Prof. Catherine LeGrand
Office: Leacock 630
Office phone: 398-4400, ext. 09211
E-mail: catherine.legrand@mcgill.ca
Of. Hours: Tues. & Thurs. 4-5 p.m.
Wed. 11:30 a.m.-12:30 p.m.

TAs: Marie-Luise Ermisch
marie-luise.ermisch@mail.mcgill.ca
Martin Ciglenecki
martin.ciglenecki@mail.mcgill.ca

HISTORY 360A (2012-2013)
HISTORY OF LATIN AMERICA SINCE 1825

This course surveys the history of Latin America from Independence in 1825 to the present, focusing on major economic changes, political processes and social issues. This course will provide insight into development problems and movements for social change in the Spanish and Portuguese-speaking areas of the Americas.

Readings:
All books are available at Paragraphe Bookstore (2220 McGill College, tel. 845-5811).
The course pack can be purchased in the McGill Bookstore.

The textbook is

John Charles Chasteen, Born in Blood and Fire: A Concise History of Latin America, 3rd ed. (NY: W.W. Norton, 2011). You may read the 2nd edition (2006) instead. Assigned page numbers for the 2nd ed. are in parentheses on the syllabus.

You should also choose one of the following books, on which you will write a short essay:

José Maria Arguedas, Yawar Fiesta (Austin: University of Texas Press, 1997).
Miguel Barnet, Biography of a Runaway Slave (Willamantic, Ct: Curbstone Press, 2002).
Elisabeth Burgos-Debray, ed., I.... Rigoberta Menchú: An Indian Woman in Guatemala (NY: Verso, 1984).
Gabriel Garcia Márquez, One Hundred Years of Solitude (NY: Harper Perennial, 2006).

All other course readings are in the History 360A course-pack, available at the McGill Bookstore. The course pack is also on reserve in McLennan-Redpath Library.

Assignments:
You all must write one short essay (6-7 pages) on a "primary" source (Arguedas, García Márquez, Barnet or Burgos-Debray), take a map test, participate actively in three discussion groups (including writing questions for discussion for one meeting), and write a final examination in the December exam period. You have a choice for your last assignment: Alternative 1: take a mid-term exam on Oct. 18 and also write two 1-page article analyses, due in the relevant discussion group; or Alternative 2: write a second short essay (6-7 pages), which involves an analytical comparison of several articles (you may choose among several topics) . A detailed explanation of the "primary source" essay and the "analytical article comparison"

essay appear on pp. 7-12 of this syllabus. ON THURSDAY SEPTEMBER 20, YOU WILL BE ASKED TO SPECIFY WHICH ASSIGNMENTS YOU HAVE CHOSEN AND THE DUE DATES (ie. which essay(s), which article analyses, and discussion questions for which discussion meeting).

Assignment Weights:

Alternative 1:

Map Test	5%
Discussion Groups	10%
Essay 1	25%
2 article analyses	10%
Mid-term exam	15%
Final exam	35%

Alternative 2:

Map Test	5%
Discussion Groups	10%
Essay 1	25%
Essay 2	25%
Final exam	35%

Course Outline

September 6 (Thurs.) INTRODUCTION: LATIN AMERICA TODAY

Reading:
Thomas E. Skidmore and Peter H. Smith, Modern Latin America (N.Y.: Oxford University Press, 2005), "Prologue: Why Latin America," pp. 1-12.
John Charles Chasteen, Born in Blood and Fire: A Concise History of Latin America, 3rd ed. (NY: W.W. Norton, 2011), pp. xxi-9 (2nd ed.: pp. 10-23).
Gabriel Garcia Márquez, "The Solitude of Latin America (Nobel Lecture, 1982)," in Gabriel Garcia Márquez and the Powers of Fiction, ed. Julio Ortega and Claudia Elliott (Austin: University of Texas Press, 1988), pp. 87-91.

Sept. 11 (Tues.) COLONIAL FOUNDATIONS AND PROBLEMS OF ORGANIZING NEW NATIONS

Reading: Chasteen, Born in Blood and Fire, chapts. 1-3.

