History 80040
Literature of Latin American History II

Fall 2022

Prof. Mary Roldán
Class Meets: M:11:45-1:45pm
Office Hours: by appointment
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Course Description:
This course introduces first year graduate students to the literature of Latin American and Caribbean history in the 19th and 20th centuries, although the emphasis is on the second quarter of the nineteenth century through the third quarter of the twentieth century. The purpose of this course is to prepare students for the First (written) examination. 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 broader 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 American 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 as these have emerged 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 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 (2-3 pages double spaced) 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 evolving 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 and to post these on a Discussion Board in Blackboard by creating a response thread; 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. 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 Hispanic American Historical Review (HAHR) or 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 should be submitted in both hard copy and electronic format. The due date will be included in the final syllabus distributed in August 2022.

All Required Readings will be put 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. THE LIST OF REQUIRED BOOKS IS SUBJECT TO MODEST CHANGE BEFORE CLASSES BEGIN IN AUGUST 2022.
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)
Aviva Chomsky and Aldo A. Lauria-Santiago, eds., *Identity and Struggle at the Margins of the Nation State* (Duke U 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:

Thomas E. Skidmore, Peter H. Smith and James N. Green, *Modern Latin America* (Oxford University Press, 7th edition or later, 2010) (this is more political sciency and the section on Colombia, as in all textbooks, is unsatisfying, but useful as a reference text)

John Charles Chasteen, *Born in Blood and Fire* (W.W. Norton, 2011) (many used copies and library copies available of this and earlier editions --- best from a generally interpretive point of view)

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**

**From Colonies to Republics: Subalterns and Caudillos**

**Required:**

Charles Walker, *Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780-1840* (Duke UP, 1999)


**Wk II**

**Liberalism: Commodities, Environment, ‘Development’**
Required:

Wk III
**Republican Ideals, Emancipation, and Popular Politics**
Required:

Wk IV
**Race, Nation, Neo-Colonialism**
Required:

Wk V
**Land, Labor, and Community**
Required:

Wk VI
**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* via JSTOR through GC Library data base)

Wk VII
**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 VIII**

*Gender, Sexuality, Nation (*** I MAY CHANGE THIS)**

**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 IX**

*Urban History: Race, Rights, Citizenship*

**Required:**


**WK X**

*Identity, Mobilization, Consequences*

**Required:**


**WK XI**

*Mass Politics, Populism, Nationalism*

**Read:**


Daniel James, *Doña María’s Story: Life History, Memory and Political Identity* (Duke University Press, 2002)
Wk XII
TBA

Wk XIII
TBA

Wk XIV
Performing Politics: the Caribbean

Read:


Wk XVI
Revolution, Repression, Oral History, Film

Read:


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