

University of Wisconsin-Madison  
Department of History  
and LACIS (Latin American,  
Caribbean & Iberian Studies)  
Spring 2002-03

History/LACIS 260:           LATIN AMERICA: AN INTRODUCTION

Steve J. Stern  
5105 Humanities Bldng., 263-1841  
Off. hrs. F 3-5pm (sign-up system)  
and by appointment

TAs: Jaymie Heilman  
Gladys McCormick  
Nancy Plankey Videla  
Off./tel.: TBA

Course Description (general):

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-Amer., Ag. and Appl. Econ., Anthro., Geog., Pol. Sci., Rural Soc., Soc., Span. & Portug.) As you will see, the lecture sessions, the teaching team and guests, and the reading and exam assignments will integrate perspectives from the humanities and arts (literature, film, music), from life history and journalism, and from history and the social sciences.

There are two lecture sessions (TR 2:30-3:45pm), and a required discussion section each week. For Spanish speaking students who wish a "language-across-the-curriculum" experience or who are working on a major in Spanish and Portuguese, we suggest that you consider participating in one of the two discussion sections (both on R 7pm) conducted in Spanish.

For students who select and receive approval for an Honors or special projects option, there will be a required additional discussion section coordinated by Professor Stern, and substantial additional readings. For more detail, please see "Honors and Special Options" below.

Our goal is to gain a multi-faceted, yet coherent and cumulative, understanding of human experience in Latin America. We will do this through modules that explore key issues that emerged in four phases of historical and contemporary experience:

- (1) a "foundational" era, corresponding to late pre-colonial times and to Iberian colonization, that created an "America" defined by multi-cultural encounters, conquests, and conflicts (ca. late 15th through 18th centuries);
- (2) the era of late Caribbean colonies and early republics, when struggles over race, war patriotism, and citizenship became very prominent in the building of fractured, neo-colonial "nations" (ca. 19th through early 20th centuries);

- (3) the times of mass politics, when Latin America became more urban and industrialized, and when new forms of politics, everyday life, and cultural thought gave rise to "heroic" visions of the state and the pueblo, linked to ideas of populism and revolution (ca. 1910s to 1970s);
- (4) the contemporary condition of a "post-heroic" Latin America, where transitions to neo-liberal economics, weak democracies, and intense globalization are accompanied by new kinds of grassroots social movements and new polemics about memory and culture (ca. 1980s to the present).

Course Description (building depth):

Please note that the mix of lectures, reading, visual and audio materials, and assignments is designed to provide both an overview of Latin America as a whole, and case study work that builds greater depth. We seek depth as well as breadth.

To help build depth, all students will in a sense have a "special project," related to the final exam. As part of your reading in the second half of the semester (Weeks 8-15), you will be required to select one of three novels that explore the 20th-century revolutionary experience of a particular country in a manner quite different from that available in the other assigned course materials. (For the three authorized novels, and details on how your selection slightly customizes your assigned readings in the second half of the course, please see the description under Week 8 in the schedule below.) For the essay portion of the final exam, you will essentially use the novel to enrich, complement, or critique the vision of a particular revolution gained from assigned course readings, lecture, and discussion. You will also be placing that revolution in a comparative context. For more details on the final exam, see the "Course Assignments" section below.

Because we will ask you to work intensely with the novel for your final exam, it is imperative that you understand the final exam, select your novel, and purchase it early -- preferably by the end of Week 3 (Friday, Feb. 8), and certainly no later than the end of Week 4 (Friday, Feb. 15). Selecting and purchasing your novel early -- before the University Bookstore runs out of inventory or ships books back to the publisher -- means that you can enjoy the novel and your final exam project instead of having to cope with excess anxiety or Catch-22 situations. Moreover, if you make your decision early and the University Bookstore has run out of copies, there will still be time for the bookstore to order more books on a rush basis (or alternatively, for you to put in a personal rush order through a bookstore or via the Web).

Please note:

We will be unsympathetic to last-minute panic or appeals by persons who failed to select and purchase their novel early. On the other hand, we will be generous with office hours and appointments for those students who want to discuss their interests and novel selections early in the semester.

Schedule (tentative):

Week 1. Introduction.

Jan. 22 Stern Course Orientation  
Jan. 24 Stern Why Study Latin America?

Rdng.: Steve J. Stern, Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640 (2nd ed., Madison: U. of Wisconsin Press, 1993), Intro., Prologue (pp. xv-liiii).

