Course Description

This course will examine politics, economy, and culture in Latin America in the 19th and 20th centuries, focusing on the intersections of nation-building, violence, and the construction of democratic citizenship. We will begin by focusing on issues of civilization and barbarism, liberalism and conservatism, economic development, and race and gender that shaped the formation of 19th century nations and societies. In the 20th century, we will start with the Mexican Revolution and conclude by examining innovative grassroots experiments of the 1990s and 2000s, including land take-over movements, Afro-Reggae music groups, and women’s organizations. In between, we will examine political and cultural processes that shaped 20th century Latin America, including the formation of the Mexican state, the rise of Eva Peron in Argentina, economic growth and shantytown life in Brazil, and military rule and neo-liberal economics in Chile.

Through focused comparison of several themes and countries over time, we will seek an understanding of both underlying patterns and new directions. We will address the persistence of forms of inequality, authoritarianism, and exclusion in Latin America, the experiences and visions of different groups and classes, the lives of spectacular individuals and experiments, and the successes and limits of democracy and economic growth in recent decades.

Readings

The following books are required reading and are or will be available for purchase at Barnes and Noble:
Carolina Maria de Jesus, *Child of the Dark*
Peter Winn, *Weavers of Revolution*
Jeffrey W. Rubin and Emma Sokoloff-Rubin, *Sustaining Activism: A Brazilian Women’s Movement and a Father-Daughter Collaboration*
Benjamin Keen and Keith Haynes, *A History of Latin America: Independence to the Present*

These books will also be on reserve at Mugar Library. But be warned that there will only be one or two copies of each book on reserve.

All other readings can be found on the course website, which you can access through Blackboard.

I will post the readings for Part I of the course during the first week and for Parts II and III later in the semester. I will let you know when I post the readings, and each set of readings will stay on the web site for three weeks only. By the end of these three weeks, you need to print or download them. Be sure to do this, because readings will not be available on the website after this time.

Most of the course readings will be articles or book chapters that address specific periods or issues. The Keen and Haynes volume provides a useful chronological account of the 19th and 20th centuries that puts the other readings in context. Some of the chapters from Keen and Haynes are assigned; others may be useful if you want more background on a particular period or event. An earlier edition of the Keen and Haynes book will be on reserve in the library: Benjamin Keen and Mark Wasserman, *A Short History of Latin America*.

**Course Requirements**

Students will be required to do three different kinds of writing for this course: response papers for days of class discussion; two exams that will include short answers and an essay (corresponding to Parts 1 & 2 of the course); and a five page paper that addresses the issues raised in Part 3 of the course, structured around the book *Sustaining Activism*, the film *Meet the Braz Family*, and newspaper articles of your choosing.

Each student will write 3 response papers, 2 pages each, double spaced, for days on which we have class discussion. A list of assigned dates, along with further details about the papers, will be distributed during the second week of class. The first response papers will be due during the third or fourth week of classes. Response papers will be graded $\sqrt{\cdot}, \sqrt{+}$, and $\sqrt{-}$. These grades will be converted at the end of the course into a letter grade that will count for 20% of your course grade. Response papers must be received by 9 PM on the night before the relevant class discussion. Late response papers will not be accepted.
There will be exams in class on February 24th and April 9th. Each of these exams will count for 20% of the course grade, and they will cover the material in Parts 1 (Feb 24) and 2 (Apr 9) of the course. The exams will consist of short answer questions and one essay question. The Feb 24th exam will include a map quiz. I will distribute study materials before the exams, including a list of questions from which the short answer questions will be drawn, a list of the readings that the essays will cover, and a map showing the places for which you will be responsible.

The final paper, which will be five pages and count for 20% of the course grade, will be due the Monday, May 5. In the final paper, you will discuss the readings on Protest Since 2000, Sustaining Activism and/or Meet the Braz Family, and two current news articles of your choosing in light of the issues of democracy and neoliberalism on which we focus in Part 3 of the course. You will not be expected to do outside research for this paper, apart from choosing the news articles. Specific guidelines regarding this paper and the topics on which you may focus will be provided one to two weeks in advance.

About 60% of the classes will be lectures and about 40% will be discussion. Participation in these discussions will count for 20% of the course grade. The discussions in this class are generally lively and interesting, and they are best when many different people comment and a wide variety of viewpoints are expressed.

