

HIST 510 - The Literature of History
Seminary: LATIN AMERICAN CITIES IN HISTORY

Professor Lise Sedrez
Spring 2010 W 6:30-9:15PM
Location: LA5 Room 148

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Office Hours: T 10-12, W 3:30-5:30, Th 5-6
See <http://www.sedrez.com/html/officehours.html>

This course is a reading colloquium to introduce you to the concept of urban history in Modern Latin American historiography. We will examine different thematic approaches to urban history, (cities and gender, cities and labor, policing cities, urbanization, environment and development), and we will also study how historians used these approaches on their study of some selected Latin American cities.

Historians ask questions about the past, which they try to answer on the basis of research. To do this, historians must learn how to ask historical questions, how to find historical sources, and how to read the works of other historians for argument, rather than just for content. While your research seminars focus on the first two skills, we will devote our attention to the last, which you will practice in short papers and class discussions covering the assigned readings. The course will culminate in the completion of a historiographic essay on a topic of your own choosing.

A NOTE ABOUT THE CALIFORNIA BUDGET CRISIS:

Faculty across the 23- campus CSU system voted during July 2009 to take a 9.23% salary reduction by going on unpaid furloughs. They did this to reduce the negative impact of a \$584 million budget cut to the CSU for this academic year. The vote for furlough was designed to mitigate the layoff of faculty and the canceling of classes. Furloughs mean that each faculty member must take nine academic days off per semester. This will result in fewer class meetings per course, reduced office hours and access to professors, and canceled events, even though student tuition was increased 30%. You can start to prevent this from happening again next year by logging on to <http://savethesuu.com> and getting involved in campus actions against further budget cuts.

Please note that budget cuts will completely close the CSULB campus on March 26th, April 21st and May 6th. In addition, there will be days when staff are furloughed that will result in closed offices. A list of when the History Department will be closed is available at the office and at the website www.csulb.edu/history. Please note that other campus services will be periodically unavailable to you throughout the semester because of budget cuts. The additional “faculty choice” furlough days when this class will not meet are indicated below on the course schedule.

STUDENT LEARNING OBJECTIVES

After successful completion of the course of study, the student will be able to demonstrate the following skills and knowledge:

- 1) to evaluate the social, intellectual, political, and economic history of cities in Latin America
 - Assessment: class discussions of readings, brief response papers, original research paper, book reviews
- 2) to understand the different urban experiences in Latin America, geographically and chronologically
 - Assessment: class discussions of readings, brief response papers, original research paper, annotated bibliography

- 3) to analyze the impact of urbanization on the historical construction of concepts such as race, gender and class in Latin America
 - Assessment: class discussions of readings and movies, short papers, debates, research papers
- 4) understand history as a discipline
 - Assessment: class discussions of readings, brief response papers, original research paper
- 5) understand conceptual methods, i.e., periodization, interpretation
 - Assessment: class discussions of readings, original research paper, book review
- 6) evaluate the difference between secondary and primary sources
 - Assessment: class discussions of readings, original research paper, annotated bibliography
- 7) develop writing, analytical, organizational, oral, mechanical, computer, and library skills
 - Assessment: class discussions of readings, brief response papers, original research paper, book review, annotated bibliography
- 8) discuss critically the role of studies of cities and urban space in Latin American historiography
 - Assessment: book reviews, class discussions of readings, short papers, research or review papers, debates

COURSE PLAN:

Class meetings will consist mainly of oral reports by students on books & articles they have read, with commentary by the instructor and other students. In the first part of the course, we will read mainly articles discussing the concept of urban history, potential sources and the development of the field in Latin America.

In the second part of the course we will focus on different cities, and then you will read **one book and one article** each week. Do not assume the CSULB library has enough copies of the required books available. **USE LINK+ TO ORDER YOUR BOOKS WELL IN ADVANCE.** You may also have to use Interlibrary Loan, and it takes some time. **PLAN YOUR READING SCHEDULE ACCORDINGLY.** You will read at least seven books for class discussions. You will have some leeway in selecting books that interest you—for each city, you will have a list of two or three books from which choose. (If you have particular interest on a book that is not in the list, but fits the goal for the class, please discuss with me whether a substitution is possible). By Feb.17th, I should know which books you are planning on reading, and I may request you to change some of your choices.

In the third part of the course we will work on your historiography essays and wrap up our discussions on the state of the field.

