

HIS 408/508-01: Becoming Urban: Latin American Cities from Colony to the Present

Tuesday & Thursday | 2:00 pm- 3:15 pm | School of Education 118

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Office Hours: Via Zoom on Mondays and Wednesdays from 10 - 11 am or by appointment. Click the “Zoom” tab on Canvas and join the scheduled Zoom office hours



Map of Tenochtitlán, 1524



Modernist Brasilia, Brazil

Course Description

From the discovery of the world’s richest silver deposits in Bolivia in the 16th century to the 2019 social uprisings in Chile, Latin America has been at the center of debates on political economy, modernization, citizenship, and democracy-making. Since colonial times to the present day, Latin American cities have captured the attention of colonizers, travelers, cartographers, and journalists as much as they continue to inspire scholarly undertakings across disciplines. Latin America is today the most urbanized region in the world, the result of massive rural to urban migrations that intensified in the middle of the twentieth century. Rapid urbanization created different challenges for Latin American elites, as well as for working men and women seeking a place of their own in the region’s booming urban centers. Urban planning and housing policies became a priority for ruling governments of diverse political tendencies, as reformers increasingly embraced ideas of development and modernization. It is widely accepted that in Latin America, one in four people lives in a poor, underserved, legally precarious neighborhood. But in this class, we will trouble assumptions about Latin America’s inherent “informality.” This class engages global issues pertaining to urban poverty and economic and political trends, but it highlights regional dynamics that have transformed Latin American cities.

The study of cities and urban space is an inherently interdisciplinary process; thus, this class will draw from history, anthropology, critical geography, and urban studies. This course proceeds chronologically and thematically and examines transformations in urban life and space roughly from the colonial era to the late twentieth century. We will look at how people experienced life in the city and how struggles over class, race, and gender have manifested themselves in urban space. In addition, we will consider how Latin American cities and their inhabitants have been imagined, and how such representations have impacted state policy, social movements, and everyday life.

Assignments & Grading

This course is structured as a seminar. Lectures will be short and there will be no exams. Instead, students are responsible for generating thoughtful, critical, and passionate discussions about the assigned material. This means that you will have to read, write, think, and actively participate.

Undergraduate Grading Breakdown

• Attendance & Participation	20%
• Response Papers (3)	30%
• Newspaper Journal	20%
• Final Project	30%
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Total	100 %

Graduate Student Grading Breakdown

• Attendance & Participation	20%
• Response Papers (3)	30%
• Leading Class Discussion (2)	10%
○ Hand in discussion questions day of presentation	
○ Required meetings with instructor before presentations	
• Book Review (Kris Lane, <i>Potosí</i>)	15%
• Final Review Essay	25%
○ 3 monographs- can include Potosi book	
○ Required meeting with instructor to discuss book selections	
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Total	100%

Grading Scale

A: 93- 100	C+: 77-79	
A-: 90-92	C: 73-76	F: 0-62
B+: 87-89	C-: 70-72	
B: 83- 86	D+: 67-69	
B-: 80-82	D: 63-66	

Assignment Explanation for BOTH Grad and undergrad

Attendance: You are expected to attend the entire class to be counted as present for that day. You are allotted (2) unexcused absences. You need not ask for permission or provide documentation for those two missed classes. However, you are still responsible for any missed notes and for turning in assignments on time. All absences beyond the allotted two (2) will need to be excused and will require official documentation that validates your reason for missing class. Unless excused, absences beyond two (2) class period are considered excessive and will result in a drastic reduction of the grade. After missing more than four (4) classes, excused or unexcused, I will ask you to drop the course. It is your responsibility to make up missed work within one week of the absence.

***Should COVID-19 related situations arise, please come to me and we will make a one-on-one plan ***

Participation: This class will be primarily discussion-based, and as such I expect all students to actively participate in our conversations. This means coming to class prepared, having read the assignments carefully ahead of time, and bringing questions/issues/doubts that you would like to discuss. In class, I expect all students to contribute through attentively listening to your classmates' ideas and offering your own.

Response Papers: There will be three (3) response papers throughout the semester, each responding to the unit theme. Prompts will be provided on Canvas. These should be typed, Times New Roman 12 pt Font, 1-inch margins, and 5-6 pages double spaced.