Attendance is required. If you miss more than three classes during the semester, then your grade will be lowered one grade for every two classes you miss.

Every person’s papers should consist of his or her own analysis and writing. Cases of suspected plagiarism will be dealt with in accord with the Academic Conduct Code: http://www.bu.edu/cas/students/undergrad-resources/code.

Films

Several films will be shown as part of the course, particularly in the last few weeks of the semester. These are a required part of the course and will be included in exams and paper assignments. Most of the films are also available online or on DVDs. The locations and times for group showings of the films will be sent by email.

There will be one group showing of each film, generally two days before the relevant class. I will also try to arrange for the films to be on reserve in the Geddes Language Center for a week before class, so that students can view them individually or in groups. However, this may not be possible, and, even if it is, you will not be able to view the films close to the times of the showings. It is much better to arrange to come to the group showing.
Office Hours

I am available during office hours to speak to students about any aspect of the course or broader Latin American interests. *If you are having difficulty with the course in any way, you should be sure to come see me as soon as possible.* You should also come see me if something intrigues or puzzles you, if you would like to know more about a topic or talk about it further, etc. I can be particularly helpful with ways to improve your ability to read and understand the material, prepare for and carry out written assignments, think about lectures, or speak in class.

My office is located at 10 Lenox Street, which is not far from the Student Union. If you stand on Commonwealth Ave with your back to the Student Union and look across the bridge over the Pike, you will see a big white house with lots of dark green trim. That is 10 Lenox Street. From the large main room downstairs, take the right hand staircase to the 2nd floor. My office is the first door on the left, #3. If I am meeting with another student, please knock, so I will know you are waiting.

Introduction

Jan 15: The Past in the Present  (LECTURE)

Jan 22: Questioning The Official Story  (DISCUSSION)

**FILM:**  *The Official Story*, January 21st

Ann Louise Bardach, “Mexico’s Poet Rebel,” *Vanity Fair*, July 1994
Subcomandante Marcos, “Today We Say Enough is Enough,” “Who Should Ask for Forgiveness and Who Can Grant It?”
Francisco Goldman, “They Mader Her an Icon, Which is Impossible to Live Up To,” New York times, April 8, 2012


(if this link doesn’t work, go to the New York Times through the Mugar site)

Optional, if you’d like to know more now about current events in Latin America: Recent news articles and videos (links in document to be posted on course website)
Part I: The 19th Century

Jan 27: The Colonial Legacy and the Early Years of Independence (LECTURE)

John Chasteen, “Independence” (91 – 112) and “Postcolonial Blues” (119 – 143), in *Born in Blood and Fire*

Jan 29: Caudillo Rule and the Formation of Independent Nations (LECTURE)

David Bushnell and Neill Macaulay, “The Road to Dictatorship in the Platine Area,” (117 – 135), in *The Emergence of Latin America in the Nineteenth Century*
David Bushnell and Neill Macaulay, “The Era of Santa Anna,” (71-82), in *The Emergence of Latin America in the Nineteenth Century*

Feb 3: Civilization and Barbarism (DISCUSSION)

Domingo Sarmiento, “Frontier Barbarism,” in David Weber and Jane Rausch, eds., *Where Cultures Meet*
Christine Hunefeldt, “At Home and in the Streets,” in *Liberalism in the Bedroom*

Feb 5: Changes at Mid-Century and the Coming of Liberalism (LECTURE)

David Bushnell and Neill Macaulay, “Latin America at Mid-Century, A Quickening Pace of Change” (180 – 192)
Feb 10: Economic Growth and Peasant Resistance (DISCUSSION)

Florencia Mallon, “The Peasant Village and the Limits of Power,” (pp. 67-79) and “The War of the Pacific and the Problem of Internal Pacification,” in The Defense of Community in Peru’s Central Highlands

Feb 12: Race and Slavery in the Brazilian Empire and Republic (LECTURE)

Gilberto Freyre, “Social Life in Brazil in the Middle of the Nineteenth Century,” in E. Bradford Burns, Latin America, Conflict and Creation (con’t)

“Slave Life at Morro Velho Mine,” “Scenes from the Slave Trade,” “Cruelty to Slaves,” “Slavery and Society,” “Abolition Decree, 1888,” “Laws Regulating Beggars in Minas Gerais, 1900,” in Robert Levine and John Crocitti, eds., The Brazil Reader

