

Course Syllabus

COURSE INFORMATION
LATS 6300/HIST 6360
Intro to Latin American Studies
Fall 2019, Wednesdays 7:00-9:45 pm

PROFESSOR CONTACT INFORMATION

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Course Description

This course will focus on the intersection of history, literature, and culture in Latin America, with an emphasis on the nineteenth and twentieth centuries. Readings and discussions will consider some of the most prominent cultural expressions in Latin America conveyed through literary and historical individuals and their writings. Themes may include, but are not limited to: identity, modernity, nationalism, race, gender, sexuality, culture, imperialism, underdevelopment, and popular culture. The goals of the seminar will be threefold: (1) to gain an overview of Latin American literary, cultural, social, and political history; (2) to explore current scholarly debates in Latin American Studies; and (3) to develop and refine the skills necessary for interdisciplinary critical thinking and writing about Latin America at the graduate level.

Student Learning Objectives/Outcomes

Students will demonstrate a narrative knowledge of Latin American literary, cultural, social, and political history. Students will develop and refine their ability to produce interdisciplinary critical analysis and participate in contemporary scholarly debates related to the study of Latin America.

Required Textbooks and Materials

Keith Jenkins, *Re-thinking History* (Routledge, 2003)
ISBN: 0415304431

Gabriel García Márquez, *The General in His Labyrinth* (Vintage, 2003)
ISBN: 9781400034703

Benedict Anderson, *Imagined Communities* (Verso, 2006)
ISBN: 1844670864

E. Bradford Burns, *The Poverty of Progress* (University of California, 1983)
ISBN: 978-0520050785

William Beezley, *Judas at the Jockey Club* (Nebraska, 2004)
ISBN: 0803262175

John J. Johnson, *Latin America in Caricature* (University of Texas, 1997)
ISBN: 978-0292740310

José Enrique Rodo, *Ariel*, (English Edition, University of Texas Press, 1988)
ISBN: 978-0202703964

Carlos Fuentes, *The Death of Artemio Cruz* (Farrar, 2009)
ISBN: 0374531803

Mariano Azuela, *The Underdogs: with Related Texts* (English Edition, Hackett Publishing Company, 2006)
ISBN: 978-0872208346

José Vasconcelos, *The Cosmic Race* (Johns Hopkins, 1997)
ISBN: 0801856558

Fernando Ortiz, *Cuban Counterpoint* (Duke, 1995)
ISBN: 0822316161

Luis Bértola and José Antonio Ocampo, *The Economic Development of Latin America since Independence* (Oxford University Press, 2012)
ISBN: 978-0199662142

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development* (University of California, 1979)
ISBN: 978-0520035270

Rigoberta Menchú, *I, Rigoberta Menchú* (Verso, 1984)
ISBN: 0860917886

Arturo Arias, ed., *The Rigoberta Menchu Controversy* (Minnesota, 2001)
ISBN: 0816636265

Shawn Miller, *An Environmental History of Latin America* (Cambridge University Press, 2007)
ISBN: 978-0521848534

Octavio Paz, *The Labyrinth of Solitude and Other Writings* (Grove, 1991)
ISBN: 080215042X

Mendoza, et al., *Guide to the Perfect Latin American Idiot* (Madison, 2001)
ISBN: 156833236X

Maricio Tenorio-Trillo, *Latin America: The Allure and Power of an Idea* (University of Chicago Press, 2017)
ISBN: 978-0226443065

Articles and Chapters:

