

NYU Buenos Aires

Introduction to Latin American Studies

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

Instructor Information

- Ana Leonor Romero
- **Office Location:** NYUBA, Anchorena 1314.
- **Office Hours:** by appointment
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Course Information

- SPAN-UA 9760-001/ HIST-UA 9744-001
- Introduction to Latin American Studies.

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

- Monday and Wednesday from 05:15 pm to 06:45 pm
- **Class room number and building:** TBC
- There are no prerequisites for this class.

Course Overview and Goals

. Upon Completion of this Course, students will be able to:

- 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.

Course Requirements

Class Participation

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.

Assignments

1. A short essay of two pages on Eva Perón's Museum. (I will provide guiding questions).
2. Two reaction papers about the mandatory lecture series focus on the connection with the subject analyzed in class.
3. A short essay of two pages on the film Bolivia. (I will provide guiding questions)
4. A short essay of two pages on the visit to the Museo de la Casa Rosada. (I will provide guiding questions)

Tests

1. A Midterm
2. A final Exam.

Assigned Readings

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

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

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation	15%
Essays and reaction papers	15%
Presentations of assigned readings	15%
Midterm	25%
Final Exam	30%

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.

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-60
F	59-0

View Grades

[Insert how grades are available to students]

Course Schedule

Week/Date	Topic	Reading	Assignment Due
Week 1 February 4 February 6	Presentation of the course.	* Thomas Skidmore y Peter H. Smith, <i>Modern Latin America</i> , (Oxford, Oxford University Press, 2001, 5 th Edition), "Prologue: Why Latin America?" (pp. 3-13).	Reading and discussion.
Week 2 February 11 February 13	The Encounter	* Patricia Seed, "'Failing to marvel': Atahualpa's Encounter with the Word", <i>Latin American Research Review</i> , Vol 26, N°1, 1991, p. 7-32.	Reading and discussion.
Week 3 February 18 February 20	The Breakdown Of The Colonial Order	* Bushnell and Macaulay, <i>The emergence of Latin America in the nineteenth-century</i> , Oxford, Oxford University Press, 1994, 2 nd edition, chapter 2, pp. 13-37. * Peter Blanchard, "The Slave Soldiers of Spanish South America: From Independence to Abolition," Christopher Leslie Brown and Philip D. Morgan, eds. <i>Arming Slaves: from Classical Times to the Modern Age</i> , New Haven: Yale University Press, 2006, pp. 255- 273.	Reading and discussion. Discussion article presentation: Peter Blanchard.
Week 4 February 25 February 26 (make-up day) February 27	Questions of Identity: Modernity, Race and Ethnicity in Latin America	*Peter Wade, <i>Race and Ethnicity in Latin America</i> , Pluto, London, 1997, pp. 25-39. *Sarah Warren, "How will we recognize each other as mapuche? Gender and Ethnic Identity Performances in	Reading and discussion. Tuesday 26 Lecture Series. Nuria Martinez Wednesday 27

Week/Date	Topic	Reading	Assignment Due
		Argentina”, <i>Gender and Society</i> , Vol. 23, No. 6 (Dec. 2009), pp. 768-789.	Discussion article presentation: Peter Blanchard.
Week 5 March 6	Questions Of Identity: Modernity, Race And Ethnicity In Latin America: Contemporary Debates	*Weismantel, Mary (ed) 1998. <i>Bulletin of Latin American Research</i> 17.2 Special Issue on Race and Ethnicity in the Andes. Introduction.	Reading and discussion. 6 MARCH DUE DATE FOR SUBMISSION REACTION PAPER ON LECTURE
Week 6 March 11 March 13	Questions Of Identity: Modernity, Race And Ethnicity In Latin America: Contemporary Debates	*Juliet Hooker, “Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America, <i>Journal of Latin American Studies</i> , Vol. 37, N 2 (May, 2005), pp. 285-310.	Reading and discussion. Monday 11: Discussion article presentation: Juliet Hooker. By March 13 You need to have watched the film Bolivia. Discussion.
Week 7 March 18 March 20	Peronism: A Historical Introduction.	*Daniel James, <i>Doña María’s Story – Life History, Memory and Political Identity</i> , (Durham, Duke University Press, 2000), pp. 213-243. *Anahí Ballent, “Unrgettable Kitsch-Images Around Eva Perón”, in Matthew B. Karush and Oscar Chamosa (eds), <i>The New Cultural History of Peronism</i> , (Durham, Duke University Press, 2010), pp. 143-170.	Reading and discussion. Wednesday 20 Discussion article presentation: Anahi Ballent. You have to go on your own to the Museo Evita.
Week 8 March 25 March 27	The Rise Of Populism And Mass Democracy	*The scope of Vargas’s reforms Robert M. Levine, <i>Father Of The Poor: Vargas And His Era</i> , (Cambridge University Press, 1998), p.p 97-	Monday 25 DUE DATE FOR SUBMISSION ESSAY ON FILM BOLIVIA.

