HILA 102: LATIN AMERICA IN THE TWENTIETH CENTURY

COMMON COURTESY POLICY: I find recent technological changes and student customs force me to add this note. Please put down all newspapers, e-books, and items you are reading. Turn off all phones and other electronic devices other than your computer. If you know you will need to leave the class, please notify me ahead of time.

1. If you are ill, do not come into office hours. I don’t handle illness as well as I used to. Please email through the website. (ted.ucsd.edu).
2. My colleagues and the university are extremely concerned with plagiarism. This is the copying of other peoples’ work and presenting it as your own. Other related issues include having someone else do your work. As a result of recent changes in university rules, I now have to report any suspicion of such behavior to the dean of students of your college. I hate to even raise this but the university will have its way.

COURSE OBJECTIVES: This is an introductory study of Latin America in this century. I assume students have only a limited or even no background in the region and will devote a fair amount of time to demonstrating some common themes that tie together such a diverse part of the globe. These themes emphasize the legacy of colonialism even during the 20th century but they also underline the creation of a civil society within rather disparate nations and even regions within nations. Topics that will arise in the class are revolution, citizens’ rights, religious beliefs, sports and so. The course will present a basic outline of the region’s political economy but will pay less attention to Mexico than other areas since separate courses are being offered on Mexico this year. (I will teach 20th Century Mexico in the summer session II. In addition, the course will pay close attention to efforts to change the region’s culture in directions that reflected with Europe and the United States defined as progress. It will pay close attention not only to the economic influence of the United States but to the cultural changes that echoed prior obsessions that defined other nations and cultures as superior to its own. This will then be contrasted with the need of the nations in the region to define each of them as distinctive and so create new forms of identity and loyalty that would generate a viable nation-state.

DISCUSSION AND GRADES: Even though the class is large, I emphasize discussions. This section will count 30 per cent of your grade (the mid-term is 25 per cent and the final, 45 per cent). I will grade each fragment of your grade 100 and then sort out the percentages on your grade sheet in Ted.

Presentation. You may get up to 100 points by doing a class presentation on anything relevant to the class from your own experiences living in any part of Latin America to picking a topic you wish to present. Cultural topics are popular since students get enough of politics from the class.
Class cards: You will receive 10 points for each card you hand in; this card must have your name, date, and a brief comment of what you said. This is NOT a card for attendance.

Discussions: These are listed each week on the website, click on Discussions in the opening panel on your left and you will see this weeks topic. The topic must be commented on by the end of Monday the following week to receive any credit; up to 10 points a comment, keep it to about a paragraph.

Books:
All books are required and, aside from mine, are in paperback. All are on reserve at the central library. My book is also available free through electronic versions held by the library.

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Lectures

Week 1: Chronologies
   A. Outline of Time in the 20th and 21st Centuries
   B. Liberalism and the idea of Progress
   Monteón, Latin America and the Origins of its 21st Century, read one chapter per week until finished. The book is also available through electronic reserves in our library so then it is free.

Week 2: Origins of Progress
   A. Export-based economies and their consequences
   B. Social changes – urban and rural
   Read: Miguel Tinker Salas, Enduring Legacies, begin

Week 3: Crisis of the Trade-Based Economies
   A. The Great Depression and the Origins of Populism
   B. The New Labor Force
   Read: Miguel Tinker Salas, Enduring Legacies, finish book

Week 4: Nationalism and Electoral Systems
   A. Post-war Prosperity and Shanty-Towns
   B. Was ISI so bad?
   Read: Carolina Maria de Jesus, Child of the Dark, entire book
   THURSDAY: MID-TERM EXAMINATION IS HANDED OUT, DUE ON FOLLOWING THURSDAY, THAT IS, WEEK V.

Week 5: The Breakdown of ISI
   A. Was there a solution?
   B. Age of Land Reform
   MID-TERM IS DUE

Week 6: The Rise of Militarism
   A. The Cuban Revolution
   B. The United States and Latin America
   Read: Chomsky, The Cuban Revolution, entire book

Week 7: Cultural Norms Remade
   A. Sexuality
   B. The Urban Explosion and its Culture
   Read: Goodblatt, Futbol Nation, begin

Week 8: Neo-Liberalism and the 1982 Debt Crisis
   A. Origins and Consequences of the Debt Crisis
   B. The Informal Economy Reappears
   Read: Goodblatt, Futbol Nation, finish

Week 9: The Struggle to Redefine Possibilities
   A. The Emergence of Brazil
   B. Education and the New Technologies
   Read: Gootenberg, Andean Cocaine, begin

Week 10: An Unexpected Future?
   A. The China Syndrome
B. The Prospects of Citizenship
Read: Gootenberg, Andean Cocaine, finish