

Social History of South America, 1880-2000

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History 578
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The various republics of South America have experienced social and economic changes that have been both accelerated and radical since the Belle Epoque of the late 19th century. Some went from being among the most economically healthy and culturally vibrant nations of the world to enduring brutally repressive military regimes that caused their citizens to suffer under conditions of economic chaos. During the 1980s and 1990s, many of these countries returned to civilian democracy after long nightmares of dictatorship which left difficult and complex legacies for a new generation of South Americans. In the last few years, a number of these nations have witnessed unprecedented social and economic collapse which has fed the revival of broad-based electoral coalitions that support issues of social justice. This course attempts to explain some of these changes by looking at a variety of sources drawn from the disparate regions of the continent, including essays, linguistic analysis, anthropological field observation and oral history in addition to more traditional historical narratives. These sources are written by both North Americans and South Americans and students should be prepared to think critically about these varied perspectives as they piece together some meaning from the processes and events of the 20th century. The course takes a thematic approach that roughly follows chronological lines. It addresses the themes of rapid urbanization, labor conflict, immigration, public health, collective violence, endemic poverty, shifting gender relations, chronic populism, compressed industrialization, export economics, revolutionary movements, nationalism, and military rule. The course lectures, films and readings will focus on Argentina, Uruguay, Chile, Peru, Brazil, and Colombia.

Course Goals:

- 1) To improve students' writing ability, from conception of arguments to the presentation of an essay.
- 2) To have students think critically about the concepts of modernity, nationalism, collective memory, social order and social conflict.
- 3) To have students develop the practice of comparative historical analysis.
- 4) To provide students with the opportunity to reach a general understanding of the key issues surrounding the creation of a social history of the region.
- 5) To have students develop the habit of critically analyzing visual

materials.

Required Books:

- Teresa Meade, **"Civilizing" Rio: Reform and Resistance in a Brazilian City 1889-1930** (Penn State Univ., 1997)
- Donna Guy, **Sex and Danger in Buenos Aires: Prostitution, Family and Nation in Argentina** (University of Nebraska Press, 1990)
- Carlos Aguirre, **The Criminals of Lima and their Worlds: The Prison Experience, 1850-1935** (Duke Univ. Press, 2005)
- Peter Winn, **Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism** (Oxford University Press, 1986)
- Marguerite Feitlowitz, **A Lexicon of Terror: Argentina and the Legacies of Torture** (Oxford, 1998)
- Michael Taussig, **Law in a Lawless Land: Diary of a *Limpieza* in Colombia** (University of Chicago Press, 2003)

A few materials may be added to the list of required readings and placed on reserve in Watson Library during the semester.

Recommended background reading for those with little experience in the region: Peter Winn, **Americas: The Changing Face of Latin America and the Caribbean**

How to read a book for this class: Ask yourself why the author has written this book and what the book is designed to demonstrate, i.e. what are the main arguments and the lesser arguments that the author has constructed out of the historical narrative. Just getting "the story" is only a part of the exercise of reading history. It is just as important to understand how events and processes are being interpreted, i.e. what meaning the historian seeks to pull from them. Then ask yourself how this interpretation was constructed, what types of sources did the author rely on and how might those sources have influenced the direction of the arguments that emerge from the narrative. This is thinking like a historian. Lastly, ask yourself if the author's arguments are compelling and if so, why. If you do not find the arguments convincing, why not. This is performing an analysis of the strengths and weaknesses of the book. This is reading critically.

Films:

Film clips are an important part of this course. It is expected that you will use them as material in your essays and the final exam. To that end, it is strongly recommended that you take notes on the films in class.

"Nine Queens" (Argentina)
 "Camila" (Argentina)
 "Bus 174"
 "Burnt by the Sun" (Brazil)
 "Americas: Garden of Forking Paths"
 "Mambo Mouth"
 "The Yiddish Gauchos" (Argentina)
 "Emergent Powers"
 "Martin Chambi and the Heirs of the Incas"
 "Subterra" (Chile)
 "The Battle of Chile, part 1" (Chile)
 "New Latin American Cinema" part 2
 "La Boca del Lobo" (Peru)
 "Chile Hasta Cuando"
 "Chile, Obstinate Memory"
 "April 9, 1948" (Colombia)
 "Tupamaros" (Uruguay)
 "Four Days in September" (Brazil)
 "The Official Story" (Argentina)
 "Colombia's Guerrillas"

Schedule and Readings: (This schedule of topics may change. Please note that the reading assignments for any particular week may not match the lecture topics, but will anticipate the lecture material and films for the following week.)