Sept. 13 (Thurs.) THE REALITY: CAUDILLO POLITICS

Reading: Chasteen, Born in Blood and Fire, chapt. 4.

Sept. 18 (Tues.) THE NEW WORLD-ECONOMY AND NINETEENTH-CENTURY IDEAS OF PROGRESS

Reading: Chasteen, Born in Blood and Fire, chapts. 5-6.

Sept. 20 (Thurs.) SLAVERY AND ABOLITION: AFRO-LATIN AMERICANS IN CUBA AND BRAZIL

Reading:

Herbert S. Klein, African Slavery in Latin America and the Caribbean (NY: Oxford University Press, 1986), pp. 89-102, 113-130.

Esteban Montejo, "A Cuban Slave's Testimony," in Darien J. Davis, Slavery and Beyond: The African Impact on Latin America and the Caribbean (Wilmington, Del.: Scholarly Resources, 1995), pp. 11-28;

Sandra Lauderdale Graham, "The Work," in House and Street: The Domestic World of Servants and Masters in Nineteenth-Century Rio de Janeiro (Cambridge: Cambridge University Press, 1988), pp. 31-58.

Sept. 25 (Tues.) DISCUSSION GROUPS

Reading: all readings up to this point in the course, plus the following (on export agriculture and inequality in Colombia and Guatemala, 19th century):

Alain Y. Dessaint, "Effects of the Hacienda and Plantation Systems on Guatemala's Indians," América Indígena 22:4 (October 1962), 323-353.

Frank Safford, "Race, Integration and Progress: Elite Attitudes and the Indian in Colombia, 1750-1870," Hispanic American Historical Review 71:1 (1991), 1-33.

Catherine LeGrand, "Labour Acquisition and Social Conflict on the Colombian Frontier, 1850-1936," Journal of Latin American Studies, vol. 16, pt. 1 (May 1984), 27-49.

Sept. 27 (Thurs.) RURAL ISSUES: EXPORT AGRICULTURE AND INEQUALITY IN COLOMBIA AND GUATEMALA

Reading: the 3 articles for Sept. 25 above

Oct. 2 (Tues.) "LAND AND LIBERTY": THE MEXICAN REVOLUTION

Reading:

Chasteen, Born in Blood and Fire, pp. 217-233 (2nd ed.: pp. 217-229)

Eric Wolf, "Mexico," in Peasant Wars of the Twentieth Century (NY, 1969), pp. 3-50.

Oct. 4 (Thurs.) **MAP TEST** // LAND AND LIBERTY? MEXICO'S INSTITUTIONALIZED REVOLUTION

Reading:

Judith Adler Hellman, Mexico in Crisis (NY: Holmes and Meier, 1983), ch. 2 "A Ruling Party Is Formed," pp. 33-58.

Thomas L. Benjamin, "From the Ruins of the Ancien Régime: Mexico's Monument to the Revolution," in Latin American Popular Culture: An Introduction, ed. by William H. Beezley and Linda Curcio-Nagy (Wilmington, Del.: Scholarly Resources, 2000), pp. 169-182.

Oct. 9 (Tues.) THE BEGINNINGS OF INDUSTRIALIZATION IN LATIN AMERICA

Reading:

Chasteen, pp. 233-252 (2nd ed.: pp. 229-246).

Theresa R. Veccia, "'My Duty as a Woman': Gender Ideology, Work, and Working-Class Women's Lives in Sao Paulo, Brazil, 1900-1950," in Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box, ed. John D. French and Daniel James (Durham, NC: Duke University Press, 1997), pp. 100-146.

Oct. 11 (Thurs.) POPULISM IN PERU AND ARGENTINA

Reading:

Chasteen, pp. 253-261 (2nd ed.: pp. 249-256).

Daniel James, Resistance and Integration: Peronism and the Argentine Working Class, 1946-1976 (Cambridge: Cambridge University Press, 1988), pp. 7-40.

Julie M. Taylor, "The Lady of Hope and the Woman of the Black Myth," and Eva Perón, "Peronist Feminism in Argentina," in Problems in Modern Latin American History: Sources and Interpretations, ed. John Charles Chasteen and James Wood (Wilmington, Del.: Scholarly Resources, 2004), pp. 214-222.

