

UNIVERSITY OF WISCONSIN-MADISON
Ibero-American Studies
&
Department of History
SPRING 1990

Interdisciplinary 260

Professor Steve J. Stern
5105 Humanities Building
263-1841/263-1800

LATIN AMERICA: AN INTRODUCTION

Course Description

This course introduces students to Latin American history, society, and culture from an interdisciplinary perspective, and is therefore cross-listed in several departments (History, Afro-American, Ag Econ., Anthro., Geog., Poli. Sci., Rural Soc., Soc., Span. & Portug.). There will be two lectures (TR 2:25-3:40) and discussion sections each week. One discussion section will be Spanish-speaking, if enough students so desire. Course materials will include Latin American literature and film, and studies by social scientists and historians.

Our goal will be to gain a multi-faceted, yet coherent and substantive, understanding of the human condition in Latin America. We will address four themes in particular: the wounds and legacies of history; the elusive quest for economic "development"; politics, revolution, and counter-revolution; and the dynamics of culture and culture change. Our discussion of these themes will include specific case studies to provide depth, and general overviews to provide perspective.

Please note that you will be required to write two essays/take-home exams incorporating supplementary readings. One of your essays must correspond to Unit I or Unit II; the other must correspond to Unit III or Unit IV. The due dates for the essays/exams vary according to the Unit. Decide early which essays/exams you wish to write, and plan accordingly.

Schedule

Week 1 Introduction.

Jan. 23	Stern	Course Orientation
Jan. 25	Stern	Why Study Latin America?

Reading: Browse through the required and supplementary books for all Units. Select the Units for which you intend to read supplementary books and write essays/exams.

UNIT I. THE WOUNDS AND LEGACIES OF HISTORYWeek 2 Heritage of Indian Civilization

- Jan. 30 Stern Peasants and Civilization: Mesoamerica and the Andes
 Feb. 1 Seligmann Native American Peoples Today

Reading: Steve J. Stern, Peru's Indian Peoples and the Challenge of Spanish Conquest (Madison, 1982), Intro., Chaps. 1-3.

Week 3 The Legacies of Colonial Rule

- Feb. 6 Stern Past and Present in Latin America: Legacies of the Colonial Past
 Feb. 8 Scarano Colonial Projections: Labor, Race, and the National Question in the 19th-Century Spanish Caribbean

Reading: Stern, Peru's Indian Peoples, Chapters 4-8.

Week 4 The Troubled Meaning of "Progress"

- Feb. 13 Stern The Transition to Capitalist Economies
 Feb. 15 Stern "Progress" and Race Relations

Reading: Sheldon Annis, God and Production in a Guatemalan Town (Austin, 1987), all.

Supplem. rdng. and essay/take-home exam #1: due no later than the beginning of lecture on Feb. 27. No extensions permitted.

Supplem. rdng.: Rigoberta Menchú, I ... Rigoberta Menchú: An Indian Woman in Guatemala (New York, 1984).

UNIT II. ECONOMIC "DEVELOPMENT": THE ELUSIVE QUESTWeek 5 Development: Key Issues and the Agrarian Question

- Feb. 20 Stern Key Issues: Growth vs. Development, the Agrarian Question, Foreign Capital, the Urban Explosion
 Feb. 22 ? The Agrarian Reform Experience and Economic Development Strategies

FILM: "Al Norte" is tentatively scheduled for Wed., Feb. 21, at 7:00 p.m.

Reading: None assigned this week in deference to students completing take-home exam/essay #1 due Feb. 27. You may begin next week's extensive assignment.

Week 6 International and Local Dimensions of Development: Brazilian Case Studies

- Feb. 27 Stern The So-Called "Triple Alliance": Foreign and Local Capital Interlocked
 Mar. 1 Bunker Developing the Amazon? Agrarian and Environmental Politics in Brazil

Reading: Janice E. Perlman, The Myth of Marginality: Urban Poverty and Politics in Rio de Janeiro (Berkeley, 1976), 1-191 (pp. 195-262 are optional).

Week 7 Human Dimensions of Development: Latin Americans as Migrants

- Mar. 6 Stern City, Countryside, and the Sociology of Migration
 Mar. 8 Stern Multiple Hats and "Cholo" Culture

Reading: Ximena Bunster and Elsa M. Chaney, Sellers and Servants: Working Women in Lima, Peru (orig. 1985; Granby, Mass., 1989), 1-169. & 217-233

Week 8 The Politics of Economic Development

- Mar. 13 Truelove The Politics of Gender and Work
 Mar. 15 Stern Review and Conclusion: The Politics of Economic Models

Reading: Bunster and Chaney, Sellers and Servants, 170-233.

Supplem. rdng. and ess. take-home exam #2: due no later than the beginning of lecture on March 27. No extensions permitted.

Supplem. rdng.: Lourdes Benería and Martha Roldán, The Crossroads of Class & Gender: Industrial Homework, Subcontracting, and Household Dynamics in Mexico City (Chicago, 1987).

SPRING BREAK: March 17-25.

