History 1960: Latin America and the Modern World  
M/W 2:55 – 4:10  
McGraw Hall 165

Raymond B. Craib  
436 McGraw Hall  
255-6745  
rbc23@cornell.edu

Introduction
This course surveys the social, political, cultural and economic history of Latin America from roughly 1800 to the present. The primary aim is to help you develop a mental map of the history of Latin America—of prominent themes, issues; of historical eras and trajectories. Given the vastness of Latin America, and its somewhat arbitrary composition as an object of study, the approach of the course is thematic and chronological rather than regional. We will pay attention to a number of more specific and interconnected themes: the development of capitalism and the processes of state formation; the complex roles Britain and the U.S. have played in the region, but always with an appreciation for how Latin Americans have shaped their own histories and those of the U.S. and Britain; the ways in which non-elites—slaves, workers, peasants, among others—have shaped history; the politics of the production of history; and Latin America’s ‘situatedness’ in a broader world. Weekly readings complement and expand on issues raised in lecture.
Required Texts
The following texts, or a substantial portion of them, are required reading for the course. These books are available—tax-free—through a local, independent bookseller: Buffalo St. Books Cooperative (273-5055). Staff at Buffalo St. Books will have the books for this course in stock for you to purchase, at 215 N. Cayuga St. in Dewitt Mall in downtown Ithaca (an easy and relaxing walk down Buffalo St. from campus and a nice work-out coming back). If you call them and order in advance, they will deliver your books to you on campus at our first class session. Ordering or buying from them will help you avoid long lines at the campus bookstore and you will not be charged sales tax. It will also help support the only independent bookstore in the greater Ithaca area (a good thing for a community of readers and thinkers and for small presses and local authors). A recent study has shown that for every $100 spent at local bookstores, $45 remains in the local economy; by comparison, only $13 out of every $100 spent in chain bookstores remains in the local economy and $0 (nothing! nada! zip!) remains in the local economy if you order on-line. Regardless of how you choose to acquire the books, please ensure you have access to the readings by the dates required. In addition, all books are available on 3-hour reserve at Uris Library.

- Mariano Azuela, The Underdogs
- Eduardo Galeano, Faces and Masks (vol. 2 of Memory of Fire)
- Pedro Lemebel, My Tender Matador
- José Carlos Mariategui, An Anthology (ed. by Harry E. Vanden and Marc Becker)
- Rigoberta Menchú, I, Rigoberta Menchú
- Raúl Zibechi, Territories in Resistance

Required Films
As well as the required texts, there are films assigned in the course:

- Even the Rain
- Viva Zapata!
- La Patagonia Rebelde
- Men with Guns
- Sin Nombre
- Chile: Obstinate Memory

These are required viewing. Chile: Obstinate Memory will be screened in class. The other films will be screened for the class on the dates shown on the course schedule below. It is your responsibility to ensure you see all the films required for the course. If you cannot attend the public screenings at the time scheduled, please be sure to view the films on your own time at the Uris Media Center. All films will be on 3-hour reserve at Uris for your convenience.

Course requirements:
Students in the course have two options in terms of course requirements. They are listed as follows:

**Option 1 (non-discussion section)**

1 film review (10%): you must choose one of the films required for this course and write a five page review that integrates the film with themes raised in class lectures and in class readings. Standard film reviews—that deal solely with the film and do not link it integrally with the readings and lectures—will be returned with no credit. The film we will view in class (Chile: Obstinate Memory) is not available as one of these options.
Map exam (10%): to be given in class. A list of places to know will be handed out during the first week of class. You will be expected to consult an atlas in the library or at home to learn where to locate place names on the map.

Mid-term essay exam (40%) The exam will cover the first half of the semester and will include both short identification questions (people, events, places, etc.) and an essay question.

Final essay exam (40%) The exam will require you to address the breadth of the semester and will include short identification questions (people, events, places, etc.), a short essay and a long essay.

Option 2 (discussion section)

1 film review (10%): you must choose one of the films required for this course and write a five page review that integrates the film with themes raised in class lectures and in class readings. Standard film reviews—that deal solely with the film and do not link it integrally with the readings and lectures—will be returned with no credit. The film we will view in class (Chile: Obstinate Memory) is not available as one of these options.

Map exam (10%): to be given in class. A list of places to know will be handed out during the first week of class. You will be expected to consult an atlas in the library or at home to learn where to locate place names on the map.

Mid-term essay exam (30%) The exam will cover the first half of the semester and will include both short identification questions (people, events, places, etc.) and an essay question.

Final essay exam (30%) The exam will require you to address the breadth of the semester and will include short identification questions (people, events, places, etc.), a short essay and a long essay.

Discussion section (20%) Regular attendance and participation in a scheduled discussion section. Please note that attendance and participation are NOT the same thing: you should come to section prepared to engage in lively discussion about the readings.

For option one, students are not required to attend the discussion section. (They still may choose to do so, especially given that the assigned readings for the course will figure consistently in to the course exams, but are not required to do so and will not receive a grade for attendance and participation.) Rather, the final grade is determined based solely upon the course assignments. For option two, students are required to attend regularly and participate in the discussion section, which will count for 20% of the grade. Students must choose one of the two options for course requirements by Wednesday, February 3rd.