For full points, papers should include the following 4 things, woven together gracefully and clearly

1. Articulate an argument relating to the unit's theme based on assigned primary and secondary sources.
2. Relate multiple readings to each other – Do they make similar or different arguments, and how so? You can integrate one or two quotes from the texts, but I'd prefer your own sophisticated and fine-tuned synthesis.
3. Contextualize and/or critique the readings. Consider the context (historical, personal, political) in which it was written. What do you think may have been going on politically or ideologically at the time that shaped the writer's project and assumptions? Where are strong and weak points in the argumentation?
4. Finally, open your thinking out to link these materials to other readings in our class, to the points we have engaged in conversation, and to your own life experience. What connections can you draw? Reflect broadly and freely.

Undergraduate	Graduate
<p>Newspaper Journal: This assignment is designed to help you become acquainted with current events in Latin America, read critically, and write succinct but analytical reflections on different reports on the region. This assignment is intentionally open-ended to allow you to read on topics that interest you. You may choose to read news about one particular place or on one particular theme, or you may take more of a “buffet” approach and read on a wider variety of topics. Either is fine.</p> <p>To do this, you need to read or listen to eight different articles or podcasts over the course of</p>	<p>Leading Class Discussions: On two (2) days of your own choosing, you will be responsible for leading class discussion together with the instructor. This means that for the days you choose, you are responsible for coming up with thoughtful questions about the assigned texts through which to engage your peers. You must turn in these questions to the instructor the day you lead discussion. I will model how to do this the first few weeks. Detailed guidelines will be posted to Canvas.</p>

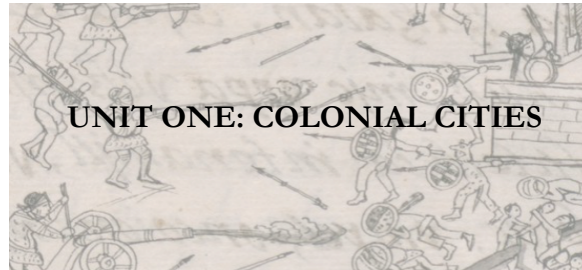
<p>the semester and write a one-paragraph reflection on each one. <u>At least 3 of your articles/podcasts need to be feature length pieces</u>. See list of acceptable news sources in both English and Spanish on Canvas. You will submit 4 of these paragraphs (on 4 different articles/podcasts) by mid-semester.</p>	
<p>Final Project:</p> <p>This assignment builds on both response papers and the newspaper journals. You are required to produce an analytical think-piece in a creative medium of your choosing: a) written format, such as investigative reporting for instance (6-8 pages); b) recorded podcast of 15-20 minutes in length; or c) a creative outlet of your choice approved by instructor.</p> <p>You will choose a theme that connects to class readings AND to your journal responses and produce an analytical piece that relates these different sources to each other: what has changed in this place/theme over time? What led to these changes? Have representations of actors changed over time? Do different sources (primary sources and scholarly sources) differ from journalistic accounts, and how so? What lessons can you draw about the place/topic? How does it broaden your perspective of urban Latin America?</p>	<p>Analytical essay: Write a 4-5-page analysis of Kris Lane’s, <i>Potosí: The Silver City that Changed the World</i>. In this assessment, explore the book’s argument and evidence and place the work in its historiographical context. Think about the structure of the chapters and how it helps make the author’s case. Discuss how the work changes your thinking about interpreting history, writing history, and/or pursuing further research. Do not simply summarize the book. An example of an analytical essay can be found on Canvas.</p> <p>Review Essay: Building on the skills you have mastered in the writing of a single book analysis; you will write an analytical essay of 8-10 pages assessing three scholarly monographs on a topic of your choice. You have the option to make <i>Potosí</i> one of your required texts. Establish similarities and differences in argument and approach among the books you have chosen. What do these similarities/differences suggest? What are the accomplishments and limitations of each work and what might be fruitful avenues for future research? When read together, what do these texts say about the urban form and your chosen theme?</p> <p>Make sure to receive approval from instructor on your book choices.</p>

Note: This syllabus is subject to change based on your feedback and on the instructor’s judgement. Should changes be made (less not more), you will be notified at least one week in advance, both in class and through Canvas.

