

Latin America in the Global Sixties

Course number: LAS366 and HIS 363k

Meets: MWF @ 12-12.50, SHR Room 1.320

Instructor: Pilar Zazueta

Office hours: **MWF by appointment**

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What is this course about?

The long 1960s (1959-1973) was a tumultuous time even by Latin American standards. Revolutionaries, indigenous leaders, students, feminists, liberation theologians, hippies and other groups proposed new ways of seeing the world, addressing social problems and participating in politics.

In this course we will address the following questions: What was the impact of the Cuban revolution in Latin American politics? How did gender roles and women's participation on public life change during this time? How did student movements develop in the region and what was their political and cultural influence? What is the counter-culture and how did it emerge in Latin America? What role did the left play in the transformation of education, medicine, and social policy in the region?

Topics covered

- 1) Left wing movements and the Cuban Revolution
- 2) Effects of the Cuban Revolution (international relations and national politics)
- 3) Youth, counterculture and gender
- 4) Student movements
- 5) Reformist public policy in Latin America

Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Course Requirements

Attendance

Attendance is 15% of the grade

Attendance is mandatory.

It is important to come to class in order to succeed in this course. If you have to miss a class it is your responsibility to update your notes. Please ask your fellow students to lend you their notes and let you know about any news announced in class. Also, any major changes to the syllabus or calendar will be posted on Canvas. Attendance policies are below:

- a) You can miss 1 to 3 classes without any penalization. You do not have to let me know in advance.
- b) Attendance will be recorded starting on the third day of class.
- c) Try not to be late.

Attendance to Friday discussions is mandatory. Please review participation section for more information.

Participation

Online comments 15%+ In class participation 10%= 25%

What do I have to do to get full credit (pass)?

- Each student in the class should post 12 comments throughout the semester. Most comments are worth a point, except: 1. De la Fuente, 2. Carey (Plaza of Sacrifices), 3. Dunn. Those comments are worth 2 points. In other words 9 comments worth 1 point + 3 comments worth 2 points= 15 points
- Comments should NOT be a summary of the reading.
- Comments should be 250 words minimum.
- Comments are due at 7 am.
- DO NOT use bullet points in your comments. Write paragraphs.
- Comments should include questions (about the argument, ask for clarifications, etc).
- You can include critical assessments or praise of the readings (but you should back up your claims with evidence). Examples: "I think the reading should include X because it would help us understand Y" ; "I like the reading because it made me think about X problem".
- IF YOU MISS ONE OR MORE POSTS- you can post them after the due date and before the last day of class. If the post is more than three hours late but less than a day you'll get a .25 deduction. If you post after 24 hours you'll only receive half the credit (for example if the post is worth 5 points, three days after it's worth only 2.5 points). Last day to post comments is December 9th.

- IF YOU POST ON TIME and your post does not get a passing grade (for example the comment does not reflect sufficient engagement with the readings or the content of the comment does not match the content of the reading) you'll have the opportunity to re-post within three days to get full credit.

In class participation.

Students must address these questions in class:

- 1) What is the most important point in the readings?
- 2) Who are the main protagonists of the readings? -What are people doing and why?
- 3) What theories or concepts do the author(s) use? How do they use these concepts? (If there is no conceptual framework that is an observation too.)
- 4) Formulate at least 3 questions about the reading. (Do you have any questions/need clarifications about the reading? Does one reading shed new light on the other readings?)

Bear in mind that **everyone** in the class must read ALL the assigned texts for the day.

Class participation also includes regular interaction during class time.

Take home exams.

You will receive sample questions in advance during the study sessions.

Exams: Midterm-20% + Final 20% = 40%

- You will post your answers on Canvas.
- I WILL NOT RECEIVE LATE SUBMISSIONS. If for some reason Canvas is not working send me an e-mail with the file using your UT email account. If you do not use your UT account I will not receive your e-mail.
- Early exams will not be given. The examinations may be made-up if missed for medical reasons but you must have a note from a doctor. Unless there is an emergency, please contact me before the exam. If you contact me during or after the exam, you will not be allowed a make-up exam or alternative assignment.