Foreign Languages Across the Curriculum:

For interested students, there is an optional, one-credit Spanish-language discussion section available for this course through the Romance Studies Department and the Foreign Languages Across the Curriculum program. The course is Spanish 3020 (Spanish in the Disciplines) and is directly linked to the content of this class, supplementing the course materials during the lecture section including conversation in Spanish and discussion of course lecture in Spanish. The date and time for the section is still to be determined.
THE FINE PRINT: PLEASE READ THE FOLLOWING!!

1. The Cornell University Code of Academic Integrity states:
   Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others.
   A Cornell student’s submission of work for academic credit indicates that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic position truthfully reported at all times.
   Students are encouraged to discuss the content of a course among themselves and to help each other to master it, but no student should receive help in doing a course assignment that is meant to test what he or she can do without help from others. Representing another’s work as one’s own is plagiarism and a violation of this Code. If materials are taken from published sources the student must clearly and completely cite the source of such materials. Work submitted by a student and used by a faculty member in the determination of a grade in a course may not be submitted by that student in a second course, unless such submission is approved in advance by the faculty member in the second course.

2. Taping of lectures is prohibited without the professor’s express, written consent.

3. Please note that course materials posted on Blackboard or handed out in class by me or the course Teaching Assistants are NOT to be sold, uploaded, or otherwise circulated to commercial internet sites. The materials in this class are our collective property for the purposes of this class and not for distribution to for-profit entities. Selling, uploading or otherwise circulating class materials to commercial sites constitutes academic misconduct.
Course Schedule and Readings

1/27 Introduction
Introduction to the course

2/1-2/3 Colonialism and Revolution
The Colonial Heritage
Tues 2/2: Film: Even the Rain [7:30pm]
The Haitian Revolution
Readings: Michel-Rolph Trouillot, “An Unthinkable History”

2/8-2/10 Republican Dreams and Neo-colonial Reality (1830s-1880s)
Reforms, Revolutions and Revolutions…. and Independence?
Struggles for Unity
Map exam
Readings: Peter Guardino, “Barbarism or Republican Law?”

2/17 Liberalism, Land, and the Indian Question
*No class on 2/15
Liberalism, land and the Indian Question [guest lecture Nick Myers]
Readings: Alan Knight, “Britain and Latin America”

2/22-2/24 Newtonian Empires and Banana Republics (1850s-1910s)
The Spanish Pacific
The Caribbean Experience and Banana Republics
Readings: Eduardo Galeano, Faces and Masks [94-259]

2/29-3/2 Order and Progress (1870s-1910s)
Peasant and Nation: Borders and Resource Wars
Contested Capitals: Migration, Immigration and Urbanization
Readings: Stefanie Gänger, “Conquering the Past: Post-War Archaeology and Nationalism in the Borderlands of Chile and Peru, c. 1880-1920”
Ryan Edwards, “From the Depths of Patagonia: The Ushuaia Penal Colony and the Nature of the End of the World”

3/7-3/9 The Mexican Revolution (1900s-1920s)
Making Sense of the Revolution
Tues 3/8: Film: Viva Zapata! [7:30pm]
Revolutionary culture: cartoons, corridos, and murals
Readings: Mariano Azuela, The Underdogs
3/14-3/16 Modernity and its Discontents (1910s-1930s)
The Social Question
  Tues. 3/15: Film: La Patagonia Rebelde [7:30pm]
Universities, Intellectuals, Poets and Protests
Readings: José Carlos Mariategui, An Anthology [read “The Land Problem”; “On the Indigenous Problem”; and all of Part VIII: Aesthetics]

3/21-3/23 Review and mid-term exam
Mid-term review
Mid-term

*****Spring Break*****

4/4-4/6 Mass Politics and Labor (1930s-1940s)
Politics and Populism in Argentina and Brazil [guest lecture Ryan Edwards]
Mexico’s continuing revolution and Chile’s Popular Front
Readings: Tomás Eloy Martínez, “Saint Evita”

4/11-4/13 Cold Wars? (1940s-1960s)
Modernization, Dependency, and Revolution
Civil Society, Reform and Liberation
Readings: Roberto Schwarz, “Misplaced Ideas” and “Culture and Politics in Brazil, 1964-1969”
         Luis Vitale, “Latin America: Feudalist or Capitalist?”

4/18-4/20 State Terror and its aftermaths (1960s-1980s)
National Security States
Chile: Obstinate Memory
Readings: Pedro Lemebel, My Tender Matador

Revolutionary Central America
  Tues 4/26: Film: Men with Guns [7:30pm]
Debt and the lost decade of the 1980s
Readings: Rigoberta Menchú, I, Rigoberta Menchú [chaps. 1, 6, 7, 12, 15-18, 23-25; 31-34]
         W. George Lovell, “Nobel K’iche’” and “Witness to Slaughter,” from Lovell, A Beauty That Hurts

5/2-5/4 Movements (1980s-present)
No lecture: Guest: W. George Lovell, A Beauty That Hurts
  Tues. 5/3: Film: Sin Nombre [7:30pm]
No lecture: Discussion of film and readings
Readings: Raúl Zibechi, Territories in Resistance [61-186]
Final exam date is determined by the university after the add/drop period. Please do NOT make travel plans for the end of the semester until the final exam date has been determined. I cannot allow a ‘make-up’ exam to be taken prior to the actual exam date.