Michael Coniff and Thomas Davis, “Emancipation in Brazil,” in Africans in the Americas

Keene and Haynes, “Brazil” and “Brazilian Politics and Economy”

Feb 19: Women in the Public Sphere (DISCUSSION)


Christine Hunefeldt, “Redefining Female Domains,” in Liberalism in the Bedroom

Feb 24: Exam on Part 1 of the course, the 19th Century (20% of grade)

Part II: The 20th Century

Feb 26: The Mexican Revolution 1 (LECTURE)

Gilbert Joseph and Jürgen Buchenau, Mexico’s Once and Future Revolution, pp. 30 - 85
March 3: State-Building and Politics in Post-Revolutionary Mexico (DISCUSSION)

Nora Hamilton, “Cárdenas and the New Alliance,” in *The Limits of State Autonomy*
Marjorie Becker, “Torching La Purísima, Dancing at the Altar,” in Gilbert Joseph and Daniel Nugent, eds., *Everyday Forms of State Formation*

March 5: Peronism in Argentina (LECTURE)

Keen and Haynes, “The Infamous Decade” and “The Peron Era”.
Daniel James, ‘Introduction,” “Peronism and the Working Class,” in *Resistance and Integration*

March 17: The Political and Social Impact of Eva Peron (Debate)

Eva Perón, “A Great Sentiment,” from *La Razón de Mi Vida*

March 19: Samba, The *Estado Novo*, and Economic Development in Brazil (LECTURE)

FILM: *Black Orpheus*, March 18

Hermano Vianna, “Gilberto Freyre” and “Samba of My Native Land,” in *The Mystery of Samba*
Keen and Haynes, “Vargas” and “Reform and Reaction”

March 24: Brazil: Economic Development and the National Security State (LECTURE)

Keen and Haynes, “Brazil’s Colonial Fascism”
March 26: Life in the Favelas (DISCUSSION)

FILM: *Bus 174*, March 25

Carolina Maria de Jesus, *Child of the Dark* (entire)
Robert Neuwirth, “Rio de Janeiro,” in *Shadow Cities*

March 31: Chile: Socialist Reform and Military Coup (LECTURE)


April 2: Torture, Disappearance, Terror (DISCUSSION)

FILM: *Chile Obstinate Memory*, April 1

Peter Kornbluh, “Destabilizing Democracy,” in *The Pinochet File*

April 7: The Cuban Revolution (LECTURE)

Keen and Haynes: “The Cuban Revolution”
Selections from *The Cuba Reader*: Roosevelt, Castro, Guevara, Matthews, Puebla, Rodriguez, Benjamin et. al., Lewis et. al, Landau, Paz, Sanchez (1)

April 9: Exam on Part 2 of the Course, the 20th Century, 1911 - 1980 (20% of grade)

Part III: Neo-Liberalism, Social Movements, and Transitions to Democracy: From the 1980s to the Present

April 14: No class (Passover)
April 16: Democracy (LECTURE )

FILM: *Our Brand is Crisis*, April 15


April 23: Social Movements and Political Innovation in Brazil (Debate)

FILM: *Favela Rising*, April 22

John Hammond, "Law and Disorder: The Brazilian Landless Farmworkers' Movement," *Bulletin of Latin American Research*
Rebecca Abers, “From Clientelism to Cooperation: Local Government, Participatory Policy, and Civic Organizing in Porto Alegre Brazil,” in *Politics and Society* 26:4
Read Jeffrey Rubin, “Speaking a Business Language: Private Sector Support for the Afro Reggae Cultural Group”

Read any TWO of the above three articles


April 24: Neoliberalism and Globalization (LECTURE)

FILM: *Meet the Braz Family*, April 23

Ann Helwege, “Social Polarization and Economic Instability: Twin Challenges for Enduring Reform”

April 28: Feminist Organizing and the Brazilian Women’s Movement (DISCUSSION)

Note: Class will be held 6:30 – 8:00

Jeffrey W. Rubin and Emma Sokoloff-Rubin, *Sustaining Activism: A Brazilian Women’s Movement and a Father-Daughter Collaboration* (entire)
April 30: Protest Since 2000 and Alternatives for Peace (LECTURE)


Shannon O’Neil, “Brazil as an Emerging Power: The View from the United States,” South African Institute of International Affairs, Briefing #16, 2010