

## Introduction to Latin American and Caribbean Studies (LACS\_OX 101)

12A MWF (12 – 1:05pm) and 01A MWF (1:15 – 2:20pm)

Instructor: Pablo Palomino

Seney Hall 311 / pablo.palomino@emory.edu

Office Hours: MWF 9-11:45, MW 3-4pm, and by appointment

### Description of the course

---

This course provides a multidisciplinary approach to major historical and current issues in Latin America and the Caribbean. Its goal is to provide an introduction to the major socio-cultural areas of the region, to the economic and ideological features of its engagement with globalization, to different disciplinary styles in Latin American scholarship, to relevant political and policy debates—from ethnicity to economic development—and to social, academic, and policy themes that Oxford students can pursue in the region.

The requirements for a successful course are your active participation in class, off-class assignments, and two exams. The course combines the instructor's lectures, the discussion of a very varied body of scholarship on an array of topics and countries, and the analysis of contemporary cinema and relevant musical production. The exam prompts require a thorough study of the readings, lectures, films, and any other material discussed in class.

After completing this course, students will be ready to pursue any other advanced course on Latin America and the Caribbean, will count with a counterpoint to comparatively study the United States, and will be able to approach larger debates on globalization from a solid and nuanced regional perspective.

### Grading

Class attendance and participation	25%
Class presentations (in-class + off-class assignments)	25%
Mid-Term Exam	25%
Final Exam	25%

### Grade Scale

A = 94-100	A- = 90-93	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	F = 0-62	

**Absences**

One point per absence will be discounted from the final grade after the second unexcused absence.

**Honor code**

Plagiarism and any other form of academic dishonesty will automatically result in an F grade.

**Laptops are not allowed in class, except on specifically indicated occasions.  
Smartphones are not allowed in class under any circumstance.**

**Office hours**

Students are expected to attend the instructor's office hours at least once within the first three weeks of class. Failure to do this will affect their class attendance and participation grade.

**Accessibility and Accommodations**

In order to receive consideration for reasonable accommodations, students who have disabilities must contact the Office of Accessibility Services (OAS) and complete the registration process. Faculty may not provide disability accommodations until an accommodation letter has been processed; accommodations are not retroactive. Students registered with OAS who receive a letter outlining specific academic accommodations are encouraged to discuss them with their professor as early in the semester as possible. Contact OAS for more information: (770) 784-4690 / [oas\\_oxford@emory.edu](mailto:oas_oxford@emory.edu) / <http://equityandinclusion.emory.edu/access/students/index.html>

**Bibliography**

---

John Charles Chasteen, *Born in Blood & Fire: A Concise History of Latin America* (New York: Norton & Company, 2016) - **Available at the campus bookstore** -

Articles and book chapters:

- Jose C. Moya, "Latin America: The Limitations and Meaning of a Historical Category," in *The Oxford Handbook of Latin American History* (New York: Oxford University Press, 2011), 1–24.

- Alberto Flores Galindo, *In Search of an Inca: Identity and Utopia in the Andes* (New York: Cambridge University Press, 2010), Chapter One, "Europe and the land of the Incas: the Andean Utopia."

- Robert M Levine and John J Crocitti, *The Brazil Reader: History, Culture, Politics* (Durham, N.C.: Duke University Press, 2002), "What color are you? – Brazilian Institute of Geography and Statistics" (1976) and Jefferson Fish, "Mixed Blood," p. 386-394

-Emília Viotti da Viotti da Costa, *The Brazilian Empire: Myths and Histories* (Chicago: University of Chicago, 1985)

- Edward Eric Telles and René Flores, “Not Just Color: Whiteness, Nation, and Status in Latin America,” *The Hispanic American Historical Review* -- 93, no. 3 (2013)
- Beatriz Alcubierre Moya and Rodrigo Bazán Bonfil, “José Vasconcelos’ Classical Readings for Children and the Making of Childhood in Post-Revolutionary Mexico,” *Bookbird* 55, no. 1 (2017): 14–23.
- Eduardo Archetti, *Masculinities: Football, Polo, and the Tango in Argentina* (Oxford; New York: Berg, 1999), Chapter Two, “Male hybrids in the world of football,” 46-76.
- Felipe Arocena and Kirk S. Bowman, *Lessons from Latin America: Innovations in Politics, Culture, and Development* (Canada: University of Toronto Press, 2014).
- Carlos Monsiváis, *Mexican Postcards*, (London: Verso, 2000), “Identity hour or, What photos would you take of the endless city?” and “The funky dive,” p. 31-35 and 48-56.
- Matthew Karush, *Musicians in Transit: Argentina and the Globalization of Popular Music* (Duke University Press, 2017), Chapter 4, p. 108-141 and Chapter 5, p. 142-178.
- Marguerite Feitlowitz, *A Lexicon of Terror: Argentina and the Legacies of Torture* (New York; Oxford: Oxford University Press, 2011), Chapter 2, “Night and fog,” p. 73-102.
- Karin Fischer, “The Influence of Neoliberals in Chile before, during, and after Pinochet,” in *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective* (Cambridge, Mass.: Harvard University Press, 2009).
- Pierre Sean Brotherton, *Revolutionary Medicine: Health and the Body in Post-Soviet Cuba* (Durham: Duke University Press, 2012), Ch. 1 “The biopolitics of health,” p. 15-34, Ch. 5 “Preventive strategies and productive bodies,” p. 111-143, and Chapter 6 “Turismo y Salud, S.A.: the rise of Socialist entrepreneurs,” p. 147-168.
- Wendy Hunter and Natasha Borges Sugiyama, “Transforming Subjects into Citizens: Insights from Brazil’s Bolsa Família,” *Perspectives on Politics* 12, no. 4 (2014): 829–45.
- Cristina Mora, “Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965 to 1990,” *American Sociological Review* 79, no. 2 (April 1, 2014): 183–210.
- Angela Stuesse, *Scratching out a Living: Latinos, Race, and Work in the Deep South* (Oakland: University of California Press, 2016), Chapters 1 “Southern fried” and 5 “Pecking order.”
- Roberto G. Gonzales, *Lives in Limbo: Undocumented and Coming of Age in America* (Oakland: University of California Press, 2016), Chapter 2 “Undocumented young adults in Los Angeles” and Chapter 7 “College-goers”