Oct. 16 (Tues.) DISCUSSION GROUPS

Oct. 18 (Thurs.) MID-TERM EXAM

Oct. 23 (Tues.) URBANIZATION IN LATIN AMERICA – THE CULTURE OF POVERTY?

Reading:

M. Patricia Fernández Kelly and Alejandro Portes, "Continent on the Move: Immigrants and Refugees in the Americas," in Americas: New Interpretive Essays, ed. Alfred Stepan (Oxford: Oxford University Press, 1992), pp. 248-274.

Oct. 25 (Thurs.) ROOTS OF SOCIAL REVOLUTION: THE UNITED STATES AND LATIN AMERICA

Reading:

Chasteen, pp. 261-279 (2nd ed.: pp. 257-273).

Louis A. Pérez, Jr., "The Invention of Identity: A Century of the Cuban-North American Encounter," paper presented to the conference "Re-thinking the Post-Colonial Encounter: Transnational Perspectives on the Foreign Presence in Latin America," Yale University, New Haven, Ct., Oct. 19, 1995.

Oct. 30 (Tues.) THE CUBAN REVOLUTION

Reading:

Louis A. Pérez, Jr., "Between Baseball and Bullfighting: The Quest for Nationality in Cuba, 1868-1898," Journal of American History 81 (Sept. 1994), 493-517.

Eric R. Wolf, "Cuba," in Peasant Wars of the Twentieth Century (NY: Harper and Row, 1969), pp. 251-273.

Nov. 1 (Thurs.) FORTIFIED CITIES OF THE CARIBBEAN: SPANISH COLONIAL LEGACIES IN THE 20TH CENTURY

Guest Lecture by Prof. Ricardo Castro, School of Architecture, McGill

Nov. 6 (Tues.) CUBA SINCE 1959

Reading:

Claes Brundenius, "Revolutionary Cuba at 50: Growth with Equity Revisited," Latin American Perspectives, vol. 36, no. 2 (March 2009), 31-48.

Michelle Chase, "Cuba's Generation Gap?" NACLA Report on the Americas, vol. 41, issue 6 (Nov./Dec. 2008), 9-13.

Nov. 8 (Thurs.) GUERRILLA WARFARE IN LATIN AMERICA

Reading:

Ernesto 'Che' Guevara, "Guerrilla Warfare: A Method," (1963) in Guerrilla Warfare, 3rd ed. (Wilmington, Del.: Scholarly Resources, 1997), pp. 147-162.

Alma Guillermoprieto, "The Harsh Angel," in Looking for History: Dispatches from Latin America (NY: Random House, 2001), pp. 72-86.

Nov. 13 (Tues.) COLD WAR BACKLASH: MILITARY REGIMES OF THE 1960s-1980s

Reading:

Chasteen, pp. 285-312 (2nd ed.: pp. 279-305).

Alfred Stepan, "The New Professionalism of Internal Warfare and Military Role Expansion," in Armies and Politics in Latin America, ed. Abraham F. Lowenthal (NY: Holmes & Meier, 1976), pp. 244-260.

Nov. 15 (Thurs.) STATE TERROR IN TWENTIETH CENTURY LATIN AMERICA

Reading:

Nunca Más: The Report of the Argentine National Commission of the Disappeared (NY: Farrar, Strauss, Giroux, 1986), pp. xi-6.

Horacio Verbitsky, The Flight: Confessions of an Argentine Dirty Warrior (NY: The New Press, 1996), pp. 3-10, 17-64, 151-157 (read course pack and, if time, remaining pages on "MyCourses").

Marysa Navarro, "The Personal is Political: *Las Madres de la Plaza de Mayo*," in Power and Popular Protest: Latin American Social Movements, ed. Susan Eckstein (Berkeley: University of California Press, 1989), pp. 241-258.

Nov. 20 (Tues.) THE CATHOLIC CHURCH AND SOCIETY

Reading:

"Religion in Latin America," in Latin America: An Introduction, by Gary Prevost and Harry E. Vanden (Oxford: Oxford University Press, 2011), pp. 141-159.