**IMPORTANT REMINDER:**

In the second half of the semester, you will be reading an extra novel for your final exam project. (See Week 8 and "Course Assignments" below.) For you to succeed on the final exam project, you must select and purchase the novel before the bookstore runs out of copies or sends titles back to the publisher!

UNIT I. PRE-COLONIAL AND COLONIAL FOUNDATIONS:  
MAKING AND UNMAKING A "NEW" WORLD  
(ca. 15th -- 18th centuries).

Week 2. Thinking Across the 1492 Divide.

Jan. 29 TBD Exploring Pre-Columbian Achievements  
Jan. 31 Stern "Conquest": What a Word Means and Hides

Rdng.: Stern, Peru's Indian Peoples, Chs. 1-3 (pp. 3-79).

Week 3. The Faces of Iberian Colonialism.

Feb. 5 Stern Labor: Producing Magic Commodities  
Feb. 7 Stern Souls: Paradise Won and Lost?

Rdng.: Stern, Peru's Indian Peoples, Chs. 4-6 (pp. 80-157).

Week 4. The Faces of Iberian Colonialism (continued).

Feb. 12 Stern Women: Gender and Colonization  
Feb. 14 Stern Autonomy Quests:  
Subjects, Rebels, Citizens  
(with wrap-up/review of Unit I)

Rdng.: Stern, Peru's Indian Peoples, Chs. 7-8 (pp. 158-193); note that the reading is light this week because many of you may be finishing your short essays.

NOTE: You must write a short essay based on the reading and lecture materials of any week(s) between Weeks 2-6. If you are turning in your short essay based on Weeks 2-4, the due date is the beginning of lecture on T Feb. 19.

UNIT II. RACE, WAR, AND CITIZENSHIP: PEOPLE AND NATION  
IN NEO-COLONIAL TIMES (ca. 19th/early 20th centuries).

Week 5. Colonial Projections: Race and Peoplehood.

- Feb. 19. Stern Remaking the People? The Whitening  
Syndrome and the Myth of Progress  
Feb. 21 Stern Prologue to Insurgent Cuba:  
Esteban Montejo's Story

Rdng.: Ada Ferrer, Insurgent Cuba: Race, Nation, and Revolution,  
1868-1898 (Chapel Hill: U. of North Carolina Press,  
1999), Intro., Chs. 1-4 (pp. 1-111).

Optional: Thomas E. Skidmore and Peter H. Smith, Modern Latin  
America (preferably 4th ed. or later, New York:  
Oxford Univ. Press, 1997-), chapter on Cuba.

Week 6. War and Citizenship: Chronicles from Below and Above.

- Feb. 26 Mallon Peasant and Nation in Mexico and Peru:  
Struggles for Inclusive Citizenship  
Feb. 28 Stern Coda to Insurgent Cuba: The Politics  
of Race and Nation, 1898-1920s

Rdng.: Ferrer, Insurgent Cuba, Ch. 5 to end (pp.112-202).

NOTE: You must write a short essay based on one of the weekly  
reading and lecture materials between Weeks 2-6. If you  
are turning in your short essay based on Weeks 5-6, the  
due date is the beginning of lecture on T March 5.

Week 7. Colony into Neo-Colony?  
Building Aristocratic Republics of Progress

- March 5 Stern Dismantling Servitude and Rebuilding  
Privilege: Toward the Aristocratic  
Republics of Progress  
(with wrap-up/review of Unit II  
and exam review)

March 7 EXAM Mid-semester exam, in class

Rdng.: None assigned this week; once you finish the exam,  
consider getting a head start on next week's reading!

History/LACIS 260, Spring 2002, page 5.

UNIT III. THE AGE OF MASS POLITICS:

BUILDING "HEROIC" STATE AND "HEROIC" PUEBLO  
(ca. 1910s to 1970s).

Week 8. Toward Revolution and Populism:  
The First Wave, ca. 1910s-1940s (Part I).

March 12 Stern Progress and Reaction? Introducing the  
Paradoxes of Capitalist Transition,  
ca. 1880s -- 1950s

March 14 Stern Mexico: The Multiple Strands of Revolution

Rdng.: Ben Fallaw, Cárdenas Compromised: The Failure of Reform  
in Postrevolutionary Yucatán (Durham: Duke Univ.  
Press, 2001), 1-96.

