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21H.802 Modern Latin America, 1900-Present: Revolution, Dictatorship, Democracy
Spring 2005

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MODERN LATIN AMERICA, 1900-PRESENT: REVOLUTION, DICTATORSHIP, DEMOCRACY

Subject Description. This class is a selective survey of Latin American history from the beginning of the twentieth century to the present. Issues studied include Latin America in the global economy, relations between Latin America and the US, dictatorships and democracies in the twentieth century, African and Indigenous cultures, feminism and gender, cultural politics, revolution in Mexico, Cuba, and Central America, and Latin American identity.

Subject Requirements. Class attendance is mandatory. I will take attendance each week; students who miss more than one class session will fail the subject. Students must come prepared to discuss each week's assignments. Students will complete ten homework assignments, due as indicated on the syllabus. Class presentations, in groups of two and three students, will be due in class on April 4. Instructions for the homework assignments and class presentations will be distributed later in the term. There will also be a map quiz and a comprehensive final exam. Assignments will be weighted as follows:

Nine homework assigns.	10 points each (90 points total)
Map Quiz	10 points
Class Presentation	30 points
<u>Final Exam</u>	<u>70 points</u>
TOTAL	200 points

Required Reading. The following books are available for purchase at the MIT Bookstore; they should also be on reserve in the Hayden Library. Other weekly assignments will be available via the course website established for this subject; those readings are indicated by an asterisk (*). All films will be shown in class.

Thomas E. Skidmore and Peter H. Smith, *Modern Latin America* (Sixth Edition)
Mariano Azuela, *The Underdogs*
José Vasconcelos, *The Cosmic Race*
Ariel Dorfman, *Heading South, Looking North: A Bilingual Journey*

Statement on Cheating and Plagiarism: The web now hosts many sites which offer college-level papers of varying quality on a variety of topics. I am well acquainted with these sites, and with others that offer detection services to professors. **Buying a paper and submitting it as**

your own work is cheating. Copying sections from someone else's print or online work into your own without an acknowledgement is plagiarism. MIT has strict policies against both activities that I will fully enforce. For the appropriate MIT definitions and policies, visit the following websites. If you are uncertain about what constitutes cheating or plagiarism, please contact me **before** submitting the work in question.

- MIT Online Writing Communication Center: <<http://web.mit.edu/writing>>
- Avoiding Plagiarism: <<http://web.mit.edu/writing/Citation/plagiarism.html>>

CLASS MEETINGS AND READING ASSIGNMENTS

Week 1:

No Monday Class.

Week 2:

2/7. Introduction.

1. Skidmore & Smith, 1-68.
2. José Clemente Orozco, *The Epic of American Civilization*. Browse the murals at <http://www.dartmouth.edu/~library/Orozco/>
3. Film: *Coffee. A Sack Full of Power*

Week 3:

2/14. Social and Political Democratization: Argentina, 1880 to 1930 (and some tangos)

1. Skidmore & Smith, 69-82 (also 144-57 on Brazil in this period)
2. *Luis Alberto Romero, *A History of Argentina in the Twentieth Century* trans. James P. Brennan (Penn State, 2002), 1-58
3. Armando Susman, "Two 2 Tango," <http://www.gardelweb.com/tango-history.htm>
4. Listen to some tango music: <http://www.radiotango.com/>
5. **Map Quiz**
6. **Homework #1 Due**

Week 4:

2/21. Presidents' Day – No Classes. Monday Schedule of Classes held on:

2/22. The Mexican Revolution and Its Aftermath

1. Skidmore & Smith, 254-74
2. Mariano Azuela, *The Underdogs*, all.
3. *Thomas Benjamin, "Festival: A Vigorous Mexico Arising," in *La Revolución: Mexico's Great Revolution as Memory, Myth, and History* (Texas, 2000), 99-116
4. **Homework #2 Due**

Week 5:

2/28. Authoritarian Populism in Brazil: 1930-1964

1. Skidmore & Smith, review 144-57, read 157-71 (also 82-94 on Argentina in this period)
2. *Robert M. Levine, "Vargas's Incomplete Revolution" in *Father of the Poor? Vargas and his Era* (Cambridge, 1998), 112-38
3. *Daryle Williams, "Museums and Memory," in *Culture Wars in Brazil: The First Vargas Regime, 1930-1945* (Duke, 2001), 135-76
4. **Homework #3 Due**