Chasteen, "Liberation Theology," pp. 280-283 (2nd ed.: pp. 274-277).

Catherine LeGrand, "Transnational Progressive Catholicism: A Preliminary Exploration of the North-South Missionary Nexus between Quebec and Latin America," published in French in Globe: Revue Internationale d'Etudes Québécoises 12:1 (2009), 43-66.

Nov. 22 (Thurs.) CONTEMPORARY ISSUES: THE DRUG ECONOMY AND WAR IN COLOMBIA

Reading:

Chasteen, pp. 313-316 (2nd ed.: pp. 306-309).

Mary Roldán, "Colombia: Cocaine and the 'Miracle' of Modernity in Medellin," in Cocaine: Global Histories, ed. P. Gootenberg (NY: Routledge, 1999), pp. 165-182.

Alfredo Molano, "Violence and Land Colonization," in Violence in Colombia: The Contemporary Crisis in Historical Perspective, ed. Charles Bergquist et al. (Wilmington, Del.: Scholarly Resources, 1992), pp. 195-216.

Nazih Richani, "The Political Economy of Violence: The War-System in Colombia," Journal of Interamerican Studies and World Affairs 39:2 (Summer 1997), 37-81.

Nov. 27 (Tues.) DISCUSSION GROUPS

Nov. 29 (Thurs.) CONTEMPORARY ETHNIC ISSUES: INDIGENOUS SOCIAL AND POLITICAL MOVEMENTS IN LATIN AMERICA// CANADA & LATIN AMERICA: MINING INVESTMENT & THE ENVIRONMENT

Guest Lecture by Prof. Daviken Studnicki-Gizbert, History Department

Reading:

Donna Lee Van Cott, "Indigenous Peoples and Democracy: Issues for Policymakers," in Indigenous Peoples and Democracy in Latin America, ed. D. L. Van Cott (NY: St. Martin's Press, 1995), pp. 1-27.

Republic of Bolivia Constitution of 2009, "Preambule", "Title I: Fundamental Bases of the State", "Title II Fundamental Rights and Guarantees, Chapters 1, 2 and 3 (Section 1)".

Dec. 4 (Tues.) LATIN AMERICAN MIGRATION TO THE US AND CANADA (& FILM "Crucero/Crossroads") & SUGGESTIONS FOR STUDYING FOR FINAL EXAM

Reading:

Robert B. Kent, "The Latin American Diaspora," in Latin America: Regions and People (NY: Guilford Press, 2006), pp. 365-369.

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

HISTORY 360A –WRITTEN ASSIGNMENTS

PERSONAL STATEMENT (Due Tues. Sept. 18) To help me and our TAs get to know you, write 2/3-1 page (single spaced) about yourself, telling us where you're from, what you're majoring in, some interests or hobbies you have outside of school, and what you'd like to be when you grow up. Also we'd like to know whether you have studied or have any previous connections or experiences with Latin America, why you're taking this class, and what you'd like to know about (questions, issues, countries or whatever you care about or are interested in). Please attach a photo or drawing of yourself to this personal statement. (This assignment will be part of your "discussion group" mark.)

MAP TEST (Oct. 4, in class). See "MyCourses" for the study guide for the map test.

EVERYONE MUST CHOOSE TO WRITE ONE ESSAY FROM SECTION A:

A. INTERPRETATION OF A PRIMARY SOURCE (See "MyCourses" for citation form.)

1. There has been a limited nuclear war. The only document to have survived on the lives of people of African descent in Cuba during the 19th and early 20th centuries is Biography of a Runaway Slave. Choose a focus and write an essay analysing and trying to come to some conclusions about that subject. Be sure to present the supporting evidence for your insights. Possible subjects include: the nature of slavery, including social hierarchy and social relations on the plantations; family relations (including relations between men and women); religion, African and Catholic; race and ethnic differentiation and relations; how life changed from slavery to the post-abolition period; or another topic of your choice. Please consult with the prof. if you want to work on another topic. Students who have taken HIST. 197 may not write this essay.
Length: 6-7 pages
Due: Tuesday, Oct. 9, in class.

