This survey of introduces students to the making of modern "Latin America," to its diverse peoples, and to their experience of modernity during the past two centuries. The course will focus on the region as a whole: it will explain both how modern Latin American nations came to be, and how social relations operated within and across their national boundaries. This perspective will provide students with conceptual and historical tools to understand the nature of today’s globalization and to see Latin America as an intrinsic part of it. It proceeds almost backwards: we will start discussing current debates on the present and future of Latin America and finish the journey at the dawn of Latin America’s independence. In lectures and section discussions we will explore how economic structures, European, indigenous, African, and mestizo traditions, as well as struggles around slavery, revolutions, populisms, state terrorism, music, and identities shaped today's Latin America.

Readings deal with issues as diverse as Caribbean politics and Andean cocaine, the Mexican cities and Brazilian music, and Argentine unions and Salvadorean guerrillas, as well as Latin American-based transnational social sciences and global economic networks. Lectures will provide a main narrative and the analytical framework for the readings. Section meetings will be a space for discussing both primary sources and scholarly literature. Each student will write a paper on a historical object (for example, a historical figure, a material object, an idea, an aesthetic work, or an institution), and trace its circulation across time and space. Papers will be based on online and archival primary sources, as well as optional films and literature. Consultation in office hours is especially encouraged for designing the research plan and getting feedback during the writing process.
READINGS:
The readings are examples of great scholarship on a wide variety of topics, approaches, and geographic focus, by historians and anthropologists from Latin America, the United States and Europe. Your GSI will request short response papers on a regular basis.

MAP QUIZ
A very short quiz intended to familiarize students with main geographic dimensions of Latin America will take place in the first two or three weeks at a section meeting. Students will have two chances at passing it (no letter grade).

MID-TERM AND FINAL EXAM
The midterm exam is a brief assessment of the students’ learning, intended to know what aspects need to be strengthened. It includes an anonymous survey about the effectiveness of lectures, sections, and readings so far. The final exam will ask the student to compare large processes geographically and to elaborate on both historical continuities and change over time. I will provide a set of prompts at least one week before the exam.

GOALS
• To understand the core processes that shaped modern Latin America.
• To understand Latin American history as part of World History.
• To search for specific information across multiple sources: bibliographical, archival, oral, artistic, journalistic, etc.
• To distinguish a scientific concept (“globalization”) from a research topic (“the global fight for women’s rights.”)
• To see history as embodied in “historical objects” (ideas/practices/institutions/objects/styles) as they travel and change, i.e., to understand the interplay of place and circulation.
• To read, interpret, and (optionally) create historical maps.
• To write an analytical essay organized around temporal and spatial movement.

Students will practice techniques such as browsing scholarly and archival catalogues, reading (and elaborating) historical maps, and structuring the argument for an original essay. In terms of content, they will learn key concepts like globalization, capitalism, modernization, nationalism, and populism; the basics of the geography of Latin America; and the region’s structural features, such as agricultural and environmental patterns, urbanization, migration, labor systems, state apparatuses, social classes, ethnicity, culture, and religious and secular ideologies.

PAPER
The goal of the paper is to understand the interconnectedness of Latin America within itself and with the broader world. Each individual research project will be developed in consultation with the professor and the GSIs, including the selection of primary sources. There is no objective minimum of knowledge or abilities necessary to
develop a research project in this class: it will teach students both modern Latin American history and how to approach history from a global perspective.

After the Midterm, the professor will hold a research workshop to orient students to follow these steps:

1. Choose a historical object or question of your interest. The professor will provide some topics and sources, and you are free to choose your own topic as well.
2. Try some keywords related to your topic on the university’s catalogue [http://oskicat.berkeley.edu/], in consultation with a librarian at Doe Library. Let’s say you will write about Pelé, the Brazilian soccer star: you will look for newspapers’ coverage of some of the World Cups he played in (in English or the language of your choice) and visual portraits in magazines. If you decide to write about economic inequality in El Salvador, you will look for census data and link it to political debates in journals. If interested in Peruvian literature, you can trace authors and publishing houses on the university catalogue and reconstruct how it spread internationally.
3. You will learn how to make a short description of the sources you gathered, and to locate on a map the places—cities, regions within or across one or more countries, or lines connecting spaces—in which your historical object took place.
4. Based on your sources and your map, you will elaborate a hypothesis about your historical object.
5. In consultation with your GSI, you will develop a writing plan. In section, you will make a brief presentation of your project.
6. You will turn in the complete paper (8-10 pages long) by the end of the semester.