Week/Date	Topic	Reading	Assignment Due
		145.	Wednesday 27 MIDTERM
Week 9	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 10 April 8 April 10	The Cuban Revolution – The Causes Of The Revolution And The Cuban Realignment – The Impact In Latin America – US Relations	*Richard Gott, <i>Cuba A New History</i> , Yale University Press, 2005, pp. 147 – 189. *Eugenio Rothe, “The New Face of Cubans in the United States: Cultural Process and Generational Change in an Exile Community”, <i>Journal of Immigrant & Refugee Studies</i> , 2008, Vol. 6, Issue 2, p. 247-266	Reading and discussion. Wednesday 10 Discussion article presentation: Eugenio Rothe.
Week 11 April 15 April 17	Neighborly Adversaries? The history of US and Latin America’s Diplomatic Relations	*Jorge I. Domínguez, “The changes in the International System during the 2000s”, in Jorge I Domínguez, Jorge Dominguez and Rafael Fernández de Castro, <i>Contemporary United States and Latin American Relations: Cooperation or Conflict in the 21 th Century</i> , (Oxon, Routledge, 2011), p.p. 22-37. *Carlos A. Romero and Javier Corrales, “Relations between the US and Venezuela 2001-2009. A bridge in Need of Repairs”, in Jorge Dominguez and Rafael Fernández de Castro, <i>Contemporary United States and Latin American Relations: Cooperation or Conflict in the 21 th Century</i> , p.p. 218-246.	Reading and discussion. Wednesday 17 Discussion article presentation: Carlos Romero. Wednesday 17 DUE DATE FOR SUBMISSION ESSAY ON EVITA MUSEUM.
Week 12 April 22	Dictatorships In The Southern Cone.	*Emilio Crenzel, <i>Memory of Argentina Disappearances. The political history of Nuncaca Más,</i>	[Reading and discussion. Wednesday 24

Week/Date	Topic	Reading	Assignment Due
April 24		(Florence: Taylor and Francis, 2011), pp 8-31. *Sebastián Carassai, <i>Argentine Silent Majority: Middle Classes, Violence, Political Culture, and Memory (1969–1983)</i> , Durham: Duke University Press, 2014, pp.151-190.	Discussion article presentation: Sebastian Carassai.
Week 13 April 29 April 30 (make up day)	Dictatorships In The Southern Cone	*Manuel Antonio Garretón, 'Human Rights in the Process of Democratisation', <i>Journal of Latin American Studies</i> , 26 (1994), pp. 221-34.	Reading and discussion. Tuesday 30 Lecture Series. Expreso Imaginario.
Week 14 May 6 May 8	Dictatorships In The Southern Cone // The Social effects of Neoliberal Reforms: violence, poverty and politics	*Elizabeth Jelin, "Public Memorialization in Perspective: Truth, Justice and Memory of Past Repression in the Southern Cone of South America", <i>The International Journal of Transitional Justice</i> , Vol. 1, 2007, pp. 138-156. *L Wacquant, "Toward a dictatorship over the poor? Notes on the penalization of poverty in Brazil." <i>Punishment and Society</i> 5.2 2003 197-205.	Reading and discussion. Monday 6: Discussion article presentation: Elizabeth Jelin. 6 MARCH DUE DATE FOR SUBMISSION REACTION PAPER ON LECTURE
Week 15 May 13 May 15	The Social effects of Neoliberal Reforms: violence, poverty and politics	*Javier Auyero, "Visible Fists, Clandestine Kicks, and Invisible Elbows: Three Forms of Regulating Neoliberal Poverty", <i>European Review of Latin American and Caribbean Studies</i> 89, October 2010, pp. 5-26	Reading and discussion. Monday 13: Discussion article presentation: Javier Auyero. By May 15 You need to have watched the film

Week/Date	Topic	Reading	Assignment Due
			Autobus 174. Discussion. May 15: DUE DATE FOR SUBMISSION ESSAY ON MUSEO BICENTENARIO (you have to go on your own)
Week 16 TBC	FINAL EXAM	[Insert reading]	[Insert assignment]

Tests

- MID TERM March 27
- FINAL EXAM TBC.

Course Materials

Required Textbooks & Materials

- Thomas Skidmore y Peter H. Smith, *Modern Latin America*, (Oxford, Oxford University Press, 2001, 5th Edition), "Prologue: Why Latin America?" (pp. 3-13).
- Patricia Seed, "'Failing to marvel': Atahualpa's Encounter with the Word" *Latin American Research Review*, Vol 26, N°1, 1991, p. 7-32.
- Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford, Oxford University Press, 1994, 2nd edition), chapter 2, pp. 13-37.
- Peter Blanchard, "The Slave Soldiers of Spanish South America: From Independence to Abolition," Christopher Leslie Brown and Philip D. Morgan, eds. *Arming Slaves: from Classical Times to the Modern Age* (New Haven: Yale University Press, 2006), pp. 255- 273.
- Peter Wade, *Race and Ethnicity in Latin America*, (Pluto, London, 1997), pp. 25-39.
- 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
- Juliet Hooker, "Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America, *Journal of Latin American Studies*, Vol. 37, N 2 (May, 2005), pp. 285-310.