All the readings will be uploaded to Canvas as PDFs. We will read one full manuscript, which can be found as an e-book at the UNCG library. If you prefer to purchase the book in print copy, below are the details:

Kris Lane, *Potosí: The Silver City that Changed the World* (Oakland: University of California Press, 2019) *Can read electronically as an e-book through the UNCG library site*

COURSE SCHEDULE



NOTE: Undergraduate students are highly encouraged to look through and read what is assigned to graduate students if you find the texts particularly appealing.

Week 1: Course Introduction & Inverting the Gaze

Tuesday, January: Introductions

- Syllabus
- Map of Latin America/ What are maps and how to read them

Thursday, January 21

- Peter Winn, “A View from the South,” from *Americas: The Changing Face of Latin America & the Caribbean* (1995)

Grad students also read:

- José C. Moya, “Latin America: The Limitations and Meaning of a Historical Category” from the *Oxford Handbook of Latin America*.

Week 2: Colonial Mappings

Tuesday, January 26: Mapping and Imagining the “Other”

- Barbara E. Mundy, “Mapping the Aztec Capital: The 1524 Nuremburg Map of Tenochtitlan, Its Sources and Meanings” *Imago Mundi* 50 (1998): 11–33.

Primary Sources:

- Hernán Cortés to Charles V, “The Taking of Tenochtitlán”
- Bernal Díaz del Castillo, “The True History of the Conquest of New Spain,” selections on descriptions of Tenochtitlán.

Grad students also read:

- Gilbert Joseph and Mark Szuchman, *I Saw a City Invincible: Urban Portraits of Latin America*, “Chapter 2: Tenochtitlán and Mexico City under Aztec and Spanish Rule”, pp. 33-57.

Thursday, January 28: Race and Congregation

- “Congregation: Urbanization and the Construction of the Indian,” in Daniel Nemser, *Infrastructures of Race: Concentration and Biopolitics in Colonial Mexico*, pp. 24-64.

Grad students also read:

- “Enclosure: The Architecture of Mestizo Conversion” pp. 65- 100; and “Segregation: Sovereignty, Economy, and the Problem with Mixture,” pp. 101-132 in Daniel Nemser, *Infrastructures of Race: Concentration and Biopolitics in Colonial Mexico*.

Week 3: Cities of Wealth and Exploitation

Tuesday, February 2

- Kris Lane, *Potosí: The Silver City that Changed the World*, pp. 1- 19 [Introduction] and pp. 20-45 [Bonanza].

Grad students read:

- “Introduction” in Allison Margaret Bigelow, *Mining Language: Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World*. The University of North Carolina Press, 2020.

Thursday, February 4

- Kris Lane, *Potosí*, Chapter 2: pp. 46-66 and Chapter 3, pp. 67-91.

Grad students read:

- Chapter 8, Silver: “Amalgamating Knowledge, Translating Empire,” in Allison Margaret Bigelow, *Mining Language: Racial Thinking, Indigenous Knowledge, and Colonial Metallurgy in the Early Modern Iberian World*. The University of North Carolina Press, 2020.

Week 4: Potosí

Tuesday, February 9

- Kris Lane, *Potosí*, Chapter 4, “An Improbable Global City,” pp. 92-116.

Grad students read:

- Chapter 5 and 6 of Kris Lane, *Potosí*

Thursday, February 11

- Kris Lane, *Potosí*, Chapter 7, “From Revival to Revolution,” pp. 158-180

Grad students read:

- Chapter 8, “Summing Up,” in Kris Lane, *Potosí*

DUE FOR GRAD: Analytical essay of Potosí



Week 5: Women in Urban Space (Long Nineteenth Century)

Tuesday, February 16:

- **DUE for both: Short essay # 1**
- Sonya Lipsett-Rivera, Chapter 4, “Beyond the Door,” in *Gender and the Negotiation of Daily Life in Mexico, 1750-1856*, pp. 105-135.

Grad students also read:

- Chapters two and three from Sonya Lipsett-Rivera, *Gender and the Negotiation of Daily Life in Mexico, 1750-1856*, Lincoln: University of Nebraska Press, 2012

Primary sources

- The Pious and Honorable Life of Ana Juana of Cochabamba (1675) in Erin O’Connor and Leo J. Garofalo’s *Documenting Latin America: Gender, Race, and Empire*. Vol 1.
- Beatriz de Padilla, Mulatta Mistress and Mother in *Colonial Spanish America: A Documentary History* by Kenneth Mills and William Taylor (1998)
- “The Most Vile Atrocities:” Accusations of Slander Against María Cofignie, Parda Libre” in Richard Boyer and Geoffrey Spurling, *Colonial Lives: Documents on Latin American History, 1550-1850*

Thursday, February 18

- William E. French, “Prostitutes and Guardian Angels: Women, Work, and the Family in Porfirian Mexico,” *Hispanic American Historical Review* 72, no. 4 (November 1992): 529-553.