VERY IMPORTANT NOTE:

In the second half of the semester, you will be reading an extra novel for your final exam project. (The final exam includes both an essay based on the project, and identification questions based on assigned readings, lectures, and discussion. See "Course Assignments" below for a fuller explanation.) For you to succeed on the final exam project, you should have selected and purchased your novel by now. If you have waited until now and the University Bookstore has run out of copies or returned them to the publisher, you must take responsibility for placing a rush order via a bookstore or the Web.

The three authorized novels are:

Angeles Mastretta, Tear This Heart Out, trans. Margaret Sayers Peden (New York: Riverhead Books, 1997), on Mexico;

Isabel Allende, The House of the Spirits, trans. Magda Bogin (New York: Bantam, 1986), on Chile;

Manlio Argueta, One Day of Life, trans. Bill Brow (New York: Vintage, 1991), on El Salvador.

Please note, as well, that depending on your choice for the final exam project, the required readings listed in Weeks 8-13 are slightly modified:

\*\*If you decide to read Angeles Mastretta, Tear This Heart Out, to supplement Fallaw (Cárdenas) and the Skidmore/Smith chapter on Mexico for your final exam project, you will not be required to read Peter Winn's book in Weeks 10-11 below;

\*\*if you decide to read Isabel Allende, The House of the Spirits, to supplement Winn (Weavers of Revolution) and the Skidmore/Smith chapter on Chile for your final exam project, you will not be required to read Leigh Binford's book in Weeks 12-13 below;

\*\*if you decide to read Manlio Argueta's One Day of Life, to supplement Binford (The El Mozote Massacre) and the Skidmore/Smith chapter on Central America for your final exam project, you will not be required to read Ben Fallaw's book during Weeks 8-9.

Please use your time wisely. The two weeks when you are "released" from one required book are intended to give you time to achieve intellectual depth and pleasure -- to do your extra project reading, to begin to map out your analysis and insights, to enjoy the novel. Students who use the two weeks to their advantage will have time to develop and refine their analysis. Students who do not use the two-week release period wisely may place themselves in a difficult crunch at the end of the semester. Enough said.

Week 9. Toward Revolution and Populism:  
The First Wave, ca. 1910s -- 1940s (Part II).

March 19 TBD Mexico since 1920:  
The Always Dying Revolution?

March 21 Stern The Making of Mass Politics:  
Populism and the "Heroic" State

Rdng.: Fallaw, Cárdenas Compromised, 97-167;  
Skidmore and Smith, Modern Latin America,  
chapter on Mexico.

NOTE: HAVE A WONDERFUL SPRING BREAK (March 23-31)!

Week 10. Toward Reform versus Revolution (Part I):  
Economic Miracles, Community Self-Help,  
and Political Mobilization, ca. 1940s -- 1970s.

April 2 Stern Economic Miracles and Undersides:  
State-Led Industrialization

April 4 Stern Self-Help in Familial and Community  
Contexts: City, Countryside, and Migration

Rdng.: Peter Winn, Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism (New York: Oxford U. Press, 1986), Intro., Chs. 1-7 (pp. 3-119);  
Skidmore and Smith, Modern Latin America,  
chapter on Chile.

Week 11. Toward Reform versus Revolution (Part II):  
Economic Miracles, Community Self-Help,  
and Political Mobilization, ca. 1940s -- 1970s.

April 9 Stern Self-Help in Familial and Community  
Contexts: The Textures of Urban Life

(photo-lecture)

April 11 Stern The New Face of Mass Politics:  
Revolution and the "Heroic" Pueblo

Rdng.: Winn, Weavers of Revolution, Ch. 8 to end (pp. 120-256).

Week 12. Cold War Contexts: Crusades and Interests.

April 16 Stern U.S. Foreign Policy in the  
Imagined Backyard

April 18 Stern The New Dictatorships:  
Death and "Policide" in South America  
(with wrap-up/review of Unit III)

Rdng.: Leigh Binford, The El Mozote Massacre: Anthropology and  
Human Rights (Tucson: Univ. of Arizona Press, 1996),  
3-115.

UNIT IV. LATIN AMERICA IN POST-HEROIC TIMES:  
SOCIAL MOVEMENTS, MEMORY QUESTS, AND DEMOCRACY  
IN THE AGE OF GLOBALIZATION  
(ca. 1980s to present).

Week 13. Within and Beyond the Cold War Paradigm.

April 23 Stern From Official Diplomacy to Plural  
Diplomacies: The Central American  
Wars (ca. 1978-1992)

April 25 TBD Beyond Tired Formulas:  
A Roundtable on the "New" Faces of  
Culture, Politics, and Social Movements

Rdng.: Binford, The El Mozote Massacre, 116-210.