August 21: Introduction

August 26: Colonial Legacies and 19th Century Experiments: Civilization and Barbarism

Reading: Meade 1-44

Video: "Camila"

August 28: Order and Progress: Looking Backwards from the Present

Reading: Meade, 45-121

Video: "Nine Queens," "Bus 174"

September 2: Bandits and Millennialism in Brazil

Video: "Burnt by the Sun"

September 4: Coffee, Cacao and Labor in Brazil

Reading: Meade, 121-192

Video: "Emergent Powers"

September 9: Discuss Meade book

September 11: Battle and the Welfare State in Uruguay

Reading: Guy, 1-104

September 16: Anarchism and the Working Class in Argentina and Uruguay

September 18: Immigrant Culture and the Tango in Buenos Aires

Reading: Guy, 105-210

Video: "Yiddish Gauchos"

September 23: Discussion of Guy book (**First Paper due**)

September 25: Perón, Populism and Women's Suffrage in Argentina

Reading: Aguirre, 1-110

Video: "Americas: The Garden of Forking Paths" and "Mambo Mouth"

September 30: Modernity, Populism and Labor in Peru

Reading: Aguirre, 143-221

Video: "Martin Chambi and the Heirs of the Incas"

October 2: Discussion of Aguirre book

October 7: Copper, Socialism and the Chilean Labor Movement

Reading: Winn, 1-120, 133-136

Video: "Subterra"

October 9: No Class (Yom Kippur)

October 14: TBA or No Class

October 16: No class--**Fall Break**

October 21-23: Populist Politics: Gaitan and Vargas

Reading: Winn, 139-155, 173-181

Video: "April 9, 1948"

October 28: Popular Unity and Allende in Chile

Reading: Winn, 209-256

Video: "Battle of Chile, part 1"

October 30: The Dirty Wars of the 1970s and General Pinochet

Video: "Chile Hasta Cuando"

November 4: The CIA in Chile; Discuss Winn book (**Second Paper Due**)

November 6: Student Movements

Videos: "New Latin American Cinema, part 2" and "Four Days in September"

November 11: Urban Guerrillas in Montevideo: The Tupamaros

Reading: Feitlowitz, 3-109

Video: "Tupamaros"

****November 17: Last Day to Drop a Class for Fall Semester****

November 13-18: Anti-Semitism, Decline of Public Space and Other Repercussions of the Dirty Wars

Reading: Feitlowitz, 150-255

Videos: "The Official Story" and "Chile Obstinate Memory"

November 20: Discuss Feitlowitz book

November 25: La Violencia

Reading: Taussig, 3-102

November 26-28: Thanksgiving Holiday

December 2-4: Colombian Civil War and Course Evaluations; Discussion of Taussig book (**Third Paper Due**)

Reading: Taussig, 103-202

Video: "Colombia's Guerrillas"

December 9-11: Shining Path in Peru and Coca in the Andes

Video: "La Boca del Lobo"

Course Expectations and Rules:

Attendance at all class sessions is required. This is especially important since many videos and multi-media products will be shown and discussed in class and will be important sources for assigned written work. **Significant absences** (more than four) will result in a lowering of the **overall** course grade. Please make every effort to arrive on time to each session as late entrances will be disruptive in this small room. Students are responsible for all changes made to the syllabus that are announced in class.

Active participation in class discussions is expected and will be assessed as part of the final grade. Discussion is an integral part of the learning process and requires engaged preparation by completing all the reading assignments and reflecting on them before coming to class. The reading should be completed **before** the class period listed on the schedule.

Written assignments are to be turned in personally in paper form. Electronic submissions are NOT an acceptable substitute. All papers are to be typed, double-spaced, with one-inch margins in 12 point fonts. Late work should be handed directly to Professor Rosenthal at the next class session. Do not submit any work electronically and do not turn it in to the department office. Late papers will be subject to grade penalties. It is the student's responsibility to communicate any problems completing the work directly to the professor in a timely manner, preferably during office hours. No incompletes will be given for this course except in extraordinary circumstances.

Students should commit an **average of at least six hours** per week outside of class to studying for this course. Really. This expectation follows the Faculty Senate Rules and Regulations, Article 5, Section 1.1 which states that "One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered." Depending on their abilities, some students may need to put in more time to keep up with the assigned work. Putting this amount of time into the course is the only way to actually learn from the readings and to make sense of how they intersect with the lectures and the films to provide a social history of the region.

Avoid plagiarism. Submit only your own original work. A digital plagiarism detection program may be used to check your work. (See more details below).

Course materials prepared by the instructor, together with the content of all lectures are the property of the instructor. Video and audio recording of lectures without the consent of the instructor is prohibited.