UNIT III. POLITICS, REVOLUTION, AND COUNTER-REVOLUTION

Week 9 The Historic Revolution: Mexico

- Mar. 27 Stern Mexico: the Multiple Strands of Revolution (two lectures)
 Mar. 29

Reading: Maria Helena Moreira Alves, State and Opposition in Military Brazil (Austin, 1985), Foreword, 3-100.

FILM: "The Official Story," tentatively scheduled for Wednesday, March 29, at 7:00 p.m.

Week 10 The Crisis of Latin American Politics

- Apr. 3 Stern The Roots of Political Crisis and Polarization
 Apr. 5 Alves The Military and the Politics of Revolution,
 Counter-Revolution, and Democratic Openings:
 Brazil and Chile Compared

Reading: Alves, State and Opposition, 101-263.

Week 11 The United States and Latin America

- Apr. 10 Stern Goals and Tactics of U.S. Foreign Policy: Origins
 Apr. 12 Stern Aid and Intervention in the Cold War Era

Reading: John A. Booth, The End and the Beginning: The Nicaraguan Revolution, 2nd rev. ed. (Boulder, Co., 1985), 1-155.

Week 12 Whither Central America?

- Apr. 17 Stern Opportunities Lost? The Politics of Revolution,
 Counter-Revolution, and Peace in El Salvador
 Apr. 19 panel Citizen Diplomacy: The Wisconsin Connection in
 El Salvador and Nicaragua

Reading: Booth, The End and the Beginning, 157-290.

Supplem. rdng. and essay/take-home exam #3: due no later than the beginning of lecture on April 24. No extensions permitted.

Supplem. rdng.:

Either: Alfred Stepan, Rethinking Military Politics: Brazil and the Southern Cone (Princeton, 1988)--to supplement Alves;

or: Roger N. Lancaster, Thanks to God and the Revolution: Popular Religion and Class Consciousness in the New Nicaragua (New York, 1988)--to supplement Booth.

UNIT IV. CULTURE AND CULTURE CHANGE

Week 13 The Artist and Society

- Apr. 24 Stern Dilemmas of the Latin American Artist
 Apr. 26 Podestá Gabriel García Márquez and Isabel Allende Compared

Reading: Isabel Allende, The House of Spirits (New York, 1985), read to at least p. 141.

Week 14 Culture Creation and New Social Movements

May 1 Stern Art, Society, and the "New Song" Movement
 May 3 Thome Politics Reinvented: The Exhaustion of Old
 Politics, and the Rise of New Social Movements

Reading: Allende, The House of Spirits, finish.

Supplem. rdng. and essay/take-home exam #4: due no later than the beginning of lecture on May 10. No extensions permitted.

Supplem. rdng.: Gabriel García Márquez, One Hundred Years of Solitude (New York, 1970).

Week 15 Latin America: Past, Present, Future

May 8 Stern Legacies and Prospects: Latin America at the
 Crossroads
 May 10 Teacher evaluations and review for final exam.

Course Assignments and Grading

There are three requirements for successful completion of this course: participation in discussion; two papers (6-8 pages each); and a final examination.

Participation means contributing your presence and thoughts to weekly discussion sections. To do this effectively requires that one keep up with assigned readings, films, and lectures, and that one come prepared to speak thoughtfully about these materials.

There will be a final examination. It will ask you to analyze significant issues raised by the readings, films, lectures, and discussion. A successful analysis will also require that you demonstrate basic knowledge and understanding of lectures, readings, and discussion.

The papers are designed to enable students to enrich the assigned materials by reading complementary or contrasting works, and by writing original analyses incorporating the supplementary as well as assigned materials. The format of the essays is that of a "take-home exam." You may choose either to answer one of the "exam" questions the instructors provide for a Unit's assigned and supplementary readings, or to answer an "exam" question you pose to yourself. If you choose the latter option, make sure that the question is challenging and significant, that it is feasible on the basis of the assigned and supplementary course materials, and that it is "synthetic" (i.e., it forces you to incorporate data, insights, analysis from several sources). State the exam question or problem at the beginning of the essay.

Papers should demonstrate college-level writing and analytical skills, and should be footnoted or otherwise documented. Use the Helen C. White Writing Lab, or consult with me in office hours, if you need advice or assistance.

The first paper must correspond to Unit I or Unit II; the second paper will correspond to Unit III or Unit IV. Note the due dates on the syllabus, the hard-line policy against extensions, and the need to plan ahead accordingly. The only exceptions to the anti-extension policy will be truly unforeseeable emergencies such as an unexpected death in the family. Late essays/exams suffer a one-grade penalty.

Papers must be printed or typed in dark, easy-to-read letters (letter mode rather than draft mode on dot-matrix printers). The instructors reserve the right to return ungraded poor quality print leading to eye strain. The layout should be double-spaced with reasonable margins.

On a 100-point system (100 points is a perfect 100% grade), the grading will break down as follows:

participation	15 points
paper #1	25 points
paper #2	25 points
final exam	35 points