

Spring 2017

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Soc. & Behav. Science Bldg., N331
Office Hours: Wednesdays, by appt.

Field Seminar: Modern Latin America

HIS542/CEG517

Soc&BehavSciences Bldg. (N303)

Wednesdays (5:45-8:40)

Description: This Field Seminar introduces students to some of the principal debates and literatures about Latin American history since independence. It is designed for MA and PhD students in the graduate program who intend to teach or to go on to a PhD in Latin American History. Advanced students from other geographic concentrations and disciplines are also welcome. Our goals are threefold: 1). to read and interpret across a broad range of recent texts in the field of Latin American history; 2). to map out the methodological approaches and epistemological assumptions that underlie and inform each author's approach to "doing history"; 3). to situate these texts within an historiographic field(s) of knowledge. Although not inclusive of all historical approaches, the course aims to introduce students to many of the most relevant historiographical discussions across as broad a temporal and geographic range as possible.

Expectations: The success of weekly seminars will rest on the degree of preparation and engagement brought by students to each session. Keeping in mind that we are reading these texts as much for *approach* as content per se, my expectation is that students come prepared to discuss, analyze and critically explore each week's readings to the best of their ability. Not having finished a given set of readings is not reason for missing a class. Read as much as you can, but do so in a way that will allow you to engage in conversation and push our discussions in new and interesting directions. For example, you should learn to probe the archival research used to construct the author's argument by reading footnotes carefully; you should learn to make connections to other readings (both from our course and in other areas) by closely reviewing the bibliographies; and you should seek to situate the text within a theoretical/conceptual framework.

Teaching in Covid Times

My hope is that we can meet in person for most of our sessions. We will be able to use a large seminar room that will allow for ample social distancing. Some students will need to take the class remotely, however, which will necessitate a hybrid format. If it gets too cumbersome, we will need to shift to an all on-line approach. Please be sure you have adequate technology to participate via Zoom (camera, microphone, high-speed internet).

Requirements

1. There will be a series of short, analytical reflections on the readings focusing on the theme of epistemology, methodology, and historiography (we will discuss what is meant by these terms at the start of the seminar). Each student is required to write a short

response to one of these themes on a reading of their choice (total of 3 papers in semester).

2. Each student will be responsible for creating and presenting what I call a “Thesis Map” of a one of the major texts.

3. For Week 9 each student will submit 5-page paper that critically analyzes a visual document of your choice and **that draws on the readings from “Visual Histories”** (Weeks 7-8). You should choose a document that is of interest/relevance to your own teaching or research, but it must be a primary source document (not taken from a secondary source collection of documents); it may be an editorial cartoon, advertisement, photograph, propaganda poster, etc.

4. **PhD students** will submit a final historiographical essay (12-15 pages) due at the end of the semester. This paper should explore in greater depth a body of texts on/related to Latin America, either thematically or by country. The included texts should build upon course readings while developing an historiographical discussion relevant to your chosen topic. The expectation is that you will organize this paper by exploring shared and divergent aspects that link this body of texts into a historiographical “field” of knowledge. **MAT students** will construct a course syllabus and examples of in-class exercises for a proposed class in Latin American history that creatively demonstrates close engagement in the critical ways of thinking about this topic as we have discussed over the semester; a supplemental “teaching bibliography” (drawing on readings from the course and otherwise) must accompany this syllabus.

NOTE: All written work must conform to “Chicago Style” citations for footnotes (preferred) and bibliography. For students unfamiliar with Chicago Style, please refer to the resources available from the History Department website (<http://www.stonybrook.edu/commcms/history/undergrad/style.html>). I expect a high degree of professionalism in presentation of all written work. Papers will be penalized for sloppiness in grammar/spelling, failure to include page numbers, original title (not “First Paper”), etc. Please proof-read your work closely before submitting.

Grading Breakdown:

Epistemology Response: 10%

Methodology Response: 10%

Historiographical Response: 15%

Thesis Map: 10%

Visual Document Essay: 20%

Final Assignment (Historiography Paper or Teaching Module): 35%

Recommended historical surveys: For MA students who have not taken an in-depth survey course in modern Latin America, one or more of the following texts (available cheaply in used editions) will be very helpful for piecing together the historical narrative and addressing questions of periodization:

John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*
 Robert Holden and Eric Zolov, eds., *Latin America and the United States: A
 Documentary History*
 Benjamin Keen and Mark Wasserman, *A History of Latin America, vol. 2:
 Independence to the Present*
 Thomas Skidmore, Peter Smith, and James Green, *Modern Latin America*

In addition, both MA and PhD students will greatly benefit from the [Oxford Research Encyclopedia in Latin American History](#) which features on-line historiographical essays by leading scholars on various topics in Latin American history, politics, and culture. While not everything is accessible without a subscription (and our library, unfortunately, does not own), many essays and useful materials are freely available.

Required Texts (Note: those with an asterisk will be available as ebooks from our library; most can also be purchased in used editions. We will read these in the order listed):

Peter Guardino, *Peasants, Politics, and Formation of Mexico's National State: Guerrero, 1800-1857* (Stanford: Stanford University Press, 2002).

*Michel Gobat, *Empire by Invitation: William Walker and Manifest Destiny in Central America* (Cambridge: Harvard University Press, 2018)

*Camilo Trumper, *Ephemeral Histories: Public Art, Politics, and the Struggle for the Streets of Chile* (Berkeley: University of California Press, 2016)

Mary Kay Vaughan, *Portrait of a Young Painter: Pepe Zuñiga and Mexico City's Rebel Generation* (Durham: Duke University Press, 2014)

*Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War* (Chicago: University of Chicago Press, 2011)

Week 1 (Aug. 27): Introduction

Barbara Weinstein, "Buddy, Can You Spare a Paradigm?: Reflections on Generational Shifts and Latin American History," *The Americas* 57:4 (April 2001): 453-466.