1. Nestor Garcia Canclini, "Cultural Studies and Revolving Doors," in Stephen Hart and Richard Young (eds.) *Contemporary Latin American Cultural Studies* (Arnold Publishers, 2003) pp. 12-23.
2. Walter D. Mignolo, "Preface: Uncoupling the Name and the Reference," in *The Idea of Latin America* (Blackwell Publishing, 2005) pp. (x-xx)
3. Mabel Morana et. Al. "Colonialism and Its Replicants," in Mabel Morana, et. Al. (eds.) *Coloniality at Large: Latin America and the Postcolonial Debate* (Duke University Press, 2008) pp. 1-22.
4. Santiago Castro-Gomez, "(Post) Coloniality for Dummies: Latin American Perspectives on Modernity, Coloniality, and the Geopolitics of Knowledge," in Mabel Morana, et. Al. (eds.) *Coloniality at Large: Latin America and the Postcolonial Debate* (Duke University Press, 2008) pp. 259-285.
5. Eric Wolf, "Sons of the Shaking Earth," in Michael B. Whiteford and Scott Whiteford *Crossing Currents: Continuity and Change in Latin America* (Prentice Hall, 1998) pp. 57-87.
6. Luis Fernando Restrepo, "The Cultures of Colonialism," in *The Companion to Latin American Studies*, Philip Swanson, ed. (Hodder Education, 2003) pp. 47-68.
7. Simon Bolivar, "The Jamaica Letter: Response from a South American to a Gentleman from This Island," in David Bushnell (ed.) *El Libertador: Writings from Simon Bolivar* (Oxford, 2003) pp. 12-30
8. Jaime E. Rodriguez O. "The Process of Spanish American Independence," in Thomas H. Holloway (ed.) *A*

- Companion to Latin American History* (Wiley-Blackwell, 2011) pp. 195-214.
9. Domingo F. Sarmiento, Chapters 1-2, in *Facundo or Civilization and Barbarism* (Penguin, 1998) pp. 9-46.
 10. Gabriel L. Negretto and Jose Antonio Aguilar-Rivera, "Rethinking the Legacy of the Liberal State in Latin America: the Cases of Argentina (1853-1916) and Mexico (1857-1910)," in *Journal of Latin American Studies*, Volume 32 (2000) pp. 361-397.
 11. Chapters 7 & 9 in Aluisio Azevedo, *The Slum* (Oxford, 2000) pp. 50-62 and pp. 75-89.
 12. Meri L. Clark, "The Emergence and Transformation of Positivism," in *A Companion to Latin American Philosophy*, Susana Nuccetelli et. al., eds. (Wiley-Blackwell, 2010) pp. 53-67.
 13. Jose Marti, "Our America" in *Jose Marti: Selected Writings* (Penguin Books, 2002) pp. 288-296.
 14. Adrian A. Bantjes, "The Mexican Revolution," in Thomas H. Holloway (ed.) *A Companion to Latin American History* (Wiley-Blackwell, 2011) pp. 330-346.
 15. Chapters 4 & 5 in Gilberto Freyre, *The Masters and the Slaves: A Study in the Development of Brazilian Civilization* (Knopf, 1964 – or any other edition) pp. 255-399.
 16. Anne Doremus, "Indigenism, Mestizaje, and National Identity in Mexico during the 1940s and the 1950s," in *Mexican Studies/Estudios Mexicanos* Vol 17, No. 1 Summer 2001, pp 375-402.
 17. Luis Martinez-Fernandez, "The Cuban Revolution," Thomas H. Holloway (ed.) *A Companion to Latin American History* (Wiley-Blackwell, 2011) pp. 365-385.
 18. Barbara Weinstein, "Lucia" Inventing Women's History on Film," in Donald F. Stevens (ed.) *Based on a True Story: Latin American History at the Movies* (SR Books 1997) pp123-142.
 19. Ramon Grosfoguel, "Developmentalism, Modernity, and Dependency Theory in Latin America," in *Nepantla: Views from South* Vol. 1, No. 2 (2000) pp 347-374.
 20. Iván Márquez, "Liberation in Theology, Philosophy, and Pedagogy," in *A Companion to Latin American Philosophy*, Susana Nuccetelli et. al., eds. (Wiley-Blackwell, 2010) pp 297-311.
 21. Mark Carey, "Latin American Environmental History: Current Trends, Interdisciplinary Insights, and Future Directions," in *Environmental History* Vol. 14, No. 2 (April 2009) pp 221-252.
 22. Nicola Miller, "The Historiography of Nationalism and National Identity in Latin America," in *Nations and Nationalism* Vol. 12, No. 2 (2006) pp 201-221.