ASSESSMENT:

Participation	15%
Response papers	15%
Book reviews (2 @ 15)	30%
Historiography paper	30%
(First draft, bibliography, peer review)	10%

Participation: This class is organized as a reading colloquium, meaning that the class sessions themselves are 100% lecture-free forums for the discussion of ideas provoked by the readings. My role in this context is to facilitate discussion only. My minimum expectation is that you attend every class having completed all readings for the week, and having given them some thought. Your grade will be based upon the quality of your contributions to class discussions – that is, on whether your contributions constitute a valuable addition to your colleagues’ knowledge. See handout for criteria for good discussion participation.

You must meet with me at least once during my office hours to discuss your paper, no later than April 14th.

Response papers: Each week students are expected to submit a one page response to that week's readings. The reading responses should address the following questions explicitly: What is the book's argument/thesis? What sources does it use? Are the arguments and documentation compelling? Why or why not?

Response papers are posted on Beachboard on Tuesday morning. Late response papers will affect your grade. You are supposed to read your colleagues' response papers as well.

Book Reviews: A book review is more than just a summary of the content of a book; it focuses on argument and how the author supports that argument. Writing a review of an article, chapter, or book requires that you grasp the author's main point and boil it down to a brief explanation, then that you evaluate the strength of that argument. These short reviews should give primary emphasis to historiography issues—e.g. genre, sources, methods, and relationship to other literature in the field—and secondary emphasis to the ostensible substance—the “content” or findings of the book. A general rubric for developing these reviews is available at BeachBoard, and I will discuss further guidelines in class.

You must write reviews for *at least two* books related to our class, along the semester. The first one is due on March 3rd and the other on April 14. Submit your written review via Beachboard (using Turnitin Assignments). Each review will be between four to six double-spaced pages. See handout on how to write a book review, at BeachBoard. **I WILL NOT ACCEPT LATE REVIEWS.**

At Beachboard you will also find a link to RefWorks, where I organized a short database with suggested books and articles on history of cities in Latin America. Some of them are in Spanish or Portuguese and have not yet been translated. I encourage you to review this rich literature, if at all possible. I will be willing to accept suggestions for book reviews that are not among the assigned in this syllabus OR in RefWorks database. You must, however, let me know and obtain my permission for the substitution at least with two weeks in advance, and share your review with your colleagues at the Beachboard Discussion board, once it is done.

Historiography Essay: By the end of the semester, you will write a review essay (between 15-20 pp.) consisting of a thoughtful reflection of one aspect of scholarly literature on urban history in Latin American. In this paper, you will analyze the articles and books in a systematic and coherent format, considering how they fit together regarding sources, methods, and theoretical approach. The paper should explicitly compare books with each other, placing them within a historiographical context. In order to accomplish this in your paper, you will need to pay close attention to the oral reports that other students give in class, drawing on their explanations for a comparative framework in which to consider the books you have read. In this paper, you must explain what historians have argued about a particular topic of your choice. Your topic may be thematic (i.e., some aspect of urban history across Latin America) or you may focus on one city. This is much more than a “compare and contrast” exercise; you must explain the differences between various “schools” of historical interpretation regarding your topic, and think like a historian about what each of this “schools” has contributed for the literature.

You must analyze *at least eight* secondary sources (scholarly monographs and articles in scholarly journals only – no book reviews or textbooks!).

The paper:

- Your paper must present and defend a thesis of your own – your argument about the major trends or schools in historical interpretation of your general topic. Remember, your goal is to make an argument about the *historiography* on your topic, not about the topic itself. A PAPER WITHOUT A CLEARLY STATED THESIS WILL RECEIVE A FAILING GRADE.
- To support your argument, you must analyze the historiography of your topic in a manner that traces changes and explains differences in interpretation. You must present detailed evidence from your secondary sources, including properly-cited quotations from your secondary sources.
- Take careful notes on each author's thesis, types of sources, the relationship between the author's argument and other historical interpretations, and the relative strengths and weaknesses of each work. Be sure that your notes indicate the exact page numbers for key passages. As you read, think about how these historians' questions and interpretations have changed over time and try to fit the authors' interpretations fit into "groups" or "schools" of interpretation.
- Make sure that you follow Turabian or Chicago style for your references. Faulty references will affect heavily your grade, and may constitute plagiarism.

