

HISTORY 730

COLD WAR LATIN AMERICA

Professor Patrick Iber

Spring 2020 / M 1:20-3:15 / 5257 Mosse

Office Hours: Thursday 2:30-4:30, Mosse 5123, and by appointment

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This course will provide a forum for learning and discussing the history of Cold War Latin America. Central themes include political violence, economic inequality, and social revolution. The class will feature a range of geographically and methodologically diverse readings that highlight recent changes to our understanding of the region in this period. Broad interpretations will be put in conversation with specialized monographs. Readings include books that foreground political, cultural, social, and economic approaches, as well as insights from the history of gender, digital history, and transnational history. The course is open to all M.A. and Ph.D. students, including those whose primary area of study is not Latin America but who would benefit from the comparative analysis. The final project will be a historiographical paper on a topic chosen by the student.

This course counts for three credits. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus.

The primary goals of this class are to give graduate students an opportunity to

- Gain an understanding of recent trends in the historiography of Cold War Latin America,
- Critically evaluate the strengths and weakness of historical monographs,
- Evaluate and apply the methods used for historical analysis, and
- Communicate ideas in written work and discussion according to professional standards.

Course expectations:

- Discussion, 24%: should be active, engaged, thoughtful, and open to learning from others.
- Short responses, 19%: each week of readings (excepting the first) you should write a 300-500-word short response. Print two copies and bring them with you to class.

They will be circulated and read by all before we begin our discussion. You can try to answer one or some of the questions posed that week, or comment on any aspect of the reading you found notable and would like to discuss further. The response must end by posing an open-ended question, posed to the class, that can serve as the basis for discussion. Go beyond factual matters: what are the stakes? What matters about this book and our understanding of it?

- Historiographical paper, 57%: at the end of the course, students will write a paper. I would like you to take three monographs that cover the same topic, or are at least closely related. I would like you to focus on analyzing the approach taken by the authors. How do the works situate their topics with respect to the Cold War? How do they define the Cold War, perhaps implicitly? Is there a development in the historiography, or any particular trend in evidence? Is there a relationship between methods adopted and interpretations or conclusions? The paper should be approximately 20 pages in length, and analyze at least three books not on the reading list. (If you want to include a fourth book that is on the list for purposes of writing, that is fine.)
- Don't let grades interfere with your learning; the purpose of education lies elsewhere.

Course texts:

Please note that in one week you can choose among a variety of books. I have not listed all of them here. Some books are available as ebooks or library reserve.

Greg Grandin, *The Last Colonial Massacre: Latin America in the Cold War*, updated edition (Chicago: University of Chicago Press, 2011), ISBN 0226306909, \$22.50

Ernesto Semán, *Ambassadors of the Working Class: Argentina's International Labor Activists and Cold War Democracy in the Americas* (Durham: Duke University Press, 2017), ISBN 9780822369059, \$27.95.

Alejandro Velasco, *Barrio Rising: Urban Popular Politics and the Making of Modern Venezuela*. (Oakland: University of California Press, 2015), ISBN 9780520283329, \$27.95.

Lillian Guerra, *Visions of Power in Cuba: Revolution, Redemption, and Resistance, 1959-1971*, (Chapel Hill: University of North Carolina Press, 2012), ISBN 1469618869, \$34.95.

Hal Brands Jr., *Latin America's Cold War*, (Cambridge: Harvard University Press, 2011), ISBN 0674064275, \$22.50

Rob Karl, *Forgotten Peace: Reform, Violence, and the Making of Contemporary Colombia*, (Oakland: University of California Press, 2017), ISBN 0520293932, \$34.95.

Amy Offner, *Sorting Out the Mixed Economy: The Rise and Fall of Welfare and Developmental States in the Americas* (Princeton: Princeton University Press, 2019), ISBN 0691190933, \$39.95.

Ben Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (Chapel Hill: UNC Press, 2016), ISBN 9781469627502, \$34.95.

Aldo Marchesi, *Latin America's Radical Left: Rebellion and Cold War in the Global 1960s* (Cambridge: Cambridge University Press, 2017), ISBN 1316630714, \$29.99.

Tanya Harmer, *Allende's Chile and the Inter-American Cold War* (Chapel Hill: UNC Press, 2014), ISBN 1469613905, \$32.50.

Heidi Tinsman, *Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States*, (Durham: Duke University Press, 2014), ISBN 0822355353, \$28.95.

Course schedule:

The first day of semester is Tuesday, January 21, and since our class is on a Monday we don't meet until the following week. Please come to the first class having read Grandin's *The Last Colonial Massacre*, which is available as an ebook through the library web site.

- 1) January 27: Greg Grandin, *The Last Colonial Massacre*
- 2) February 3: Ernesto Semán, *Ambassadors of the Working Class*
- 3) February 10: Alejandro Velasco, *Barrio Rising*
- 4) February 17: Lillian Guerra, *Visions of Power in Cuba*
- 5) February 24: Hal Brands Jr., *Latin America's Cold War*
- 6) March 2: Rob Karl, *Forgotten Peace*
- 7) March 9: Amy Offner, *Sorting out the Mixed Economy*
- 8) March 16: Spring Break
- 9) March 23: Ben Cowan, *Securing Sex*
- 10) March 30: Tanya Harmer, *Allende's Chile and The Inter-American Cold War*
- 11) April 6: You will choose one of the following
 - a. Alexander Aviña, *Specters of Revolution*
 - b. Renata Keller, *Mexico's Cold War*
 - c. Eric Zolov, *Refried Elvis*
- 12) April 13: Aldo Marchesi, *Latin America's Radical Left*
- 13) April 20: Heidi Tinsman, *Buying into the Regime: Grapes and Consumption in Cold War Chile and the United States*
- 14) April 27: Vanni Pettinà, introduction to *Historia minima de la Guerra fría* [PDF provided]

Exams last through May 8th.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I, will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>