Suggested Course Materials (Optional)

Mark Burkholder & Monica Rankin, *Exploitation, Inequality, and Resistance: A History of Latin America since Columbus* (Oxford University Press, 2017)

John Charles Chasteen, *Born in Blood and Fire* (W.W. Norton, 2006).

Michael B. Whiteford and Scott Whiteford *Crossing Currents: Continuity and Change in Latin America* (Prentice Hall, 1998)

Thomas H. Holloway (ed.) *A Companion to Latin American History* (Wiley-Blackwell, 2011)

Philip Swanson, ed. *The Companion to Latin American Studies*, (Hodder Education, 2003)

Susana Nuccetelli et. al., eds. *A Companion to Latin American Philosophy*, (Wiley-Blackwell, 2010)

Grading Policy

The grading in this course is based on weekly discussions (25%), a group wiki (25%), and a final project (50%).

Course & Instructor Policies

No late assignments will be accepted and there is no make-up policy for in-class work. I will not accept final versions of any assignments as e-mail attachments.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be no substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences.

ASSIGNMENTS

Weekly Notes Wiki: Each week the class will collectively prepare notes for each of the assigned readings through the creation and editing of a wiki. The wiki for this class can be accessed at:

<http://utdlats2019.pbworks.com>

Each student must upload weekly notes for each reading to the wiki. One or more students will be assigned individual weeks to organize the material into its final version. The final revisions to the page should be completed by the end of the day following class. Each student will be graded on his/her weekly contributions. Keep in mind that I can and will access the entire history of the wiki edit when assessing student contributions. Each change, deletion, and addition is recorded by the wiki software along with accompanying user information. I will have access to this information all semester even if some comments/contributions no longer appear in the finalized wiki.

Wiki entries should cover all readings assigned in the class and you may include other useful materials as well (timelines, additional bibliographies, suggested primary sources, links to helpful sites, etc.)

Your notes for each reading will vary according to the type of reading. Literary works should include a basic summary plus critical analysis. Entries for theoretical works should include a thorough explanation of the theory followed by examples, exceptions, and critique. Notes for scholarly readings should include a statement of the author's main argument, followed by supporting evidence the author provides. You should examine the author's use of sources, methodology, and theory. It is appropriate to include citations and/or additional information on other sources (books, articles, films, primary sources) that are relevant to the book under consideration. Your wikis should always conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. Please also include any information you have about the author and/or publisher that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the book (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. Since this is a graduate-level reading seminar, I expect your wiki responses to be thorough and to reflect graduate-level analysis.

I suggest considering the following themes/questions when preparing the wikis:

- **Title/Author:** Is there any significance in the title chosen for the work? Who is the author? What do you know about him/her? Field? Discipline? Institutional affiliation? Peers/colleagues? For books, was it first a dissertation? What else has the author written?
- **Publisher:** Who is the publisher? What do you know about the press? Is it academic or otherwise? What is the publisher known for? What other types of works has the publisher produced? Is the book part of a series? What is the nature of the series? Who is the series editor? What do you know about him/her?
- **Theme/Subject:** What is the theme/subject of this reading and/or group of readings? What does that theme mean? Do I know how to define/explain it in general? How does that theme/subject apply to Latin American Studies?
- **Thesis and summary:** What is the author's main argument (as opposed to the theme/subject of the book)? Briefly summarize the content.
- **Evidence:** How does the author support his/her main argument?
- **Research/sources:** Look at the notes and bibliography. Which primary and secondary sources did the author consult? Which libraries, collections, archives, etc. were involved?
- **Methodology:** How did the author approach his/her sources? What questions were asked? Are any theoretical frameworks involved? Are there any inherent challenges to the sources and/or approach? How has the author attempted to contend with those challenges?
- **Body of Scholarship:** Who else has written on the topic? Who else has used similar sources and/or theoretical models? Where does the work fit within the existing body of literature? It is responding to a previous study? Was it a seminal work? What have other scholars said about it?
- **Critique/analysis:** What is your overall critique of the work? Is the thesis solid? Has the author defended it well? What is your opinion of the use of sources and methodology? How can you use the information presented? How can you use the methodological model?