Social media history content exercise.

Create an historical Twitter or Instagram account using primary sources. 25%

Detailed instructions on Canvas posted the first day of class.

You can work on this project individually or in groups of two students.

SUMMARY AND TOTAL NUMBER OF ASSIGNMENTS:

- Attendance 10%
- 2 exams- 40 %
- Participation 25%
- Social media assignment 25%

Rounding will be as follows:

79.5 = 80 (B-)

BUT 79.4 = 79 (C+)

In other words, when rounding is performed, nn.5 is always rounded UP.

Points	Grades	Description
96-100	A	Exceptional, outstanding and excellent performance. Usually achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
90-95	A-	
87-89	B+	Very good, good and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
83-86	B	
80-82	B-	
77-79	C+	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
73-76	C	
70-72	C-	
67-69	D+	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
63-66	D	
60-62	D-	
Under 60	F	Unsatisfactory performance.

Readings and calendar

Readings are available online via Canvas. You have to print them out on your own.

<p>Part I. Revolution and Counterrevolution.</p> <p>In this section we will analyze the influence of Marxist thought in Latin American in the mid-twentieth century. The two main examples are the political changes in Guatemala (and the subsequent repression) and the Cuban Revolution. Subsequently the Cuban Revolution helped shape new forms of leftist politics in the region as well as US policy towards Latin America for most of the Cold War.</p>		
Week 1-2		<p>Grandin, Greg, 1962, Deborah Levenson-Estrada, and Elizabeth Oglesby. <i>The Guatemala Reader: History, Culture, Politics</i>. Durham: Duke University Press, 2011.</p> <p>(One Chapter)</p>
Week 3		<p>Chase, Michelle. <i>Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962</i>. Chapel Hill: The University of North Carolina Press, 2015. Chapter 2.</p>
Week 4		<p>Che Guevara: New Man in Cuba in Márquez, Iván. 2008. <i>Contemporary Latin American social and political thought: an anthology</i>. Lanham: Rowman & Littlefield Publishers. See reading guide on Canvas</p> <p>Screening of “Che: Part I” by Dir. Steven Sodeberg. (You are expected to watch part II of this movie on you own. We cannot see it in class because it is too long).</p>
Week 5		<p>Alejandro de la Fuente, “Building a Nation for All” in Fuente, Alejandro de la. 2001. <i>A Nation for all: Race, Onequality, and Politics in twentieth-century Cuba</i>. Chapel Hill: University of North Carolina Press. (Chapter 7)</p>
Week 6		<p>Pedemonte, Rafael. 2019. "The Meeting of Revolutionary Roads: Chilean-Cuban Interactions, 1959–1970." <i>Hispanic American Historical Review</i> 99 (2): 275-302.</p>

Week 7		Jeffrey Taffet, "The Making of an Economic Anti-American: Eduardo Frei and Chile in the 1960s" in McPherson, Alan L. 2006. <i>Anti-Americanism in Latin America and the Caribbean</i> . New York: Berghahn
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<p>Part II. <i>Llegaron los hippies</i>. Young people became central social and political actors in the 1960s. In this section, we will examine how the concepts of "youth" and modernity were articulated in different Latin American contexts. Another theme are the new middle classes and how these social actors transformed the popular and consumer culture.</p>		
Week 8		Cosse, I. 2014. "Mafalda: Middle Class, Everyday Life, and Politics in Argentina, 1964-1973". <i>Hispanic American Historical Review</i> . 94 (1): 35-75.
Week 9		Exam
<p>Part III. Social movements in the 1960s.</p> <p>The 1960s was a decade of social mobilization all over the world. Once we have analyzed the structural as well as social changes in the region we will explore how this were reflected in political organization by students at public universities, in the Catholic Church and in state bureaucracies in charge of social policy. We will examine the legacies of these social movement as well contemporary criticisms.</p>		
Week 10		Carey, Elaine. 2005. <i>Plaza of sacrifices: gender, power, and terror in 1968 Mexico</i> . Albuquerque: University of New Mexico Press.
Week 11		Markarian, Vania. <i>Uruguay 1968: Student Activism from Global Counterculture to Molotov Cocktails</i> University of California Press, 2016. Ch 4
Week 12		Dunn, Christopher. 2001. <i>Brutality garden: Tropicália and the emergence of a Brazilian counterculture</i> . Chapel Hill, NC: University of North Carolina Press Ch 4
Week 13		Freire, Paulo, "Pedagogy of the Oppressed," in Márquez, Iván. 2008. <i>Contemporary Latin American social and political thought: an anthology</i> . Lanham: Rowman & Littlefield Publishers.