Requirements for Undergraduate Students:

General Instructions for all Three Papers

Write a 6-7 page essay that answers each of the questions below. The paper must be typed, double-spaced with one-inch margins using 12 point type. Papers turned in late will be subject to grade penalties. All quotations, non-original ideas and data must be cited in complete footnotes

that include author, title, publisher, date of publication and page number. For proper form for citations, please consult a writing style manual. Draw on the readings, films and class discussions for data to substantiate your arguments.

First Short Paper Assignment

Due in class: September 23

60 points

In the period between 1890 and 1930, Rio de Janeiro and Buenos Aires experienced tremendous growth and consequent social dislocation. Compare and contrast the development of both cities into major metropolitan centers. What social groups played the most important roles in defining the space and the culture of the city? How did public health intersect with the exercise of power in each locale, and with what consequences? Which of these two cities was the most disorderly? Why?

Second Short Paper Assignment

Due in class: November 4

60 points

Drawing on material in **The Criminals of Lima and Their Worlds** and **Weavers of Revolution**, discuss the ways in which social control was applied to the citizens of Chile and Peru in these two different eras. What were the processes of dehumanization that occurred in Chile under the labor regimen of the Yarur factory and in Lima during the beginning of the modern era? Describe and assess the importance of attempts to resurrect or preserve human dignity in each of these cases. What types of sources are employed in each study and how do they affect the nature of the investigation? Which author presents the most compelling arguments, and why?

Third Short Paper Assignment

Due in Class: December 4

60 points

State terror in Argentina in the 1970s and in Colombia from the 1980s to the present has some striking parallels. Using the works by Marguerite Feitlowitz and Michael Taussig discuss the themes of purification, corruption, public terror, the class system and language in drawing a comparison between the factors that unleashed this terror and the legacies of El Proceso and La Violencia for the citizens of Argentina and Colombia, respectively.

How does terror intersect with the construction of a collective historical memory? On what theoretical and methodological points do the two authors agree and disagree? Is their use of sources similar or different and how does that affect their interpretation of events?

Requirements for Graduate Students:

In addition to each of the above written assignments, graduate students will also prepare a 10-12 page paper on a topic relevant to the course and approved by the professor. This topic should evolve from meetings during office hours. A one-page proposal and one-page bibliography is due by October 7. The research paper is due on December 16. Graduate students will not take the final exam.

Grading:

Beginning this semester, the College of Liberal Arts and Sciences will make a plus and minus grading system available to instructors. I intend to use plus and minus grades for this course. Please note that the grade of "C" will be awarded for a score of no less than 72%.

Short Papers	60 percent	
Final Exam (2.5 hours)	25 percent	Monday, Dec 15, 7:30 am
Class participation	15 percent	

Grading for Graduate Students:

Short Papers	60 percent
Research Proposal and Paper	30 percent
Class Participation	10 percent

Office Hours:

2612 Wescoe (new wing)
Tuesdays 11:00 to 3:00 and by appointment
864-9475
surreal@ku.edu

Writing Assistance:

If you would like help in preparing your written assignments, you may visit the KU Writing Center located in 4017 Wescoe. It is a free, university-wide service for all students. Trained writing consultants, undergraduate and graduate students from a variety of disciplines, are available to work with you on their writing projects. When you visit, bring your work in progress and an idea of what you would like to work on--organization, support,

documentation, editing, etc. The Roosts are open in several different locations across campus; please check the website at <<http://www.writing.ku.edu>> for current locations and hours. The Roosts welcome both drop-ins and appointments. For more information, please call 864-2399 or send an e-mail to writing@ku.edu .

Disabilities:

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course. Any arrangements for special testing procedures must be made well in advance of the exam.

Academic Misconduct:

The Department of History takes Academic Misconduct very seriously and prosecutes incidents vigorously. The University Senate Definition of Academic Misconduct is as follows:

2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

All work submitted for this course must be original, i.e. it must be the product of the student's own thought and research, it cannot be the product of collaboration with anyone else, and it cannot have been submitted for credit to another class, either in this semester or in a previous semester.

In my experience, students who choose to plagiarize often cite stress, late attention to projects, illness and being jammed up with multiple assignments due in the same week, as factors in their decision to take short cuts and submit work that is not their own. You are advised to plan your semester carefully and arrange your schedule of work so you can avoid such situations. The Office of Student Success offers free workshops on how to manage time effectively. In the event that you cannot submit original work on time, it is your responsibility to notify me. The Writing Assistance Center site listed in this section offers suggested ways to avoid plagiarism.

Incidents of plagiarism are subject to severe sanctions and you should therefore avoid jeopardizing your future. If you are unsure of the possible penalties regarding plagiarized work or of what constitutes plagiarism, please consult with me before turning in an assignment.