Week 14. The Post-Heroic Scene:  
New Social Movements, Neo-Liberalism,  
and Memory Struggles.

April 30 Stern The Turn to Neo-Liberal Economics:  
Policy, Performance, Equity  
(1980s/90s)

May 2 Stern Memory Quests: Human Rights and  
Social Movements

Rdng.: None, so that you have time to see the assigned film, and  
to review and analyze materials for the final exam essay!

FILM: "THE OFFICIAL STORY" or "DEATH AND THE MAIDEN" is  
tentatively scheduled for viewing this week on Wednesday

evening, May 1. Confirmation of time and place will be handed out soon.

Week 15. Between Tragedy and Promise.

May 7	TBD	TBD (a contemporary topic to be announced, with wrap-up on Unit IV)
May 9	Stern	Between Tragedy and Promise: The Bittersweet Drama and Achievements of Latin American Peoples

Rdng.: None, so you can finish preparation for final exam.

Course Assignments:

There are four course assignments, weighted as follows on a 100-point grading scale:

- \*\*regular attendance and thoughtful participation in discussion sections (20 points);
- \*\*a short and well reasoned "think-piece" essay based on the readings, and lectures or discussion sections if pertinent, during any week(s) between Weeks 2-6, and due on Feb. 22 or March 7 (25 points);
- \*\*a mid-semester exam, given in class on Thursday, March 9, and based on Units I and II (20 points);
- \*\*a final exam, based on your final exam project and Units III and IV, given in final exam week (35 points).

Here is the proverbial good news and bad news. The good news is that if you stumble on the essay or mid-semester exam but do consistently well on your three other assignments, we will diminish the effect of the stumble on your final grade in the course. The bad news is that it will be difficult for you to do well on these assignments if you do not attend the lecture meetings and discussion sections regularly, or if you do not keep up with the readings. We value contact: Your learning process will improve if you reach out to see us and talk to us if you are confused or upset, or if you find yourself excited about an idea or insight.

In short, the learning process in this course is cumulative, integrated, and based on human contact. It will be difficult to "catch up" at the end, but if you work hard and participate in the human contact dimension, you will have a good time and do well!

An unusual aspect of the course is your freedom and obligation to choose where to concentrate your greatest energies in Units III and IV, as you prepare for your final exam project. We hope that this learning format will not only facilitate greater depth, but will also draw out your most creative learning effort and enable you -- strange as it may sound! -- to have fun.

Here is some additional information about the major course assignments.

Discussion section participation requires that you attend the meetings regularly, and that you share your thoughtful reflections on the readings, lectures, and discussion in progress. The more you prepare for discussion by doing the required reading on time, by jotting down a few informal journal notes on the readings or on focus questions provided at lecture, and by volunteering for special participation initiatives, the more you will enjoy and learn from the discussions.

The short essay is a think-piece based on the assigned readings, supplemented by any pertinent lectures or discussion sections, during any week(s) between Weeks 2-6. The appropriate length is about 4-5 double-spaced pages (1000-1250 words), with an upper acceptable limit of 6 pages (1500 words).

The specific focus for your essay is open. You could, for example, focus your critical and analytical faculties in any one of the following ways:

- \*\*reflection on a striking assertion, idea, or piece of information in a single paragraph of the readings;
- \*\*critical review and analysis of a major argument running throughout a book chapter or a book as a whole;
- \*\*discussion of empirical information that challenges an author's analysis, suggests an alternative insight, raises a neglected theme worth examining;
- \*\*reflection on a paradox or insight raised by contradictions within a book, or between the book and the lectures;
- \*\*analysis of a particularly provocative focus question on the lists we distribute before discussion, or of particularly provocative comments made during discussion section.

The list above is meant simply to provide a range of examples. You may think of other ways to focus your short essay. The main point is for you to work with ideas or information encountered in the assigned readings (and supplemented, if pertinent, by related lecture and discussion classes) to develop your own analysis or insights on a significant theme. To develop your own analysis effectively requires strong reasoning, precise citation and use of relevant evidence, and clear writing.

If you are writing your essay based on materials in Weeks 2-4, the due date is Tuesday, Feb. 19, at the start of class. If you are writing based on materials in Weeks 5-6, the due date is Tuesday, March 5, also at the start of class. Late papers without a prior extension will suffer a half-grade penalty. We rarely give extensions; it is in your interest to plan ahead.