An example of a published historiographical essay written by a professional historian will be made available to you.

Final draft is due on May 19th on BeachBoard, Turnitin Assignments, and a hardcopy in my office, at 6:30 pm. Late papers will be heavily degraded and I may not accept them.

Peer-reviewing discussion: There is no final exam for this class. However, there will be a final discussion on May 12th. Bring three copies of your **close to complete** draft to class on **May 5rd**, and you will exchange them with two of your colleagues—I will keep the third copy. You will also read/comment on THEIR papers (it counts for YOUR participation grade) and return them on **May 12th**. Our class session of the May 12th will be devoted to discussing and constructively critiquing each others' papers. Participants will be expected to use these critiques to improve their own papers before submitting the final draft.

Note: A **close to complete** draft must have an introduction, a thesis, a conclusion and a bibliography. It must be spell-checked and fairly organized. It is NOT an outline. I will not grade your content, but drafts that are not really "close to complete" will be degraded.

GUIDELINES:

Students are responsible for meeting the course guidelines and assignments and for seeking clarification if necessary. I reserve the right to make changes to the syllabus if I deem them necessary. You are responsible for knowing about these changes.

Attendance: Because classroom participation and discussion is essential for successfully completing this course, you must attend all sessions. Failure to do so without a very legitimate excuse will make it difficult for you to excel in this course.

Reading assignment: This is a rigorous graduate seminar designed to teach you how to read critically about a broad array of historical topics. The reading load is heavy and will require you to maintain the pace set out in the syllabus in order not to fall behind. I expect students to complete all of the reading prior to the seminar discussion.

Make-up Policy: All course assignments must be fulfilled in order to receive a passing grade. Students **must** contact the instructor if a conflict will prevent him/her attending class or fulfilling an assignment on time. Only students who have contacted the instructor will be considered for permission to make up missed assignments. Late assignments will be penalized, so plan ahead.

Communication: I will use email to distribute assignments and other information related to this course. You are responsible for any information distributed this way. Make sure that the email address listed in “My CSULB” and on BeachBoard is the one you actually use. If not, please change it. You are responsible for making sure that the correct address is listed so that you do not miss any emails.

If you have questions, feel free to email me, or, better yet, to come and see me in my office hours. Ask questions in a timely manner if you don’t understand class material or an assignment. If you don’t ask, I can legitimately assume that you have all the information you need.

Refworks: You must open a RefWorks account to create your own bibliography. We will attend a library training session on Feb 24 – after this date I will assume that all have RefWorks accounts.

Plagiarism: **CHEATING and PLAGIARISM are serious offenses and will not be tolerated.** They are violations of university regulations. Students in this class will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Such actions will be subject to disciplinary action. If I suspect any of the above, I may ask to see notes and draft. If you have any questions about academic integrity, please talk with me. A single instance of cheating and plagiarism will result, at the very least, in a failing grade for that assignment. Depending on the severity of the case, other consequences may include a failing grade for the class, regardless of performance on other assignments, and further disciplinary actions, including suspension and expulsion, based on University policy as summarized in the Schedule of Classes. (Graduate students will be held to an even higher standard. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments.) While all written work must be exclusively your work, you are encouraged to work together when appropriate.

Please consult the schedule of classes and the university catalog for all academic policies, procedures, and deadlines covering **course withdrawals, plagiarism, excused absences, disabilities**, and other university regulations.

Students with Disabilities: I will make every effort for reasonable accommodation of the needs of students with disabilities. Please discuss your request with me within the first two weeks of the semester and/or with the Office of Disable Student Services in Brotman Hall 270.

The instructor may make adjustments to the syllabus during the semester.

Class Schedule & Readings

Links or copies of articles and book chapters are available at Beachboard.

A database with all works cited here, and others, is available at Refworks:

<http://www.refworks.com/refshare?site=03047111475800000/RWWS1AA1051067/Urban%20Latin%20America>

FIRST PART

Jan 27 – Introduction & expectations

Feb 3 – Urban History: what is it?