- Weismantel, Mary (ed) 1998. *Bulletin of Latin American Research* 17.2 Special Issue on Race and Ethnicity in the Andes, Introduction.
- Daniel James, *Doña María's Story – Life History, Memory and Political Identity*, (Durham, Duke University Press, 2000), pp. 213-243.
- Anahí Ballent, “Unrgettable Kitsch- Images Around Eva Perón”, in Matthew B. Karush and Oscar Chamosa (eds), *The New Cultural History of Peronism*, (Durham, Duke University Press, 2010), pp. 143-170.
- Robert M. Levine, *Father Of The Poor: Vargas And His Era*, (Cambridge University Press, 1998), p.p 97-145.
- Richard Gott, *Cuba A New History*, (Yale University Press, 2005) pp. 147 – 189.
- Eugenio Rothe, “The New Face of Cubans in the United States: Cultural Process and Generational Change in an Exile Community”, *Journal of Immigrant & Refugee Studies*, 2008, Vol. 6, Issue 2, p. 247-266.
- Jorge I. Domínguez, “The changes in the International System during the 2000s”, in Jorge I Domínguez, Jorge Dominguez and Rafael Fernández de Castro, *Contemporary United States and Latin American Relations: Cooperation or Conflict in the 21 th Century*, (Oxon, Routledge, 2011), p.p. 22-37.
- Carlos A. Romero and Javier Corrales, “Relations between the US and Venezuela 2001-2009. A bridge in Need of Repairs”, in Jorge Dominguez and Rafael Fernández de Castro, *Contemporary United States and Latin American Relations: Cooperation or Conflict in the 21 th Century*, p.p. 218-246.
- Emilio Crenzel, *Memory of Argentina Disappearances. The political history of Nunca Más*, (Florence: Taylor and Francis, 2011), pp 8-31.
- Sebastián Carassai, *Argentine Silent Majority: Middle Classes, Violence, Political Culture, and Memory (1969–1983)*, (Durham: Duke University Press ,2014) pp.151-190.
- Manuel Antonio Garretón, ‘Human Rights in the Process of Democratisation’, *Journal of Latin American Studies*, 26 (1994), pp. 221-34.
- Elizabeth Jelin, “Public Memorialization in Perspective: Truth, Justice and Memory of Past Repression in the Southern Cone of South America”, *The International Journal of Transitional Justice*, Vol. 1, 2007, pp. 138.156.
- L Wacquant, “Toward a dictatorship over the poor? Notes on the penalization of poverty in Brazil. *Punishment and Society* 5.2 2003 197-205.
- Javier Auyero, “Visible Fists, Clandestine Kicks, and Invisible Elbows: Three Forms of Regulating Neoliberal Poverty”, *European Review of Latin American and Caribbean Studies* 89, October 2010, pp. 5-26.

Optional Textbooks & Materials

- Halperin Donghi, Tulio: The Contemporary History of Latina America, Duke University Press, 1993.
- Romero, Luis Alberto: A history of Argentina in the Twentieth Century, Pennsylvania University Press, 2014.
- Sabato, Hilda: Republics of the new world. The revolutionary political Experiment in 19th Century Latin America, Princeton, Princeton University Press, 2018.

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

- 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 Programs, Julia Tomasini, **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 Programs, Julia Tomasini (jt145@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 Programs)

- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. Missing one class represents one absence. For those 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.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment

- Late work should be submitted in person to the Assistant Director for Academics Programs during office hours (Mon - Fri, 10 am to 6 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 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 100point 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 100point

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.

Incomplete Grade Policy

[Insert Policy Here]

Academic Honesty/Plagiarism

- 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> and to "Statement on Academic Integrity" in NYU Expository Writing Program: Policies and Procedures: <http://cas.nyu.edu/ewp.html>
- 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.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Ana Leonor Romero is a PhD candidate at the Universidad de Buenos Aires (UBA) in Argentina. Currently, she is the Associated director 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:

- ❖ Romero, Ana Leonor: “Viajes, política y patriotismo: un terreno cultural compartido entre España y la Argentina”. En *Iberoamericana. América Latina-España-Portugal*. Instituto Ibero-Americano (Berlín), el GIGA Instituto de Estudios Latinoamericanos Hamburgo) y la Editorial Iberoamericana / Vervuert, Nº 53. Pág. 49-68.
- ❖ Cucchi, Laura y Romero, Ana Leonor: “Tensions between congress and the executive in nineteenth century Argentina: federal intervention and separation of powers”. Winner of the 2016 Emily Lousse Prize, *Parliaments, States and Representation*. 37:2, July 2017.
- ❖ Romero, Ana Leonor: “Crisis y transición: Notas sobre el fin de siglo argentino”, en *Pasado Abierto*, Mar del Plata, vol. 4. Núm. 7, 2018.