Week 6:

3/7. The "Browning and Blackening" of Latin American Ideology: *Mestizaje* and Luso-Tropicalism (2 hours only)

1. *George Reid Andrews, "A Transfusion of New Blood: Whitening, 1880-1930," in *Afro-Latin America, 1800-2000* (Oxford, 2004), 117-51.
2. José Vasconcelos, *The Cosmic Race*, 3-40 (and skim the "Introduction" and "Afterward to the 1997 edition," if time permits)
3. *Gilbert Freyre, "Brazil as a European Civilization in the Tropics", in *New World in the Tropics: The Culture of Modern Brazil* (New York, 1959), 141-65
4. **Homework #4 Due**

3/8. Lecture: The Haitian Revolution, 1791-1804, and its Aftermath

7 PM. Place TBA.

Week 7:

3/14. The US and Latin America, to 1959

1. Skidmore & Smith, 396-417
2. *Peter H. Smith, *Talons of the Eagle: Dynamics of U.S.-Latin American Relations* (Oxford, 2000, 2nd ed.), 63-142
3. *John J. Johnson, *Latin America in Caricature* (Texas, 1980), 210-55
4. **Homework #5 Due**

SPRING VACATION, MARCH 21-25

Week 8:

3/28. The Cuban Revolution

1. Skidmore & Smith, 296-327
2. *Jorge Dominguez, "Cuba Since 1959," in *Cuba: A Short History*, ed. Leslie Bethell (Cambridge, 1993), 95-139
3. *Lee Lockwood, "A North American Journalist Interviews Castro," in *People and Issues in Latin American History from Independence to the Present*, eds. Lewis Hanke and Jane M. Rausch (Markus Wiener, 1999, 2nd ed.), 326-45
4. Film: *Fond Memories of Cuba*
5. **Homework #6 Due**

Week 9:

4/4. Class Presentations

Week 10:

4/11. Class Presentations

Week 11:

4/18. NO CLASS – PATRIOTS DAY

Week 12:

4/25. The Southern Cone After the Cuban Revolution: Coups, Military Dictatorships, and the Legacy of Torture

1. Skidmore & Smith, 89-108, 122-38, 163-80
2. Ariel Dorfman, *Heading South, Looking North*, chapters 1, 3, 5, 7, 9, 11, 13, 15
3. *Marguerite Feitlowitz, "Night and Fog," in *A Lexicon of Torture: Argentina and the Legacies of Torture* (Oxford, 1998), 63-88
4. Film: *The Battle of Chile* (excerpts)

5. **Homework #7 Due**

Week 13:

5/2. Women, Gender, and Feminism in Twentieth-Century Latin America

1. Skidmore & Smith, 62-67
2. *Nikki Craske, "Women and Political Identity in Latin America" and "Feminisms in Latin America," in *Women and Politics in Latin America* (Cambridge, 1999), 9-25, 162-91
3. *Eva Perón, "My Mission in Life," in *People and Issues in Latin American History from Independence to the Present*, eds. Lewis Hanke and Jane M. Rausch (Markus Wiener, 1999, 2nd ed.), 251-69
4. *Marguerite Guzman Bouvard, "The Mothers of the Plaza de Mayo," and "The Mothers Come Together," in *Revolutionizing Motherhood: The Mothers of the Plaza de Mayo* (Scholarly Resources, 1994), 1-17, 65-91
5. *"Introduction," "Letitia Herrera," "Luz Beatriz Arellano," and "Aida Gutiérrez" in Denis Lynn and Daly Heyck, eds. *Life Stories of the Nicaraguan Revolution*, 1-20, 87-105, 163-82, 333-40
6. **Homework #8 Due**

Week 14:

5/9. Latin American Identity at the Outset of the Twenty-First Century: Politics, Economics, Religion

1. Gabriel García Marquez, "The Solitude of Latin America: Nobel Address, 1982," <http://nobelprize.org/literature/laureates/1982/marquez-lecture-e.html>
2. Skidmore & Smith, 246-253, 440-55
3. *Alma Guillermoprieto, "Colombia," in *Looking For History: Dispatches From Latin America* (New York, 2001), 18-71
4. A selection of recent articles from the *New York Times*, to be handed out in class
5. Film: *Televangelism in Brazil*
6. **Homework #9 Due**

5/20: Final Examination, 1:30-4:30 pm