Munford, *The Culture of Cities*

Salter, “How to Read a City”

Morse “Cities as People ”

Celik & Favro; “Methods of Urban History”

Feb 10 - Urban History in Latin America: the evolution of the field

Morse. “A prolegomenon to Latin American urban history”

Pineo and Baer. “Introduction”

Rosenthal. “Spectacle, fear, and protest: A guide to the history of urban public space in Latin America”

Andrews. “Latin American urban history”

Joseph and Szuchman. “The City as Vision”

Feb 17 – The city in Latin America: basic overview

Hardoy. “Theory and practice of urban planning in Europe, 1850-1930: its transfer to Latin America”

Myers. “Latin American cities: Internationally embedded but nationally influential”

Almandoz Marte. “Introduction”

Lejeune, “Dreams of Order”

Marías & Kagan, “Four cities and their images: Mexico City, Lima, Cuzco, Potosi”

In class:

Debret’s paintings (presentation in class)

Czajkowski & Sendyk. *Do cosmógrafo ao satélite*

Feb 24 – Using Library resources

Meeting with Greg Armento, Spidell Room, Library. Do not be late.

FACULTY FURLOUGH DAY. I WILL NOT BE PRESENT AT THE LIBRARY SESSION.

SECOND PART

March 3 - Mexico City

Books: Lear, *Workers, neighbors, and citizens* OR

Buchenau, *Tools of Progress: A German Merchant Family in Mexico City, 1865-Present*,
OR

Arrom, *Containing the Poor: The Mexico City Poor House, 1774-1871*

Articles: Canclini, "Mexico: Cultural globalization in a disintegrating city" OR

Diaz, "The satiric penny press for workers in Mexico, 1900-1910" OR

Bliss, "The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in
Revolutionary Mexico City"

March 12 – Movie: Amores Perros, City of God, or Machuca.

March 17 - Buenos Aires

Books: Scobie, *Buenos Aires: Plaza to suburb, 1870-1910* OR

Baily, *Immigrants in the Lands of Promise: Italians in Buenos Aires and New York City,
1870-1914* OR

Guy, *Sex and Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina*

Articles: Gutiérrez, "Buenos Aires, a great European city" (in *Planning Latin America's...*) OR

Aboy, "The Right to a Home": Public Housing in Post-World War II Buenos Aires OR

Ruggiero, "The Devil and Modernity in Late Nineteenth-Century Buenos Aires"

March 24 – Rio de Janeiro

Books: Frank, *Dutra's world: Wealth and family in nineteenth-century Rio de Janeiro*. OR

Holloway, *Policing Rio de Janeiro: Repression and resistance in a 19th-century city* OR

Lauderdale Graham, *House and street: The domestic world of servants and masters in
nineteenth-century Rio de Janeiro*.

Articles: Chasteen, "The prehistory of samba: Carnival dancing in Rio de Janeiro, 1840-1917" OR

Pino, "Dark Mirror of Modernization: The Favelas of Rio de Janeiro in the Boom Years,
1948-1960" OR

Chalhoub, "The Politics of Disease Control: Yellow Fever and Race in Nineteenth Century
Rio de Janeiro"

March 31 – SPRING BREAK

April 7 – Lima

Books: Hunefeldt & Stern, *Paying the Price of Freedom* OR

Walker, *Shaking Ground the 1746 earthquake-tsunami in Lima, Peru, and its long aftermath*

Articles: Parker, "Civilizing the City of Kings: hygiene and housing in Lima, Peru" (in *Cities of
Hope*) OR

Parker, "White-Collar Lima, 1910-1929: Commercial Employees and the Rise of the
Peruvian Middle Class" OR

Reese, "Script of urban surgery: Lima, 1850-1940" (in *Planning...*)

April 14 – Havana

Books: Scarpaci, Segre, Coyula. *Havana: Two faces of the Antillean metropolis* OR
Sweig, *Inside the Cuban Revolution: Fidel Castro and the urban underground*

Articles: Segre, “Havana, from Tacón to Forestier” (in *Planning...*) OR
Johnson, ““La Guerra Contra los Habitantes de los Arrabales”: Changing Patterns of Land
Use and Land Tenancy in and around Havana, 1763-1800” OR
Venegas Fornias, Menocal & Shaw, “Havana between Two Centuries”

April 21 – FURLOUGH, NO CLASS

THIRD PART

April 28 – No class – scheduled meetings with me to discuss your paper, from 5 to 9 pm.

May 5 – Presentation of papers

Bring three (3) copies of your close to finished paper.

May 12 – Final discussion on the student papers

MAY 18, 6 PM – FINAL PAPER DUE ON TURNITIN AND HARDCOPY (MY OFFICE)