OTHER IMPORTANT INFORMATION

The Disabled Students’ Program (DSP) “is committed to ensuring that all students with disabilities have equal access to educational opportunities at UC Berkeley. It offers a wide range of services for students with disabilities. These services are individually designed, and based on the specific needs of each student as identified by a Disability Specialist.” For more information, please visit the website http://dsp.berkeley.edu/

The Counseling and Psychological Services (CPS) program “offers brief counseling to all registered UC Berkeley students irrespective of your insurance plan. The main office for CPS is located on the 3rd floor of the Tang Center with satellite offices throughout campus. Professional counselors can meet with students to talk about personal, academic and career issues including: adjusting to school, deciding on a career or major, dealing with family or relationships, sexual orientation and identity, coping with personal crises. Groups and workshops are also available on a variety of topics.” For more information, visit http://uhs.berkeley.edu/students/counseling/cps.shtml

“The Student Learning Center’s Writing Program” works under the assumption that all writers, regardless of their experience and abilities, benefit from informed, individualized, and personal feedback on their writing. Our professional educators and trained peer tutors work with writers engaged in any stage of the writing process - from brainstorming paper topics, to formulating and organizing arguments, to developing editing skills. Tutors are trained to work with non-native speakers of English and with
writers from a variety of disciplines.” For more information, visit http://slc.berkeley.edu/writing. (Check also the other useful services provided by this program on http://live-slc.pantheon.berkeley.edu/students)

**Plagiarism:** “Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example: Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment. Use of the views, opinions, or insights of another without acknowledgment. Paraphrasing of another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.” Please visit Berkeley’s Code of Conduct at http://sa.berkeley.edu/code-of-conduct

**Attendance** to lectures and section meetings is mandatory. Exams will require the mastery of both the readings discussed in section and the topics discussed in lectures. Students have the right to one unjustified absence to lecture and one to his/her particular section. Any impediment to attend class will be discussed on an individual basis with the GSI or the Professor, ahead of time if possible, or as soon as possible after the missed class.

**CLASS SCHEDULE**

Week 1 (Lecture 1)

**Introduction**

Key Concepts: “History,” “Latin America,” “Modern,” “Globalization.”

Plan of the course: readings, sections, exams, papers, grading.

Week 2 (Lectures 2 – 3) (In sections: Map Quiz)

**What is Latin America Today? Current debates about the region**

How “developed” is Latin America today? How “global” is it? Is it a united “region” or a collection of disparate nations? Is it “mestiza,” or “multicultural”? Is it “democratic,” or “populist”? Is it “neo-liberal”?

Readings: (~40 p.)


- Carlos Monsiváis, “Identity hour or, What photos would you take of the endless city?” and “The funky dive,” in Mexican Postcards, Verso, 1997 (p. 31-35 and 48-56)

In section: Map Quiz
Week 3 (Lectures 4 - 5 - 6)

**Latin America and Global Capitalism**

Readings: (~70 p)


Week 4 (7 – 8 - 9)

**State Terrorism**

Reading: (~184 p.)


Week 5 (10 - 11 - 12)

**Dependency and Development**

Reading: (~86 p.)

- Fernando Henrique Cardoso & Enzo Faletto, *Dependency and Development*, UC Press, 1979, Chapters 1, 2 and 4 (p. 1-7, 8-28 and 74-126)

Week 6 (13 – 14 - 15)

**The Cuban Revolution: Liberalism, Anti-Imperialism and Socialism**

Reading: (~140 p.)


Week 7 (16 – 17 - 18)

16 (Monday): **Review session**

17 (Wednesday, October 8): **Midterm** Room TBA

18 (Friday): **Workshop** on Research and Writing a Paper
Week 8 (19 - 20 - 21)

The Latin American 1960s

In section time: library research and workshop at the Earth Sciences and Map Library

*No readings*

Week 9 (22 – 23 -24)

**Populist Politics: Working Classes and their Leaders (Perón, Vargas, Cárdenas)**

Reading: (~93p.)

Week 10 (25 – 26 -27)

**Populist Culture: Nationalism, Ethnicity, and Music in Latin America**

Reading: (~120 p.)

Week 11 (28 – 29 – 30)

**Nature and Capitalism (I): The Brazilian Atlantic Forest**

Reading: (~55 p.)

Week 12 (31 – 32 – 33)

**Nature and Capitalism (II): Cuba**

Reading: (~100 p)
- Fernando Ortiz, *Cuban Counterpoint: Tobacco and Sugar*, Duke UP, 1995 [orig. 1940] (p. 3-103)

Week 13 (34 – 35 – 36)

**The Mexican Revolution**
Readings: (~157 p.)
- Mariano Azuela, *The underdogs* [1915] (176 p.)

Week 14 (37 – 38)

**Three Founding Ideologies: Liberalism, Folklore, and Socialism**

Readings: (~54p.)
- José Martí, *Our America*, in *José Martí Reader*, Ocean Press, 2007 (p. 120-129)

Week 15 (39 – 40 – 41)

**The Project of a Unified Latin America, 1810 - 2010**

Readings: (~98p.)

Week 16

**Study Week**

Week 17

**FINAL EXAMINATION:** Tuesday, Dec 16, 7-10pm

**PAPER DUE:** Friday, Dec. 19, 6pm (upload to bCourses)