Week 2 (Sept. 3): Introduction-II

Gilbert Joseph, "Introduction: Toward a New Cultural History of U.S.-Latin American Relations" in Joseph, et. al., *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*

George Ciccariello-Maher, "Cutting the Populist Knot," *Latin American Research Review* 55:2 (2020): 368-78.

Week 3 (Sept. 10): Peasant Politics & Nation

Peter Guardino, *Peasants, Politics and the Formation of Mexico's National State,*

Guerrero, 1800-1857

Week 4 (Sept. 17): Peasant Politics & Nation-II

Susan Deans-Smith & Gilbert Joseph, eds., *Mexico's New Cultural History: ¿Una Lucha Libre?* (Special Issue), *Hispanic American Historical Review* 79:2

“Introduction: Arena of Dispute”

Eric Van Young, “The New Cultural History”

Stephen Haber, “Mexico’s ‘New’ Cultural History”

Gilbert Joseph and Daniel Nugent, eds., *Everyday Forms of State Formation: Revolution and Negotiation of Rule in Modern Mexico*

“Introduction: Popular Culture and State Formation in Revolutionary Mexico”

Florencia Mallon, “Reflection on the Ruins: Everyday Forms of State Formation in Nineteenth-Century Mexico”

Greg Grandin, *Blood of Guatemala: A History of Race & Nation*

“Introduction” and Chapter 7, “Time and Space Among the Maya”

Week 5 (Sept. 24): Pan-Americanisms

Michel Gobat, *Empire by Invitation: William Walker and Manifest Destiny in Central America*

Week 6 (Oct. 1): Pan-Americanisms-II

Eric Roorda, “The Cult of the Airplane among U.S. Military Men and Dominicans during the U.S. Occupation and the Trujillo Regime” in Joseph, et. al., *Close Encounters of Empire*

Louis Pérez, Jr., “Incurring a Debt of Gratitude: 1898 and the Moral Sources of United States Hegemony in Cuba,” *The American Historical Review* 104:2 (April 1999): 356-398.

Friedrich Katz, “From Alliance to Dependency: The Formation and Deformation of an Alliance between Francisco Villa and the United States” in Daniel Nugent, *Rural Revolt in Mexico: US Intervention and the Domain of Subaltern Politics*

John Coatsworth, “Measuring Influence: The United States and the Mexican Peasantry” in Daniel Nugent, *Rural Revolt in Mexico: US Intervention and the Domain of Subaltern Politics*

Week 7 (Oct. 8): Visual Histories

Trumper, *Ephemeral Histories: Public Art, Politics, and the Struggle for the Streets of Chile*

Week 8 (Oct. 15): Visual Histories-II

Isabella Cosse, “Malfada: Talisman of Democracy and Icon of Nostalgia for the 1960s” in Jorge L. Catála Carrasco, Paulo Drinot, and James Scorer, eds., *Comics & Memory in Latin America*

Anne Rubenstein, *Bad Language, Naked Ladies and Other Threats to the Nation: A Political History of Comic Books in Mexico*; Chapter 3, “The Uses of Tradition: Conservative Opposition to Comic Books”

John Mraz, “‘We Have Entered a Third [Visual] Period of History’: Thoughts on the Study of Photography by John Mraz,” *The Americas* 73:4 (October 2016): 459-75.

Deborah Poole, *Vision, Race, and Modernity: A Visual Economy of the Andean Image World*; Chapter 1, “Introduction”

Deborah Poole, “Landscape and the Imperial Subject: US Images of the Andes, 1859-1930” in Joseph, et. al., *Close Encounters of Empire*.

Robert J. Young, “Disseminating the Tricontinental” in Chen Jian, et. al., *The Routledge Handbook of the Global Sixties: Between Protest and Nation-Building*, 517-47.

Week 9 (Oct. 22): Visual History Document

Be prepared to present/discuss your visual text and interpretation.

Week 10 (Oct. 29): Global Sixties

Mary Kay Vaughan, *Portrait of a Young Painter: Pepe Zuñiga and Mexico City’s Rebel Generation*

Week 11 (Nov. 5): Global Sixties-II

Eric Zolov, *The Last Good Neighbor: Mexico in the Global Sixties*, Chap. 4, “The ‘Spirit of Bandung’ in Mexican National Politics”

Special Issue: Latin America in the Global Sixties, *The Americas* (January 2014).

Eric Zolov, “Introduction: Latin America in the Global Sixties”

Vania Markarian, “To the ‘Beat of the Walrus’

Alfonso Salgado, “Making Friends and Making Out: The Social and Romantic Lives of Young Communists in Chile (1958-1973), *The Americas* 76:2 (April 2019): 299-326.

Week 12 (Nov. 12): Cold War

Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*

Week 13 (Nov. 19): Cold War-II

Field, et. al, eds., *Latin America in the Global Cold War*

Introduction: “Between Nationalism and Internationalism”

Vanni Pettiná, “Mexican-Soviet Encounters in the Early 1960s”

Joseph & Spenser, eds., *In from the Cold: Latin America's New Encounter with the Cold War*
Joseph, "What We Now Know and Should Know: Bringing Latin America More
Meaningfully into Cold War Studies"

Iber, *Neither Peace nor Freedom: The Cultural Cold War in Latin America*, chap. 2,
"Making Peace with Repression, Making Repression with Peace."

Week 14 (Nov. 26): Thanksgiving

Week 15: (Dec. 3): Last Class