Introduction to Latin American Studies
Spring 2018

Introduction to Latin American Studies

Class code
SPAN-UA 9760-001/ HIST-UA 9744-001

Instructor Details
Ana Leonor Romero
Sebastián Provvidente

Alr10@nyu.edu
Office hours to be established by appointment

Class Details
Introduction to Latin American Studies.

Monday and Wednesday from 05:15 pm to 06:45 pm

Classroom: PIAZZOLLA

Prerequisites
This course is designed to introduce students to some of the most important problems and debates about Latin American history, society and culture. Latin America is a complex region full of contrasts. Its population is both racially and culturally heterogeneous. Its many countries share some common cultural roots and political origins, but also have distinct histories. National histories and individual societies did not always follow parallel paths. We will consider the general as well as the specific paths, and study the successes, failures, contrasts and future challenges facing the region. The structure of this course is primarily chronological but also thematic. We will start with the Conquest and its legacies and we will end with the problems that we experience today in big cities in Latin America. We will pay particular attention to the enduring legacies and challenges of some specific historical issues, such as slavery and the particular entrance of Latin America into global capitalism. The course favors a multi-disciplinary approach, and therefore we will use a different array of materials including films, letters, photographs and essays. We will emphasize first hand accounts of the topics we discuss.

Desired Outcomes
- A critical understanding of the main debates and problems of Latin American History.
- Familiarity with the way historians and social scientists think and work.
- Familiarity with the vocabulary of the social sciences.
- Be able to put Argentina (the place you are living right now) in the context of Latin American history.
- Thinking in terms of causation, change over time, contingency, context, and chronological frameworks.
- Be able to produce an original and critical essay on one of the topics discussed in class.

Assessment Components

You are required to do the assigned reading in advance and come to class prepared to participate actively. Effective participation is only possible if you do the reading in advance. You will be evaluated for your participation. In one of the weekly sections, we will have discussions with assigned readings to be presented. Each week I will give you guided questions to make the presentations and organize the debate. The majority of the assigned readings are available to download through the University’s databases. It is your responsibility to download them. I indicated those articles (mainly chapters in books), which are in ebrary (the book database) or in eDuke to facilitate your search. All the material marked as mandatory is in the package of photocopies you can purchase.

The required written work for the course consists of:

1. A short essay of two pages on Eva Perón’s Museum. (I will provide guiding questions)
2. A short essay of two pages on the film Bolivia. (I will provide guiding questions)
3. A short essay of two pages on the film Machuca. (I will provide guiding questions)
4. A short essay of two pages on the visit to the Museo del Bicentenario. (I will provide guiding questions)
5. A Midterm
6. A final Exam.

The final grade will be determined based on the following distribution: class participation and attendance (15%); presentations of assigned readings (15%); reaction papers and homework (15%); midterm (25%); final Exam (30%).

Failure to submit or fulfill any required course component results in failure of the class.

Everybody in the class will be asked to present articles indicated as discussion articles.

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well structured arguments in their work. The student writes comprehensive essays/exam questions and the work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
Grade C: Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, or poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

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Exams and Submission of work

Final Exam dates cannot be changed under any circumstance. Mid term exam dates will be scheduled with each lecturer.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternative assessment component, etc.).

Written work due in class must be submitted during the class time to the instructor.

**Final essays must be submitted to the instructor in print and electronic copy.** If students are not in Buenos Aires they must send a printed copy via express postal mail (i.e. FeDEX, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.
Attendance Policy

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a strict policy regarding course attendance. No unexcused absences are permitted.

- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.

- Absences are only excused if they are due to illness, religious observance or emergencies.

- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs, Julia Tomasini, within one week of your return to class.

- A doctor’s note excusing your absence is mandatory for the absence to be justified. The note must clearly state that student is not able to attend class.

  - The date on the doctor’s note must be the date of the missed class or exam.

- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs, Julia Tomasini (jt145@nyu.edu).

- Requests to be excused for non-illness purposes must be discussed with your instructor prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your lecturer, please contact the Assistant Director for Academic Programs, Julia Tomasini, at jt145@nyu.edu)

- Students with more than four unexcused absences will fail the course.

- Each class lasts one hour and half or two hours. Missing one class represents one absence. For courses that meet once a week (three-hour block), missing one class represents two absences.

- Students are responsible for making up any work missed due to absence.

- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.

- Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

  Make-up classes for Holidays are mandatory as regular scheduled classes.

Late Submission of Work

Late work should be submitted in person to the Assistant Director for Academic Programs during office hours (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academic Programs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.
**Language Courses:** Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time.