We will accept only hard copies of your paper in dark, clear print of reasonable size, with the text double spaced and with standard one-inch margins. Retain an extra copy of your paper as an insurance policy..

The mid-semester exam and the final exam will each emphasize an analytical essay, but will include an expository identification section. For the essay in the mid-semester exam, you will be given a list of several study questions from which the essay questions will be taken. For both exams, the expository identification sections will normally ask you to "identify and describe the significance" of key ideas or information from course readings, lecture sessions, or discussions. Both exams are in-class blue book exams rather than take-home exams, and for both you will be allowed to bring in one page of handwritten notes on the back of a study guide.

As noted in the description under Week 8 above, the essay for the final examination will ask you to write an analysis that establishes a critical dialogue between a literary writer and the assigned course materials, and focused mainly on an experience of political upheaval and revolution in a particular country.

The short way of describing your assignment is that we want you to use the novel to enrich your understanding of the course, and to use the course to enrich your understanding of the novel.

The long way of describing your assignment is that we want you to reflect on the ways the insights on a 20th-century political upheaval gained from the novel extend, complement, corroborate, unsettle, or contradict insights drawn from the course materials (readings, lectures, discussion, etc.), and vice-versa. Most of your analysis should focus on the country and upheaval considered in the novel and in the related book monograph, text chapter, and lectures and discussions in the second half of the course (see Week 8 above). You should also strive to reach, based on the course materials as a whole, a broad comparative or general conclusion about twentieth-century politics and revolution in Latin America.

We will provide additional details and a suggested format for your final exam essay later in the course.

Please note that there are three specific authorized novels for this assignment, and that you may not go outside this list unless you have received instructor consent and are part of the "Honors and Special Options" group discussed below. For details on the novels, the readings with which they are paired, and the way your selection of a novel slightly customizes your other assigned readings in Weeks 8-13, see the description under Week 8 above.

#### Honors and Special Options:

Students who wish honors credit, or who simply wish more intensive work including a special project "off the beaten path," may join a special honors discussion and work group. Professor Stern will coordinate this group, possibly with some assistance from Jaymie Heilman. The maximum number of students who may be approved for this option is twelve.

Normally, you must have junior or senior status to do honors/special options work. You must also attend the honors discussion sections immediately, beginning in Week 1, to see whether the honors group and project makes sense for you this semester. By Week 2, I hope to let you know if I can approve your participation in the group.

To join the honors/special options group, you must be willing to take up the following extra work:

- (1) attend two discussion sections a week your regular section, and the honors section coordinated by Professor Stern on Thursdays, 4:15pm to 5:05pm, in a room to be announced;
- (2) read the equivalent of about three extra books on the modern history of Mexico, for discussion at the Thursday afternoon honors sections, in addition to the regular readings;
- (3) develop and receive approval for an honors final exam project.

The extra books and additional reading schedule will be announced at the honors section meeting.

The honors final exam project will normally be based on the combination of the extra readings and discussion of Mexico, and the standard readings, lecture sessions, and discussions in the course. In most cases, the honors final exam project will involve, in addition to the expository identification part of the final exam, a take-home comparative final exam essay on the 20th-century history of political upheaval. The comparative essay (ca. 15 pages long) would be based on Mexico and the case studies covered in the standard course readings and lectures.

Students in the honors/options group, however, may also make proposals for an even more customized final assignment. Examples include development of educational curriculum for children; critical analysis of the history and adequacy of an approved Web site; production of art with an analytical journal-essay on the knowledge that inspires, informs, or draws out the implications of the art; an essay that establishes a dialogue between knowledge gained through a service internship experience, and that gained through our course work; a comparative essay, drawing on Mexico and other case studies in the course, but focused on a theme other than that of political upheaval and revolution.

For your final grade, assignments in the course will be weighted the same for honors students as for other students, except that your discussion grade will be the average between the grade assigned for your discussion section with a TA, and that assigned for your honors section.

The honors/special options path involves a great deal of extra commitment on your part. It can be extremely rewarding, but only if you have the time, stamina, and motivation to do the extra work this semester. If you need a one-credit independent study to justify the additional work, and the laws of bureaucracy enable me

History/LACIS 260, Spring 2002, page 12.

to give it to you, I will be happy to make arrangements to supply you the independent study credit. I know that you will be doing at least that much extra work!

sjscasa:\sjssy15\h260b5ab.txt