## Filmography

---

Either a DVD copy or a streaming access of each film will be available at the library, and they can also be watched through paid or free Internet media providers (some of them indicated below). It is the student’s responsibility to watch the films on time.

- *Cidade de Deus* [City of God], Fernando Meirelles (Brazil, 2002) / Available on Amazon Video, YouTube, Google Play, iTunes, Vudu, Netflix DVD

- *Nostalgia de la luz* [Nostalgia for the light], Patricio Guzmán (Chile 2010) / Amazon Video, Netflix DVD
- *Y tu mamá también* [And your mother too], Alfonso Cuarón (Mexico 2001) / Amazon Video, iTunes, Netflix Streaming
- *Habana blues* [Havana Blues], Benito Zambrano (Cuba, 2005) / iTunes, Netflix DVD

### **Schedule of classes**

---

**R** = Reading / **A** = Assignment

### **Introduction**

1 / 8-23 W: *Introduction to the course*

2 / 8-25 F: **R** Moya, ““Latin America: The Limitations and Meaning...”

### **Beginnings**

3 / 8-28 M **R** Chasteen, Ch. 2, “Encounter” + MAP QUIZ

4 / 8-30 W **R** Chasteen, Ch. 3, “Colonial crucible”

5 / 9-1 F *Synthesis*

*Sept 4 LABOR DAY*

6 / 9-6 W **R** Chasteen, Ch. 4, “Independence”

7 / 9-8 F **R** Flores Galindo, “The Andean utopia”

### **Ethnicity**

8 / 9-11 M **R** “What color are you?” & “Mixed blood”

9 / 9-13 W **R** Da Costa, “The myth of racial democracy”

10 / 9-15 F **A** FILM DISCUSSION: *Cidade de Deus*. Identify, in groups of four, a scene that dialogues in any way with any of the previous readings. (Email me indicating the group members and the chosen scene by late morning).

11 / 9-18 M **R** Alcubierre & Bazán, “José Vasconcelos’ classical readings”

12 / 9-20 W **R** Archetti, “Male hybrids”

13 / 9-22 F **A** ICONOGRAPHIC DISCUSSION. In groups of four, you will come prepared to discuss a series of images (images will be provided the previous week)

14 / 9-25 M **R** Arocena & Bowman, “Brazil: where were the blacks?”

15 / 9-27 W **R** Arocena & Bowman, “The awakening of indigenous culture in Bolivia”

16 / 9-29 F **R** Telles & Flores, “Not just color”

17 / 10-2 M *Recapitulation*

18 / 10-4, W Preparation for Mid-Term

19 / 10-6, F MID-TERM EXAM

## FALL BREAK

### Modernities

20 / 10-11, W R Chasteen, Ch. 5 “Postcolonial blues”

21 / 10-13, F R Chasteen, Ch. 6 “Progress”

22 / 10-16, M R Chasteen, Ch. 7 “Neocolonialism”

23 / 10-18, W R Chasteen, Ch. 8 “Nationalism”

24 / 10-20, F A DISCUSSION: *the meaning of “culture” in 20<sup>th</sup>-century Latin America* (take notes on how “culture” appears in Chasteen’s chapters)

25 / 10-23, M R Monsiváis, “The funky dive”

26 / 10-25, W R Karush, *Musicians in Transit*, Ch. 5.

27 / 10-27, F A MUSICAL APPRECIATION (music will be provided the previous week)

28 / 10-30, M R Chasteen, Ch. 9 “Revolution”

29 / 11-1, W R Chasteen, Ch. 10 “Reaction”

30 / 11-3, F A DISCUSSION: *the meaning of “democracy” in 20<sup>th</sup>-century Latin America* (take notes on how “democracy” appears in Chasteen’s chapters)

31 / 11-6, M R Fischer: “The influence of neoliberals in Chile”

32 / 11-8 W R Feitlowitz: “Night and fog”

33 / 11-10, F R FILM DISCUSSION: *Nostalgia de la luz*

34 / 11-14, M R Chasteen, Ch. 11 “Neoliberalism and beyond...”

35 / 11-15, W R Brotherton, “The biopolitics of health,” “Preventive strategies and productive bodies,” “Turismo y Salud, S.A”

36 / 11-17, F A FILM DISCUSSION: *Y tu mamá también*

37 / 11-20, M R Pick one of the following: Monsiváis: “Identity hour;” Hunter & Borges: “Transforming subjects;” Arocena & Bowman, “Gender and representation.”

## THANKSGIVING BREAK

### Latin America and the Caribbean in the United States

38 / 11-27 M R Mora, “Cross-Field Effects and Ethnic Classification”

39 / 11-29 W R Stuesse, “Southern fried” + “Pecking order” / Gonzales, “College-goers”

40 / 12-1, F: A FILM DISCUSSION: *Habana Blues*

41 / 12-4, M: *Conclusion*

12-7, Thursday, FINAL EXAM (2-5pm 01A LACS and 7-10pm 12A LACS 101)