Class Participation: This is a graduate readings seminar and all students are expected to participate in class discussions over readings and other relevant material. Discussions should be respectful and constructive. I strongly recommend that you use the weekly wiki as a guide to your in-class commentary. When preparing for class discussions, consider how YOU would teach that book/material if you were leading the class. How would you organize the material? How would you summarize the arguments, strengths, weaknesses, etc. The reading assignments for several weeks will require half the class to read one book and the other have to read another. It is particularly important during those weeks that you prepare to explain your book to those who did not read it in the clearest and most cogent manner. Please remember that quality is more important than quantity and that constructive/analytical does not necessarily mean loud. I encourage all of you to meet with me no later than 4 weeks into the semester to discuss your participation grade.

Final Project: For your final project, you will choose a narrow theme or topic that has been introduced as part of Latin American Studies and write a paper examining that theme in more depth. You may use any readings that have been assigned in class and you should include additional scholarship as appropriate. The final project is due on the date that the final exam is scheduled.

Library Resources:

Library Webpage: www.utdallas.edu/library

JSTOR: an electronic archive of core scholarly journals from the humanities, social sciences, and sciences. The journals have been digitized, starting with their very first issues, often dating back to the 1800s. It does not contain current issues. Everything in JSTOR is full-text. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

Project Muse: a collection of the full text of over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Coverage for most journals began around 1995. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

Other Resources:

CUSLAI Research Room: The Center for U.S.-Latin America Initiatives has a small but growing collection of research resources that are relevant to Latin American Studies.

H-LATAM: Web-based, scholarly discussion network of Latin American historians and other scholars. This is a good forum for keeping up on current literary debates and also to query experts in the field for advice on literature, methodology, archives, etc.

<http://www.h-net.org/>

Academic Calendar:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrankin.

Week 1

August 21 Introduction to the Course
What is Latin America?

Week 2

August 28 History, Postmodernism, and Latin America
Read: Jenkins
E-Reserve Reading #1 (Garcia Canclini)
E-Reserve Reading #2 (Mignolo)

Week 3

September 4 Post-colonialism and Latin America
Read: E-Reserve Reading #3 (Morana, et. Al.)
E-Reserve Reading #4 (Castro-Gomez)
E-Reserve Reading #5 (Wolf)
E-Reserve Reading #6 (Restrepo)

Week 4

September 11 Independence and the Meaning of Nations
Read: Garcia Marquez
E-Reserve Reading #7 (Bolivar)
E-Reserve Reading #8 (Rodriguez O.)

Week 5

September 18 Nation-Building in the Nineteenth Century
Read: Anderson (Chapters 2, 4, and 8) OR Burns
E-Reserve Reading #9 (Sarmiento)
E-Reserve Reading #10 (Negretto)

Week 6

September 25 Positivism
Read: Beezley
E-Reserve Reading #11 (Azevedo)
E-Reserve Reading #12 (Clark)

Week 7

October 2 The Emergence of Empire
Read: Johnson
Rodó
E-Reserve Reading #13 (Marti)

Week 8

October 9 The Mexican Revolution
Read: Fuentes OR Azuela
E-Reserve Reading #14 (Bantjes)

Week 9

October 16 Indigenismo, Race, Ethnicity
Read: Vasconcelos OR Ortiz (3-96)
Reserve Reading #15 (Freyre, Chapters 4 & 5)
E-Reserve Reading #16 (Doremus)
Film: Maria Candelaria

Week 10

October 23 Cuban Revolution
Read: E-Reserve Reading #17 (Martinez-Fernandez)
E-Reserve Reading #18 (Weinstein)
Film: Lucia

Week 11

October 30 Latin American Economies
Read: Bértola OR Cardoso & Faletto
E-Reserve #19 (Grosfoguel)

Week 12

November 6 Civil War and Liberation Theology
Read: Menchu
Arias (selections)
Reserve Reading #20 (Marquez)

Week 13

November 13 Latin American Environments
Read: Miller
Reserve Reading #21 (Carey)

November 20 Identity in 20th Century Latin America
Read: Paz OR Mendoza
Reserve Reading #22 (Miller)

December 4 What is Latin America?
Read: Tenorio-Trillo

Final Project Due Date

TBA