Week 14		Thanksgiving
Week 15		Cant, Anna. 2012. 'Land for those who work it': A visual analysis of agrarian reform posters in Velasco's Peru. <i>Journal of Latin American Studies</i> 44 (1): 1.
Week 16		Exam

Other course information

Emergencies

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

Commitment to Inclusiveness and Diversity

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Honesty

Any instance of academic dishonesty (including plagiarism) will not be tolerated. University of Texas at Austin's policies on academic integrity will be strictly followed in any of such instances. If you have not seen it, please take a moment to read these policies:

http://deanofstudents.utexas.edu/sjs/acadint_what_is.php

If you have doubts about citation procedures or if you are not sure if something constitutes plagiarism or not, please consult with me or the teaching assistant. You may also take a look at this guide:

http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf

Academic Policies and Procedures

For information about adding and dropping classes, changing pass fail registration and other academic matters please refer to UT's general academic policies and procedures:

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/>

Student Support Services

These are very important resources to have in mind:

The Writing Center <http://uwc.utexas.edu/>

Sanger Learning Center <http://www.utexas.edu/ugs/slc>

Career Services <http://www.utexas.edu/ugs/csacc>

<http://www.utexas.edu/academics/career-services-offices>

Health Services <http://healthyhorns.utexas.edu/>

Counseling and Mental Health Services <http://cmhc.utexas.edu/>

Services for Students with Disabilities <http://ddce.utexas.edu/disability/>

Email and Communication

I will make most announcements during class. Important news will also be broadcasted by email through Canvas.

You are expected to check your e-mail regularly. Please make sure to set your notification preferences in Canvas to ASP or daily. If you cancel you notifications you will not be able to see important class announcements.

If possible, ask me questions about the course before and after class and during my office hours. When you need to communicate with me via e-mail please **include your name and the course number** in the message subject/title. I will try to respond to your e-mail as soon as possible but please do not expect an immediate response. I am available Monday through Friday. Please avoid sending me message during the weekend and I promise to do the same. I will be unable to respond to e-mails a few hours before class and the final exam.

Cell Phones, laptops and other electronic devices:

Please try not to use your phones, PDAs, iPods or other electronic devices during class. Set them in silent mode to not distract the instructor and your fellow students. If you must send and/or check your messages please do so discretely. I would prefer that you take notes on a paper notebook instead of using your laptop (although I understand that it might be absolutely necessary to use a computer in some cases). Experts on technology and education have discovered that using electronic devices during lectures can be detrimental to learning:

“The purpose of the present study was to examine the impact of multi-tasking with digital technologies while attempting to learn from real-time classroom lectures in a university setting. Four digitally-based multi-tasking activities (texting using a cell-phone, emailing, MSN messaging and Facebook™) were compared to 3 control groups (paper-and-pencil note-taking, word-processing note-taking and a natural use of technology condition) over three consecutive lectures. Comparisons indicated that participants in the Facebook™ and MSN conditions performed more poorly than those in the paper-and-pencil use control...**These analyses indicated that participants who did not use any technologies in the lectures outperformed students who used some form of technology...** Contrary to popular beliefs, attempting to attend to lectures and engage digital technologies for off-task activities can have a detrimental impact on learning.”¹

¹ Eileen Wood et al., “Examining the Impact of off-Task Multi-Tasking with Technology on Real-Time Classroom Learning,” *Computers & Education* 58, no. 1 (January 2012): 365–74, doi:10.1016/j.compedu.2011.08.029.