



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HIST 6300-221: Seminar n Latin America History: Culture and Identity in Latin America

Course Description:

This graduate seminar will take a broad historical sweep of modern Latin American intellectual and cultural history, especially as it relates to identity (both regional and national). Among the topics will discuss are ideas of nationhood as it relates to the world 'outside' of Latin America; the relationship between discourses of race and identity; public education as nationalist project; and music and film in the shaping and contestation of ideas of citizenship (both political and cultural) and national belonging.

Class Dates and Format Information:

Dates: December 1 – 6, 2020

Format: Online, the professor will release more information as the course approaches, please reach out to the site director if you have questions.

Last day to enroll or drop without penalty: November 2, 2020

Site Director and Information for VA Benefits:

Location: Mildenhall, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Email: apmildenhall@ou.edu. Phone: DSN 238-4172; CIV 44-1638-54-4172.

Professor Contact Information:

Course Professor: James Cane-Carrasco

Mailing Address: c/o Dept. of History
University of Oklahoma
Norman, OK 73019

Telephone Number: (405) 325-8974

Fax Number: (405) 325-4503

Email Address: cane@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Chasteen, J. C. (2016). *Born in blood and fire: A concise history of Latin America* (4th ed.) New York: W.W. Norton. ISBN 9780393283051.
2. All other readings available in “Files” section of Canvas learning management system. Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

The aim of this graduate seminar is to examine the ways in which Latin Americans have imagined, proposed, and contested ideas of national and regional identities from independence through the present. Much of the core discussion in this course will be dedicated to the analysis of primary sources, and students will learn techniques for interrogating textual, visual, film, and sound documents as well as their respective conditions of production.

Course Outline:

December 1, 2020: Introduction and Course Orientation; The Collapse of the Colonial Order and the Emergence of New Nations

- **Primary sources:** Simón Bolívar, “The Letter from Jamaica” and “The Address at Angostura”
- Guerra, “Forms of Communication, Political Spaces, and Cultural Identities in the Creation of Spanish American Nations”
- Chambers, “Republican Friendship: Manuela Sáenz Writes Women into the Nation, 1835-1856”
- Earle, “Sobre Héroes y Tumbas: National Symbols in 19th-Century Spanish America”

December 2, 2020: The Search for a New Order

- **Primary source:** Domingo F. Sarmiento, *Facundo* (selections)
- Tulio Halperín Donghi, “Sarmiento's Place in Postrevolutionary Argentina”
- Julio Ramos, “The Other’s Knowledge: Writing and Orality in Sarmiento's *Facundo*”
- **Primary sources:** José Martí, “Our America” and “My Race”
- Ada Ferrer, “The Silence of Patriots: Race and Nationalism in Martí's Cuba”

December 3, 2020: Indigenous Peoples, Mestizaje and the ‘Cosmic Race’

- **Primary source:** José Vasconcelos, *The Cosmic Race* (selections)
- Marylin Miller, “José Vasconcelos' About-face on the Cosmic Race”
- Steven Volk “Frida Kahlo Remaps the Nation”
- **Primary source:** José Carlos Mariátegui, “The Problem of the Indian”
- Nicola Miller, “Vital Form of Public Space: Mariátegui’s Revolution in Modernity”

December 4, 2020: Race and the Formation of Brazilian Identity

- **Primary source:** Euclides da Cunha, selections from *Backlands (Os Sertões)*
- Robert Levine, “‘Mud-Hut Jerusalem’: Canudos Revisited”
- **Primary source:** Gilberto Freyre, *Masters and Slaves* (selections)
- Thomas Skidmore, “Raízes de Gilberto Freyre”
- **Primary source:** Oswald de Andrade, “Manifesto of Pau-Brasil Poetry”
- **Primary source:** Oswald de Andrade, “Cannibalist Manifesto”
- Leslie Bary, “Oswald de Andrade’s ‘Cannibalist Manifesto’”
- John Chasteen, “The Prehistory of Samba: Carnival Dancing in Rio de Janeiro, 1840-1917”
- Lisa Shaw, “São Coisas Nossas: Samba and Identity in the Vargas Era (1930-45)”

December 5, 2020: Cultural Revolution and Latin American Identity in the 1960s

- **Primary Sources:** Caetano Veloso, “Sunday in the Park”, “Tropicália” and “Prohibiting is Prohibited”

- Christopher Dunn, “The Tropicalist Moment” and “In the Adverse Hour: Tropicália Performed and Proscribed”
- **Primary Sources:** Roberto Fernández Retamar, “Caliban”
- **Primary Sources:** Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic* (selections)

December 6, 2020: The Problem of ‘Identity’, Latin American and Otherwise

- Walter Mignolo, “After “Latin” America: The Colonial Wound and the Epistemic Geo-/Body-Political Shift”
- Leslie Bethell, “Brazil and ‘Latin America’”

Assignments, Grading and Due Dates:

Pre-Course Assignments:

1. Write a 2-3 page essay drawing from Chasteen’s *Blood and Fire* in which you explain any aspect of modern Latin American history that you would be interested in pursuing further, and why. This need not be a strictly formal essay. The essay serves two purposes: first, this is a way for me to orient the course as best I can to accommodate student interest; second, frankly, this is a way for me to ensure that you have read Chasteen’s book, which provides the kind of necessary background for us to have proper discussion of the texts we will be reading. This essay should be submitted to me via email no later than **November 19, 2020**
2. The “short reaction and analytical statements” for the first group of readings (the texts that we will be discussing at our first meeting) should be submitted to me via email no later than Wednesday, **November 29, 2020**

Short Reaction and Analytical Statements:

Each student will submit a brief “Reading Summary and Analysis” as described in the Canvas page under “Assignments.” This is to be completed for **each individual reading** of that unit, following the distinct instructions and template for scholarly articles on the one hand, and for those marked “primary source” on the other. Students should submit these **no later than the very start of each class**, with the exception of those for our first set of readings (see #2 above). Of course, I certainly welcome them earlier.

Participation and Discussion:

The core of this course is the discussion of our course material. All students are expected to contribute to group discussion in a sustained manner, and each student should come prepared with at least **three discussion questions** for our meeting. While full participation is expected from each student in each meeting, the class will be split in 2-3 groups of about 4 students each, with each group guiding our discussion of the readings on a rotating basis. I expect all participants to speak their mind; I also expect that group discussion remain respectful. Discussion (including presentations) forms an important part of grades, and is a crucial part in your learning.

Oral Exam:

Each student will sit with me for a brief (~15 minute) oral exam on a subject or group of readings of their choosing. Students may do this at any time before the end of our course, but should arrange with the instructor with regard to topic and meeting time no less than 24 hours prior to sitting for the exam. I have reserved some time on the day of our last meeting for these exams, but certainly feel free to take the exam earlier at a time that we can arrange.

Post-course Assignment:

Each student will write a short original research paper (~10-12 pages) that integrates **primary and secondary sources** using academic prose, rigorous argumentation and full citations and bibliography. The topic is of the student's choosing, with the instructor's prior approval. Since the

overarching topic of the course is very broad, don't hesitate to propose any topic that captures your imagination – together we can work to tailor it into a topic that is at once interesting to you, appropriate for the course, and workable given our library resources. Students must consult with the course instructor in detail about their project **prior to December 5, 2020**. These papers should be submitted via email no later than **December 27, 2020**.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Final course grades will be based on the following:

Assignment	Due Date	Points
Pre-course assignment 1	November 19, 2020	10
Pre-course assignment 2	November 29, 2020	5
Reaction/Analytical statements	At start of class sessions 2-6	25
Class Participation	During class sessions	25
Oral Exam	Before end of course	15
Post-course assignment	No later than December 27, 2020	20

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

James Cane-Carrasco, Ph.D.

Education

- 2000 University of California – Berkeley Ph.D.
- 1994 University of California – Berkeley MA.
- 1990 University of Wisconsin – Madison B.Sc.

Current Positions

- Associate Professor, Department of History, University of Oklahoma, 2008-present.
- Advanced Programs professor since 2008

Frequently Taught Advanced Programs Courses

HIST 6300 Seminar in Latin American History: Latin America in the Cold War

Major Areas of Teaching and Research Interest

- Core teaching: Modern Latin American History; Media History; Intellectual History.
- Research: My work is on Argentina from the late 19th century through the 1960s. I am interested in the intersection between economic, ideological and cultural processes. My first monograph examined the transformation of the Argentine press in the Peronist years (1940s-1950s), and I am currently at work on a study of spiritism and other forms of heterodox religiosity in Argentina from the 1860s through the mid-1970s.

Representative Publications and Presentations

- *The Fourth Enemy: Journalism & Power in the Making of Peronist Argentina* (Penn State University Press, 2011).
- “Trabajadores de la pluma:’ Periodistas, propietarios y estado en la transformación de la prensa argentina, 1935-1945,” in M. L. Da Orden and J.C Melon Pirro, ed.s, *Prensa y peronismo. Discursos, prácticas, empresas* (Rosario, Arg.: Prohistoria, 2007).
- “‘Unity for the Defense of Culture’: aiape and the Cultural Politics of Argentine Anti-Fascism, 1935-1943,” in *Hispanic American Historical Review*, 77:3 (August 1997): 443-482.

Major Professional Affiliations

- Latin American Studies Association
- American Historical Association

Representative Honors and Awards Received

- Agencia Nacional de Promoción Científica y Tecnológica (Argentine federal government grant) as part of the research group “Peronismo y antiperonismo en la Provincia de Buenos Aires,” 2008-2010.
- Faculty Fellow, National Endowment for the Humanities (SUNY-Buffalo), 2005.
- Fulbright Fellow, Buenos Aires, Argentina, 1997-1998.