History 80010

Literature of Latin American History II

**Fall 2022**

Prof. Mary Roldán
Class Meets: Tuesday, 11:45-1:45pm, GC Rm: 4419
Office Hours: (T) 2-3pm or by appointment
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**Course Description:**

This course introduces graduate students to the literature of Latin American and Caribbean history in the 19th and 20th centuries and prepares students whose major field will be Latin American history to take the First Year (written) examination. The first two weeks of the course will cover the Age of Revolution and the transition from colonies to republics (1780s - 1830s), but the temporal and thematic emphasis is on the second quarter of the nineteenth century through the third quarter of the twentieth century (1840s-1970s). 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 might be expected to be familiar with as they master the foundations of 19th and 20th century Latin American history. As a broader objective, this course is also intended to enable students to begin to think about possible dissertation or research topics, develop a minor field, inscribe their emerging research interests within larger paradigms of analysis and debate in Latin American history, and expand their familiarity with the methodological and comparative tools of analysis that have shaped historical inquiry in the field in ways that may benefit their future research and writing.

Class readings follow a chronological and thematic format. Latin American societies have been characterized by extremes of social, political, economic, ethnic/racial and gender differences since the colonial period, but in the late nineteenth and early twentieth century phenomena such as accelerated migration, immigration, capitalist expansion, industrialization, urbanization, and the rise of mass politics and mobilization magnified these differences in ways that appeared to threaten -- and ultimately altered or modified -- 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 sector-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 major issues and exploring, where relevant, the 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, transnational, subaltern studies, etc.) and/or methodological approaches (oral history, cultural history, transnational/comparative, post-structural and discursive analysis, etc.) to produce analyses that question conventional assumptions about periodization, agency, and interpretation of 19th and 20th century Latin American history.

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/articles 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 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 after 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 by 9pm on the evening before the class meeting. 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.

30% -- 15 page paper in which students are asked to select a theme (labor, populism, nation-state formation, political mobilization, 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/articles 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 and conversation, 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 a week after the last class meeting in December, but earlier submissions are welcome.

All Required Readings are on Reserve in Mina Rees Library and are listed with a “permalink” and may be accessed electronically through the Library website (this includes the Journal Database for articles). 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 (in order of week assigned):

Charles Walker, Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780-1840 (Duke U Press, 1999)
Ada Ferrer, Freedom’s Mirror: Cuba and Haiti in the Age of Revolution (Cambridge U Press, 2014)
Emilia Viotti da Costa, The Brazilian Empire: Myths and Histories (University of North Carolina Press, 2000)
Ada Ferrer, Freedom’s Mirror: Cuba and Haiti in the Age of Revolution (Cambridge U Press, 2014)
Ada Ferrer, Insurgent Cuba: Race, Nation and Revolution, 1868-1898(UNC Press, 1999)


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 Maria’s Story: Life History, Memory and Political Identity* (Duke University Press, 2002)


Thomas Klubock, *La Frontera: Forests and Ecological Conflict in Chile’s Frontier Territory* (Duke U Press, 2014)


Tanya Harmer, *Allende’s Chile and the Inter-American Cold War* (UNC Press, 2011)
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 reading/purchasing the following text for general orientation:

Thomas E. Skidmore, Peter H. Smtih and James N. Green, *Modern Latin America* (Oxford University Press, 7th edition or later, 2010) (this is more political science-y 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*, the *Hispanic American Historical Review*, *The American Historical Review*, the *Journal of Latin American Studies*, etc. Examples of Historiographical essays are 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  (T, 8/30)  From Colonies to Republics I: Peru and Mexico
Required:

Wk II (T, 9/6)  The Age of Revolution: Republics, Empire, Slavery, and Capitalism
Required:

Recommended:

Wk III (T, 9/13)  Nineteenth Century Liberalism in Theory and Practice
Required:
Wk IV (T, 9/20)  Race, Nation, Revolution and Slave Emancipation in Cuba  
Required:  

Wk V (T, 9/27)  NO CLASS  
Wk VI (T, 10/4)  NO CLASS  
Wk VII (T, 10/11)  Land, Rural Labor, and Export Agriculture  
Required:  
- John Soluri, Banana Cultures: Agriculture, Consumption and Environmental Change in Honduras and the US (U of Texas Press, 2005); GC permalink: [Link](https://cunygc.primo.exlibrisgroup.com/permalink/01CUNY_GC/15fl2fe/alma991025403239706121)  

Recommended:  
Wk VIII (T, 10/18)  The Mexican Revolution and its Aftermath
Required:

Recommended: The “Cultural History” approach to the study Mexican history more generally, spurred a lively, sometimes acrimonious debate among scholars. To familiarize yourselves with the issues at stake, take a look at the essays in *The Hispanic American Historical Review* (HAHR) 79:2 (May 1999), Special Issue: Mexico’s New Cultural History: Una Lucha Libre, (access through the GC database): [https://www-jstor-org.ezproxy.gc.cuny.edu/stable/i343240](https://www-jstor-org.ezproxy.gc.cuny.edu/stable/i343240)

Wk IX (T, 10/25)  The City, Policing, Notions of Order and Disorder
Required:

Recommended:

Wk X (T, 11/1)  Labor, Gender, Politics, Industrialization
Required:
- John French and Daniel James, eds., *The Gendered Worlds of Latin American Workers. From Household to Factory to the Union Hall and Ballot Box* (Duke U 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 XI (T, 11/8)  Mass Politics, Urban Politics, Oral Histories, and Memory
Required:

Wk XII (T, 11/15)  Urban Poverty, Inequality, Citizenship, and Informality
Required:

Recommended:
*Child of the Dark: The Diary of Carolina Maria de Jesus* by Carolina Maria de Jesus (Signet, 2003): [https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/16jbkos/alma990087810420106140](https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/16jbkos/alma990087810420106140)

Wk XIII (T, 11/22)  The Politics of Dictatorship in the Caribbean
Required:

Wk XIV(T, 11/29)  Environmental History and the Politics of “Development”
Required:
■ Jacob Blanc, Before the Flood: The Itaipu Dam and the Visibility of Rural Brazil (Duke U Press, 2019); GC permalink: https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/16jbkos/alma9994419425106140

Wk XV (T, 12/6)  Revolution, Morality, Repression and Resistance in Latin America
Required:
■ Margaret Power, “Who but a Woman? The Transnational Diffusion of Anti-Communism Among Conservative Women in Brazil, Chile and the United States During the Cold War” in the Journal of Latin American Studies, 2015, vol. 47 (1), 93-119 (access through JSTOR and GC library portal)

Recommended:

Wk XVI (T, 12/13)  The Cold War in Latin America
Required:
■ Greg Grandin, The Last Colonial Empire: Latin America in the Cold War (U of Chicago Press, 2004); GC Call # F1466.5.G73 and GC permalink: https://cuny-gc.primo.exlibrisgroup.com/permalink/01CUNY_GC/16jbkos/alma990051852260106140