
mobilization, and expanding claims and demands for inclusion, reform, and even, revolution, worked to re-draw
physical boundaries, re-shape identities, and spur the emergence of incipient nationalist or interest-specific
movements that collided with and in some cases would later be subsumed by or elided with the global phenomenon
we have come to call the “Cold War.”

While we will not be able to cover all these complex issues in depth in one semester, readings have been
selected with an eye to providing illustrative case studies and essays offering theoretical insights or analyses of the
interpretive implications of adopting new research methods or conceptual frameworks for thinking about problems
in Latin American history. By the end of the semester students should have a basic familiarity with the critical
debates and turning points in the choice of subject matter and approach that have shaped the region’s historiography,
particularly in the last two or three decades. The “century” of reform, reaction, and revolution encompassed by the
period from the 1870s through the 1970s provides a particularly fertile ground for engaging with these debates and
new or “revisionist” approaches to doing Latin American history. Many of the studies we will read in this course
have taken up “old” questions (land, labor, politics, social relations, economic development, the impact of external
pressures or ideologies on local history, etc.), but applied new conceptual frameworks (such as gender,
race/ethnicity, subaltern studies, etc.) and/or methodological approaches (oral history, post-structural and discursive
analysis) to produce analyses that question conventional assumptions about periodization, agency, and
interpretation.

Finally, the class aims to provide a supportively critical venue for exploring the dilemmas and possibilities
the use of different kinds of sources and approaches might pose to a potential researcher.
Learning Objectives and Outcomes:
By the end of the course, students should be able to:

- Identify and discuss major problems and debates in 19th and 20th century Latin American history demonstrating this skill through rotating introduction of weekly readings and the submission of 750 word weekly “Reading Responses”
- Summarize and critically evaluate historical monographs in terms of sources, clarity of argument, interpretive framework and place in the historiography demonstrating these skills in oral presentations and written assignments
- Demonstrate a comprehensive understanding of Latin American historiography by writing a final 15 -20 page Historiographical Review Essay analyzing and synthesizing methodological, conceptual and interpretive trends in the field literature on a particular topic

Requirements:
30% -- Participation: Participation is defined as regular attendance as well as consistent participation in discussion. After the first unexcused absence the participation grade will drop by a half grade. This is a seminar so even one absence makes a difference. Students will be asked to introduce and lead weekly discussions on a rotating basis throughout the semester. The order in which students will introduce discussion will be determined during the first class meeting and the schedule circulated by the instructor to the class through Blackboard under “Course Assignments.”

40% -- Reading Responses: Students will be asked to write a (2-3p/750 words) reading response focused on the weekly required readings. These responses should take up questions of argument and interpretation, discuss sources and methodology, consider the implications of what is highlighted or omitted in a particular approach, and situate the readings within broader debates and the field’s historiography. Students will be asked to email copies of their responses to the professor the evening before the class meeting; responses will be shared with other students in the class. Reading responses should not be summaries of the texts read, but rather raise questions for discussion or serve as points of departure for students to reflect upon the approach and conclusions of material read for class. These are THINKING PIECES. Ideally they will also be useful for students when studying later for written and oral examinations as in their totality they should put diverse readings into dialogue with each other in ways that enable the student to see the evolution of particular research threads and interpretive frameworks on different topics. Each student is responsible for ten (10) reading responses over the course of the semester. Reading Responses may be sent electronically to: mrol@hunter.cuny.edu. Once I have received all the reading responses, I will post (the original, unmarked versions) them on Blackboard for other students to access them. Although these responses are not letter graded, I will give feedback on each of them and they will receive a “check plus,” “check” or “check minus” notation.

30% -- 15 page paper in which students are asked to select a theme (labor, liberalism, populism, nation-state formation, etc.) or conceptual framework/ methodological approach (oral history, gender, race/ethnicity, subaltern studies, etc.) to write a historiographical review essay that includes at least four monographs of which two may be selections from the “required” readings on the syllabus. Other monographs may be selected from the list of “suggestions for further reading” or may be ones identified by the student in consultation with the instructor. Perusing the in-depth review essays included in journals such as the Latin American Research Review (LARR) where 4 to 6 books tackling a particular topic or theme are analyzed in relation to each other and put into historical context, can provide a useful template for thinking about the structure of the essay. Consultation with the instructor is required. Papers are due May 20th by 5pm and should be submitted in both hard copy and electronic format.