2. Imagine that there has been a limited nuclear war. The only surviving document that deals with Colombian history is Gabriel García Márquez's novel One Hundred Years of Solitude. You

are an historian: analyse the novel as if it were a primary source. You may focus on an interpretive theme or motif, or on one or a group of characters. For example, you might write on family, or on the role of women, or on the causes and forms of Liberal vs. Conservative conflict, or on the nature and impact of foreign contact, or on another topic of your choice. Consult with the prof. if you want to work on another topic.
Length: 6-7 pages
Due: Tuesday, Oct. 23, in class.

3. . There has been a limited nuclear war. The only surviving document that deals with the highland Andes (Peru, Ecuador, Bolivia) during the 20th century prior to the period of agrarian reform is Yawar Fiesta. These were societies populated by people of Spanish, native Indian, and mixed descent, centred on indigenous communities, great *haciendas* (rural estates) and provincial towns. In the 20th century, the ethnic hierarchy still reflected social and power inequities rooted in the colonial period. You are a historian: analyse this novel (first published in 1941) as if it were a primary source. You may choose to focus on one or a combination of the following questions: 1) Who were the actors in the struggle over the bullfight, and what were the tensions all about? 2) What insight does this book give us into ethnic relations in the mountains and how they play out? (Think about the economy, space, politics, religion, language, community celebrations, etc.) Did people of Spanish descent hold all of the power? 3) Visitors to the Andes often comment on society there as "traditional," "unchanging," "stuck in the past". What kinds of change are portrayed in Yawar Fiesta; who initiates these changes, for what reasons, and with what effects? 4) The book focuses not only on indigenous peasants and the notables of the town, but also on the connections of local society to the capital Lima on the coast. What kinds of change does the central government initiate and why? For IDS students, what insights does this novel give you about issues and problems of "development"?
Length: 6-7 pages
Due: Tuesday, Oct. 30, in class.

4. There has been a limited nuclear war. The only surviving document that deals with Guatemala between 1960 and 1983 is I, Rigoberta Menchú. Based on this testimony, answer the following question: By the late 1970s and early 1980s, why did many Guatemalan Indians, including Rigoberta Menchú, come to oppose their own government to the extent that they passively or actively supported guerrilla groups that took up arms against the government? Some say the autobiography of Rigoberta Menchú is a story of coming to consciousness: consciousness of what, and how and why did this happen in Menchú's life?
Length: 6-7 pages
Due: Tuesday, Nov. 20, in class.

STUDENTS WHO CHOSE ALTERNATIVE 2 WILL ELECT TO WRITE ON ONE OF THE FOLLOWING TOPICS:

B. ANALYTICAL ARTICLE COMPARISON

Each of the following selections of articles deals with a common theme. Choose one topic, and write a 6-7 page essay in which you lay out what the arguments of the authors are, where they agree and disagree and why, and what insight these readings have given you on this topic and questions for research on it. Some of the readings for this assignment are part of your class readings; copies of those that are not class readings are either available on "MyCourses" or else are on reserve in the library (take them out and xerox them for your own use in writing this assignment).

1. Indigenous People, the Nation and the Republican State in the Nineteenth Century.
Due Tuesday, Oct. 2, in class.
The following articles deal with images of native people in nationalist discourse, with official policies towards them, and with the interactions of native people with the government and political parties in 19th century Colombia. In what various ways were native people portrayed, how did non-indigenous authorities and people impinge on their lives, and how did the native people of Cauca (Colombia) portray themselves as they attempted to advance their own interests?
Rebecca Earle, "*Sobre Heroes y Tumbas*: National Symbols in Nineteenth-Century Spanish America," Hispanic American Historical Review 85:3 (Aug. 2005), 375-416.
Article by Frank Safford, "Race, Integration and Progress" (assigned for Sept. 25)
James Sanders, "Belonging to the Great Granadan Family: Partisan Struggle and the Construction of Indigenous Identity and Politics in Southwestern Colombia, 1849-1890," in Race and Nation in Modern Latin America, ed. Nancy P. Appelbaum et al. (Chapel Hill: Univ. of North Carolina Press, 2003), pp. 56-86.