### Academic Integrity

Academic Integrity is intimately related to the teaching and learning process. When writing research papers, you need to keep in mind that plagiarism includes the use of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. It also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear without acknowledgment of the original source.

For formatting in your papers, refer to MLA guidelines.

On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin [http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS](http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS) and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: [http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity](http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity)

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follow the rules on academic honesty and intellectual integrity established by NYU University.


Use of NYU’s library databases such as Jstor; Project Muse; ebrary and eDuke.

Internet Research Guidelines

Additional Required Equipment

Session 1
February 5

February 7
Explaination of the course
Use of library databases
Introduction to Latin America and Argentina

Session 2
February 14
Patricia Seed, ""FAILING TO MARVEL"": Atahualpa's Encounter with the Word* Latin American Research Review, Vol 26, N°1, 1991, p. 7-32 (Mandatory). (You can read this from jstor)

Discussion Articles:
Peter Wade, “Race and Sex in Colonial Latin America”, in Peter Wade, Race and Sex in Latin America, (London, Pluto Press, 2009), pp. 61-109. (You can read it in ebrary)
The Breakdown Of The Colonial Order: The Independence Movement
State Formation In Latin America, Problems In Nation Building, Colonial Legacies
Patterns For Power, The Era Of The Caudillos. Discussion Topic: the impact of Independence

Discussion Articles:

Session 4

Questions of Identity: Modernity, Race and Ethnicity in Latin America
Discussion Topic: The myth of a white Argentina?

Discussion Articles:
Gabriela Nouzeilles and Graciela Montaldo (eds), *The Argentine Reader – History, Culture, Politics*, (Duke University Press, Durham, 2002), pp. 80-118, 146-169. (You can read this from ebrary)
Sarah Warren, “How will we recognize each other as mapuche? Gender and Ethnic Identity Performances in Argentina”, *Gender and Society*, Vol. 23, No. 6 (December 2009), pp. 768-789

Tuesday 27: Lecture Elizabeth Gomez Alcorta.

Session 5

Questions Of Identity: Modernity, Race And Ethnicity In Latin America: Contemporary Debates
Discussion Topic: Contemporary Racism in Latin American
March 5  

March 7  
Discussion Article:

March 9  


By March 9 You need to have watched the film Bolivia

Discussion of the film BOLIVIA with student’s presentation.

Session 6

Peronism: A Historical Introduction- Women and Peronism /EVITA / Social reforms-

    Discussion Topics: Cultural Interpretations of Peronism- The role of Eva in the Peronist imaginary.

March 12

March 14  

Discussion Articles

Natalia Milanesio, “Peronists and Cabecitas- Stereotypes and Anxieties at the Peak of a Social Change”, in Matthew B. Karush and Oscar Chamosa (eds), *The New Cultural History of Peronism*, (Durham, Duke University Press, 2010). *(You can read all the articles of this book in ebrary)*


Session 7


March 19  

March 21  
Discussion articles:

Daryle Williams, “Civic and Memoryscape. The First Vargas Regime and Rio de Janeiro”, in Jens R. Hentscheke (editor), *Vargas and Brazil New Perspectives*, (Gordonville, Palgrave Macmillan, 2006), pp. 55-82. *(You can read all the articles of*

19 MARCH DUE DATE FOR SUBMISSION ESSAY ON FILM BOLIVIA.

21/3 MIDTERM

You have to go on your own to the Museo Evita.

| Session 8 | March 26 | SPRING BREAK |
| March 28 |

| Session 9 | April 4 |
Discussion Topics: The revolution today. Human rights. What is left of socialism?

Richard Gott, Cuba A New History, (Yale University Press, 2005), pp. 147 – 189. (Mandatory)

Discussion Articles:
Lydia Chávez (ed), Capitalism, God and Good Cigar, (Durham, Duke University Press, 2005), pp. 1-61 -160-173. (You can read this from ebrary)


| Session 10 | April 9 |
Discussion Topics: The revolution today. Human rights. What is left of socialism?

April 11
Richard Gott, Cuba A New History, (Yale University Press, 2005) ,pp. 147 – 189. (Mandatory)
**APRIL 13 DUE DATE FOR SUMISSION ESSAY ON MUSEO EVITA (you have to go on your own)**

**Discussion Articles:**


Lydia Chávez (ed), *Capitalism, God and Good Cigar*, (Durham, Duke University Press, 2005), pp. 1-61 -160-173. *(You can read this from ebrary)*


**Neighborly Adversaries? The history of US and Latin America’s Diplomatic Relations:**

Historical Introduction. The US and Latin America in the Cold War

The US in LA today – Discussion Topics: US and LA relations after the Cold War


Discussion Articles:

Roberto Russell, “Argentina and the US: A Distant Relationship”, in Jorge Domínguez a Rafael Fernández de Castro, *Contemporary United States and Latin American Relation Cooperation or Conflict in the 21 th Century*, p. 122-144. *(You can read all the articles this book from ebrary)*

Carlos A. Romero and Javier Corrales, “Relations between the US and Venezuela 2009. A bridge in Need of Repairs”, in Jorge Domínguez and Rafael Fernández de Cast *Contemporary United States and Latin American Relations: Cooperation or Conflict in t 21 th Century*, p.p. 218-246. *(ebrary)*


**APRIL 13 DUE DATE FOR SUMISSION ESSAY ON MUSEO EVITA (you have to go on your own)**

**Session 11**

**Dictatorships In The Southern Cone.**
The cases of Chile and Argentina’s dictatorships- Discussion on the Dictatorship
April 16


April 18

**Discussion Articles**


Emilio Crenzel, *Memory of Argentina Disappearances. The political history of Nunca Más*, (Florence: Taylor and Francis, 2011), pp 8-31. (you can read this from ebrary)


**By April 20 You need to have watched the film Machuca.**

**Discussion of the film MACHUCA with student’s presentation.**

**Dictatorships In The Southern Cone**, The legacy of the dictatorships. The issue of Human Rights Violations and Memory- Discussion Topic: The meaning of the demand for “Truth, Justice and Memory”-

April 20 (Make up day- for Semana 14)

April 23


April 25

**Discussion Articles:**


Emilio Crenzel, *Memory of Argentina Disappearances. The political history of Nunca Más*, (Florence: Taylor and Francis, 2011), pp 8-31. (you can read this from ebrary)


**Session 12**

**The Social effects of Neoliberal Reforms: violence, poverty and politics**

Discussion Topic: Violence and contention in contemporary Latin America

May 2


**Discussion Articles:**


Caroline Moser, Alisa Winton And Analise Moser, “Violence, Fear and Insecurity among the Urban Poor in Latin America”, in Marianne Fay, *Urban Poor in Latin...*
The Social effects of Neoliberal Reforms: violence, poverty and politics
Discussion Topic: Violence and contention in contemporary Latin America.
L Wacquant, “Toward a dictatorship over the poor? Notes on the penalization of poverty in Brazil. Punishment and Society 5.2 2003 197-205. (Mandatory)

Discussion Articles:
Caroline Moser, Alisa Winton And Analise Moser, “Violence, Fear and Insecurity among the Urban Poor in Latin America”, in Marianne Fay, Urban Poor in Latin America, (Hendon, World Bank Publications, 2005), pp. 125-194. (You can read this article from ebrary)
Eduardo Silva, Challenging Neoliberalism in Latin America, (Cambridge, Cambridge University Press, 2009), pp. 14-42. (You can read this article from ebrary)

Discussion of the film AUTOBUS 174.

By May 9: You need to have watched the film Autobus 174. Discussion of the Film with student’s presentation.

May 9: DATE FOR SUBMISSION ESSAY ON MUSEO BICENTENARIO (you have to go on your own)

REVISION

FINAL EXAM

Week 15
May 16
5:15-6:45

Classroom
Etiquette
The use of Blackberrys, phones and IPods in class are forbidden

Required
Co-
curricular
Activities
Visit to Museo Eva Perón/Museo del Bicentenario. (You have to go on your own),
Movie discussions in class.
**Suggested Co-curricular Activities**

I recommend you to visit the Museo Histórico Nacional, the National Library, and the Plaza de Mayo.

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**Your Instructor**

Ana Leonor Romero is a PhD candidate at the Universidad de Buenos Aires (UBA) in Argentina. Currently, she is the Reviews Editor of PolHis, Revista Bibliográfica del Programa Interuniversitario de Historia Política, and teaches History of Political Systems and Introduction to the Study of State and Society at UBA. She has participated in several research projects and published articles in specialized journals. Her current research at the Instituto de Historia Argentina y Americana “Dr. Emilio Ravignani” (UBA) focuses on intellectual exchange between Argentina, Spain, and the United States. Some of my recent publications include:


Sebastián Provvidente (Ph. D. EHESS-ROMA TRE Paris-Rome, 2010) is a Fellow of the CONICET (National Council of Scientific and Technical Research, Buenos Aires) and Assistant Professor of History of Political Thought at the University of Buenos Aires. His research interests have focused on Late Medieval Ecclesiology and Political Thought, Civil and Canon Law. He has published various articles on Fifteenth Century Conciliarism and Legal Procedure. He is currently completing the book Política y eclesiología en el pensamiento conciliar de los los siglos XIV – XV. La causa Hus, (forthcoming, 2016).