All Required Readings are on Reserve in Mina Rees Library or may be accessed electronically through the Library journal database or Ebrary. You may also purchase books at a bookstore or internet site of your choice. Multiple copies of the Required Readings are available throughout the CUNY Library system, the NYPL, local University Libraries or through Inter-Library loan. All of the books listed as “Required” on this list are also available on Amazon or through other internet booksellers, with many available in the form of used copies.
Required Books:

John French and Daniel James, eds., *The Gendered Worlds of Latin American Women Workers: From Household to Factory to the Union Hall and Ballot Box* (Duke University Press, 1998)
Daniel James, *Doña María’s Story: Life History, Memory and Political Identity* (Duke University Press, 2002)

Optional texts:

For general coverage of trends in 20th century European and North American historiography and as a means of familiarizing yourselves with a variety of methods and approaches in history that have shaped Anglo-American and Latin American writings on Latin America, you may wish to consult:


For those of you with no, or very little, background in Latin American history, you should strongly consider purchasing the following text for general orientation:

John Charles Chasteen, *Born in Blood and Fire* (W.W. Norton, 2011) (many used copies and library copies available of this and earlier editions)

For further grounding in the field and for specific directions with topics and themes, you should consider perusing the bundled reviews published by the *Latin American Research Review* as well as some of the historiographical essays listed below:


**Please be aware of the Graduate Center Policy on Academic Honesty and the CUNY policy on Academic Integrity:**

“The Graduate Center of the City University of New York is committed to the highest standards of academic honesty. Acts of academic dishonesty include—but are not limited to—plagiarism (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the Graduate Center and of the Board of Trustees of the City University of New York.”

A student suspected of plagiarism will first be asked to meet with the instructor to discuss the situation. Possible resolutions, including the decision to assign a failing grade to the assignment(s) or the course as a whole, may only be applied if the student and faculty member are in agreement. In keeping with the CUNY Policy on Academic Integrity, the Executive Officer and Vice President of Academic Affairs will be consulted before any action or disciplinary measures are taken.

Please familiarize yourself with the CUNY document “Avoiding Plagiarism” which may be downloaded as a pdf: [http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf)

**Schedule of Readings:**

**Wk I**
(M) 1/28: **Introduction to the Course**

**Wk II**
(M) 2/4: **From Colonies to Republcs: Subalterns and Caudillos**

**Required:**


**Wk III**
(M) 2/11: **Liberalism: Commodities, Environment, ‘Development’**

**Required:**

**Wk IV**  
(M) 2/20: **Republican Ideals, Emancipation, and Popular Politics**  
**Required:**  


**Wk V**  
(M) 2/25: **Race, Nation, Neo-Colonialism**  
**Required:**  


**Wk VI**  
(M) 3/4: **Land, Labor, and Community**  
**Required:**  

**Wk VII**  
(M) 3/11: **The State, Popular Culture and Cultural History: The Mexican Revolution**  
**Read:**  
Mauricio Tenorio Trillo, “1910 Mexico City: Space and Nation in the City of the Centenario” *Journal of Latin American Studies*, vol. 28, #1 (Feb 1996) ([electronic access](http://library.gcsu.edu))


**Wk VIII**  
(M) 3/18: **Urbanization, Industrialization and Labor**  
**Required:**  
John French and Daniel James, eds., *The Gendered Worlds of Latin American Women Workers: From Household to Factory to the Union Hall and Ballot Box* (Duke University Press, 1998); “Squaring the Circle” 1-30; “My Duty as a Woman” (Sao Paulo, Brazil) 100-146; “Morality and Good Habits” (Copper Mines, Chile) 232-263; “Oral History” 297-313.

**WK IX**
(M) 3/25 No Class – Spring Recess

**Wk X**
(M) 4/1 No Class – Spring Recess

**Wk XI**
(M) 4/8: **Gender, Sexuality, Nation**
**Required:**

Joan W. Scott, “Evidence as Experience,” *Critical Inquiry* v. 17, No. 4 (Summer) 1991:773-797 (electronic access through GC Library)

HAHR 81:3-4 (August-November 2001) Special Issue: *Gender and Sexuality in Latin America* (electronic access through GC Library)

**WK XII**
(M) 4/15 **Urban History: Race, Rights, Citizenship**
**Required:**


**WK XIII**
(M) 4/22 **Identity, Mobilization, Consequences**
**Required:**


**WK XIV**
(M) 4/28 **Mass Politics, Populism, Nationalism**
**Read:**


Daniel James, *Doña Maria’s Story: Life History, Memory and Political Identity* (Duke University Press, 2002)
Wk XV
(M) 5/6 Performing Politics: the Caribbean
Read:

Wk XVI Revolution, Repression, Oral History, Film
(M) 5/13 Read:

Movie (on reserve): *Chile: Obstinate Memory* (Patricio Guzman, 1998)

May 20: Papers due.