2. Impact of Agricultural Export Economies on Rural People. Due: Tues., Oct. 9, in class.
In what ways did the rapid growth of agricultural export economies affect rural people and what were their responses?
Read articles by Dessaint and LeGrand (assigned for Sept. 25) and Eric Wolf's chapter on "Mexico" (assigned for Oct. 2).

3. Twentieth-Century Populism. Due: Tuesday, Oct. 23
What similarities and what differences do you see in Stein's, Smith's and James' explanations of lower class support for populist leaders in the 1920s-1950s?
Steve Stein, Populism in Peru: The Emergence of the Masses and the Politics of Social Control (Madison: University of Wisconsin Press, 1980), chapt. 1;
Peter H. Smith, "Social Mobilization, Political Participation, and the Rise of Juan Peron," Political Science Quarterly 84:1 (March 1969), 30-49.
Daniel James reading assigned for Oct. 11.

4. The Urban Poor and the "Culture of Poverty" Due: Thursday, Nov. 1
Anthropologist Oscar Lewis hypothesized that the urban poor in large cities develop a "culture of poverty", a set of norms and values that keep them poor. This concept contributed significantly to President Lyndon B. Johnson's development of the "War on Poverty" in the United States in the late 1960s. What is Lewis's argument, and how do the other readings and film support or contest his ideas?

Oscar Lewis, "The Culture of Poverty," Scientific American (October 1966), 19-25.

Janice Perlman, "Chapt. 1 Cities and Squatters," in The Myth of Marginality: Urban Poverty and Politics in Rio de Janeiro (Berkeley: University of California Press, 1976), 1-17;

William Rowe and Vivian Schelling, "Urban Contexts, " in Memory and Modernity: Popular Culture in Latin America (London: Verso, 1991), pp. 97-106;

Thomas Angotti, "The Latin American Metropolis and the Growth of Inequality" and Jo-Marie Burt and Cesar Espejo, "The Struggles of a Self-Built Community," in NACLA Report on the Americas 28:4 (Jan./Feb. 1995), 13-25;

One of the two following movies: "Villa El Salvador, A Desert Dream" – on an urban squatter settlement in Peru [GREEN VHS V001] OR "City of God" – on poor urban youth involved in the drug trade in Brazil [DVD – PN1997 C51733]

5. Nationalism in Cuba and the Dominican Republic. Due: Thursday, Nov. 8.
Political scientist Benedict Anderson's concept of the nation as an "imagined community" has had a major impact across disciplines on how we study nationalism. Read the first parts of his seminal book and then two innovative historians of Latin America: Pérez on the influence of the U.S. in the formulation of Cuban national identity and Turits on Dominican dictator Trujillo's anti-Haitian massacre in 1937. What does Pérez argue? What does Turits argue about how the changing relationship with Haiti shaped Dominican nationalism? How does Anderson's concept of "imagined community" inform both Perez's and Turits' work?

Benedict Anderson, Imagined Communities: Reflections on the Origin and Spread of Nationalism (London: Verso, 1991), revised. ed., Intro.& chapts. 2-4 (pp. 1-65).

Louis A. Pérez, Jr. "The Invention of Identity" (assigned for Oct. 25) and "Between Baseball and Bullfighting" (assigned for Oct. 30);

Richard Lee Turits, "A World Destroyed, A Nation Imposed: The 1937 Haitian Massacre in the Dominican Republic," Hispanic American Historical Review 82:3 (Aug. 2002), 589-635.

6. U.S. Influence in Cuba prior to the Cuban Revolution of 1959. Due: Tuesday Nov. 13
Eric Wolf in the assigned reading for Oct. 30 lays out the generally accepted interpretation of how U.S. influence in Cuba in part precipitated the Cuban Revolution. Louis A. Pérez, Jr. presents a more nuanced, cultural interpretation. What is Wolf arguing about the nature of US influence in Cuba and the causes of the Cuban Revolution? How does Pérez approach the question of US influence in Cuba and its social and political impact differently? What does Pérez look at and what argument(s) does he make? Does he agree or disagree with Wolf? Is he asking different questions?

