INTRODUCTION TO LATIN AMERICAN STUDIES
FALL 2014

Class code
SPAN-UA 9760-001

Instructor Details
Flavia Fiorucci
ffiorucc@yahoo.com

15 40238642 (call me if it is an emergency- I prefer to receive a text)

Class Details
Mondays and Wednesdays from 1:45 pm to 3:15 pm

Class Description
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 your 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. One reaction paper on the visit to Parque de la Memoria. The reaction paper should be short (3 pages at maximum) but should include critical and personal opinions and should link the visit to class discussions and readings. You can also include photos of your visits.
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 research paper of 10 to 15 pages (final date to submit the essay: 12 December 2014). This should incorporate more readings to those that are identified as mandatory in the syllabus. At least two journal’s articles.

The final grade will be determined based on the following distribution: class participation (20%); presentations of assigned readings (15%); reaction papers and homework (15%); midterm (20%); final research essay (30%).

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

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

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her 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, 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 is scheduled for **OCTOBER 8.**

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 alternate assessment component, etc.).

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

**Final essays must be submitted to the professor in print and electronic copy 12 December between 1 to 3 pm.** If the student is not in Buenos Aires, he / she 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 Academics Affairs, María Pirovano Peña within one week of your return to class.
- A doctor's note excusing your absence is mandatory.
- 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 of Academic Affairs, Maria Pirovano Peña (mpp6@nyu.edu).

Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Affairs, Maria Pirovano Peña mpp6@nyu.edu.)

- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half. Missing one class represents one absence.
- 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 Academics Affairs 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 Academics Affairs 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.

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

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**Plagiarism Policy**

**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.

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**Internet Research Guidelines**

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

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**Week 1**

[August 25-27]

**Presentation of the course – Brief introduction to Latin America - Some Facts – Geography – Historical Introduction**

The field of Latin American Studies


Explanation of the course

Use of library databases
Introduction to Latin America and Argentina

**Week 2**

[September 1-3]

**The Encounter:** Images of the Encounter, Impact of Conquest in Indian Society
Cultural Symbiosis? The Colonial System
Discussion Topic: the colonial society

**Discussion articles:**

**Week 3**

[September 8-10]

**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:**

**Week 4**

[September 15-17]

**Questions of Identity: Modernity, Race and Ethnicity in Latin America**
Discussion Topic: The myth of a white Argentina?
Week 5 [September 22-24]

**Discussion Topics:**

- **Questions Of Identity: Modernity, Race And Ethnicity In Latin America: Contemporary Debates**
  - Discussion Topic: Contemporary Racism in Latin America
  - Weismantel, Mary (ed) 1998. *Bulletin of Latin American Research* 17.2 Special Issue on Race and Ethnicity in the Andes. INTRODUCTION. (Mandatory)


**SEPTEMBER 24** - Visit to the Bicentenary Museum

Week 6 [September 29 / October 1]

**Projection of Film Bolivia**

- **The Rise Of Populism And Mass Democracy:** The concept of Populism/Old and New Perspectives / Useful concept? Brazil: an introduction – Peculiarities of Brazilian society/ The case of Getulio Vargas- Discussion Topic: The scope of Vargas’s reforms


**OCTOBER 1 – DUE DATE FOR SUBMISSION OF THE ESSAY ON THE VISIT TO THE MUSEUM**
Week 7

[October 6-8]


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 this book from ebrary)

8 OCTOBER – MIDTERM

Week 8

[October 20-22]

Peronism: A Historical Introduction- Women and Peronism /EVITA / Social reforms- Discussion Topics: Cultural Interpretations of Peronism- The role of Eva in the Peronist imaginary.


Discussion Articles
Natalia Milanesio, “Peronists and Cabecitas- Stereotypes and Anxities 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)

20 OCTOBER DUE DATE FOR SUBMISSION ESSAY ON FILM BOLIVIA
22 OCTOBER VISIT TO MUSEUM EVA PERON

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)*


**29 OCTOBER DUE DATE FOR SUBMISSION OF THE ESSAY ON EVA PERON MUSEUM**
**Week 10**

**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 Papers:**

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


**Week 11**

**Dictatorships In The Southern Cone.**

The cases of Chile and Argentina’s dictatorships- 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”-


**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)

Elizabeth Jelin, “Public Memorialization in Perspective: Truth, Justice and Memory Past Repression in the Southern Cone of South America”, *The International Journal*
12 NOVEMBER Visit to the PARQUE DE LA MEMORIA

**Week 12**

**Dictatorships In The Southern Cone.**

[November 17-19]

Discussion on the Dictatorship
Guest talk on the dictatorship


**Week 13**

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

Discussion Topic: Violence and contention in contemporary Latin America


**Week 14**

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

Discussion Topic: Violence and contention in contemporary Latin America

Discussion Articles:


Eduardo Silva, *Challenging Neoliberalism in Latin America*, (Cambridge, Cambridge University Press, 2009), pp. 14-42. (*You can read this article from ebrary*)

**REVISION**

**Classroom Etiquette**

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

**Required Co-curricular**

Visit to Museo Eva Perón, Museo del Bicentenario, Parque de la Memoria
**Activities**

Movie projections and discussions in class

You have to participate in at least 2 of the Center's activities. We will talk about this in class. This is mandatory and the content will be included in class discussions.

**Suggested Co-curricular Activities**

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

**Your Instructor**

I have a PhD in History from the University of London. My area of specialization is Argentine intellectual and cultural history. I had published a book on the relationship of intellectuals and Perón and had edited a compilation on intellectuals from the interior of the country. I had published numerous articles on the subject of Argentine cultural life and Perón’s rule. Now I am working on the history of education of Argentina during the decades of 1880 to 1930. Some of my recent publications include:


- “La denuncia bajo el peronismo: el caso del campo escolar”, *Latin American Research Review*, vol 48, number 1, 2013, pp. 3-23.