Wolf, "Cuba" (assigned for Oct. 30) [CONT. NEXT PAGE…]

6. US Influence in Cuba (cont.)
Pérez, "The Invention of Identity" (assigned for Oct. 25) and "Between Baseball and Bullfighting" (assigned for Oct. 30)
Louis A. Pérez, Jr., "Introduction" and Chapt. 7 "Illusive Expectations" in On Becoming Cuban: Identity, Nationality, and Culture (Chapel Hill: University of North Carolina Press, 1999), pp. 5-15 and 445-505.

7. Military Regimes. Due Tuesday, Nov. 27 (in discussion groups)
Class readings assigned for Nov. 13 and 15.
Brian Loveman and Thomas Davies, ed., The Politics of Antipolitics: The Military in Latin America (Lincoln: University of Nebraska Press, 1978), pp. 3-13, 223-228, 251-269.
Patricia J. Sethi, "Interview with General Pinochet," LASA Forum 15:2 (summer 1984).

For this assignment, you are reading several articles on the military regimes of the Southern Cone, some by social scientists and others that are interviews with military people (General Pinochet of Chile, Scilingo of Argentina). Because the military dictatorships of the Southern Cone (Brazil, Argentina, Chile) were similar to each other, you should assume that the articles all refer to the same place (ie in this essay you are not trying to distinguish differences between the different countries).

These articles don't really argue against each other. Rather each focuses on a different aspect – a different piece – of the puzzle that helps us to understand the logic of military rule in South America. Your task is not to compare and contrast the authors' arguments. Rather, use these articles to think about why the militaries as institutions took power when they did, the logic of what they did (economic policy, political organization, relations with the civilian population), how they justified it, and the nature of compliance and/or resistance these regimes generated. We want you to refer to (analyze) all the readings in your effort to make sense of the logic of these regimes (i.e. how the various pieces relate to each other). So, you are to use these articles to think through how the authoritarian military regimes understood and justified what they did, and how their populations responded to them (to the extent that your readings shed light on this). Toward the end of your essay, you might address what questions or issues these readings leave you with – i.e. what questions remain for investigation? In relation to the readings, you might think about how a nation can move forward from these kinds of events – but it is not necessary that you address this issue.

Thus, for this paper, you do not need to come up with a single argument. Rather, this is an exploratory essay in which you think through how the various aspects of the military regimes related to each other (ideology, economic policy, political forms, use of repression, etc.) and how, subjectively, people involved in them made sense of what they were doing.

C. DISCUSSION GROUPS
You are expected to attend three conference groups during the term on the following Tuesdays: Sept. 25, Oct. 16, Nov. 27. For one of these meetings, you should submit 3-5 questions to generate discussion, based on the assigned readings for one topic in the class (I will indicate to you ahead of time which readings relate to one topic). Imagine that you are the professor: based

on the readings, what questions will generate discussion that helps us make connections between the readings and/or deal with important issues in Latin America? E-mail your questions to the leader of your discussion group (your T.A. or the prof.) by 4:15 p.m. on the Monday before conference (i.e. the day before). Be sure to write your name, your TA's name and the time and place of your Conference Group on your paper. For students choosing Alternative 1, you will e-mail your article analysis to your discussion group leader by Monday at 4:15 p.m. for the Tuesday when we are discussing this article. For the article analysis, think about: What is the author's subject? What questions does the author seek to answer? What is the author arguing? What kind of evidence (sources) does the author use?

Articles on which you may choose to write analyses:
for September 25:
Lauderdale Graham, "The Work"; Dessaint, "Effects of the Hacienda and Plantation Systems"; Safford, "Race, Integration and Progress"; or LeGrand, "Labor Acquisition"

for October 16:
Wolf, "Mexico"; Hellman, "A Ruling Party is Formed"; Benjamin, "From the Ruins"; Veccia, "My Duty as a Woman"; James, Resistance and Integration

for November 27:
Perez, Jr., "The Invention of Identity"; Perez, "Between Baseball and Bullfighting"; Wolf, "Cuba"; LeGrand, "Transnational Progressive Catholicism"; Roldan, "Colombia: Cocaine"; Richani, "Political Economy of Violence"; Van Cott, "Indigenous Peoples and Democracy"