Grad students also read:

- Elizabeth Kuzensof, “The Role of the Female-Headed Household in Brazilian Modernization: São Paulo 1765 to 1836,” *Journal of Social History* 13, no. 4 (Summer 1980): 589-608.

Week 6: Nation-State Formation in Latin America

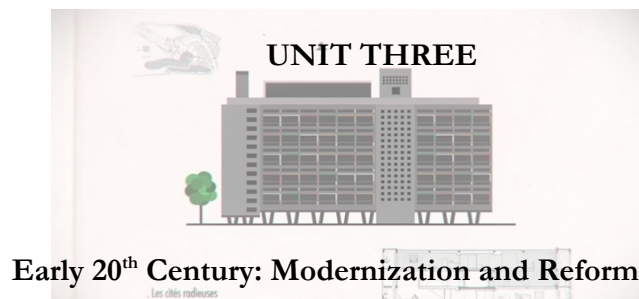
Tuesday, February 23: Immobility, mobility, and race

- Zephyr Frank and Whitney Berry, “The Slave Market in Rio de Janeiro circa 1869: Context, Movement and Social Experience,” *Journal of Latin American Geography* 9, no. 3 (2010): 85-107.

- Rebecca Scott, "Public Rights and Private Commerce: A Nineteenth-Century Atlantic Creole Itinerary," *Current Anthropology* (April 2007): 237-256.

Thursday, February 25: States of Confinement

- Ryan Edwards, "Post-Colonial Latin America since 1800," in *A Global History of Convicts and Penal Colonies* pp. 245-270.
- Sarah Radcliffe, "Imagining the State as a Space: Territoriality and the Formation of the State in Ecuador," in *States of Imagination: Ethnographic Explorations of the Postcolonial State*, pp. 123-144.



Week 7: Modernization and Control

Tuesday, March 2

- Pablo Piccato, "Urbanistas, Ambulantes, and Mendigos: The Dispute for Urban Space in Mexico City, 1890-1930," pp. 113- 140 in Carlos Aguirre and Robert Buffington, eds., *Reconstructing Criminality in Latin America* (2000).

Grad Students also read:

- Teresa Meade, "Civilizing Rio de Janeiro: The Public Health Campaign and the Riot of 1904," *Journal of Social History* 20, No. 2 (1986), 301-322.

Thursday, March 4

- Raymond B. Craib, "Students, Anarchists and Categories of Persecution in Chile, 1920." *A Contracorriente* 8, no. 1 (Fall 2010): 22-60.

- **Due: Undergrads submit 4 of the newspaper journal reflections**

Week 8: Cities of Labor and Working-Class Politics

Tuesday, March 9

- Elizabeth, Quay Hutchison. "'El fruto envenenado del arbol capitalista': Women Workers and the Prostitution of Labor in Urban Chile, 1896-1925'" *Journal of Women's History* 9, no. 4 (Winter, 1998): 131-151.

- Barbara Weinstein, “Unskilled Workers, Skilled Housewife: Constructing the Working- Class Woman in São Paulo, Brazil” in John French and Daniel James, eds., *The Gendered Worlds of Latin American Women Workers: From Household and Factory to the Union Hall and Ballot Box* (Durham: Duke University Press, 1997), pp. 72-95.

Thursday, March 11

- Daniel James, “October 17th and 18th, 1945: Mass Protest, Peronism, and the Argentine Working Class,” *Journal of Social History* (1988), 441–461.

Week 9: Modernist Architecture

Tuesday, March 16

- James C. Scott, “The High-Modernist City: An Experiment and a Critique,” in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale University Press, 1998), 103–146.
- James Holston, “The Death of the Street,” in *The Modernist City: An Anthropological Critique of Brasília* (Chicago: University of Chicago Press 1989), 101–144.

Thursday, March 18: No Class

- **Due: Response Paper # 2 for both grad and undergrad, integrating unit two and three themes**



Week 10: Urban Marginality

Tuesday, March 23

- Roger Vekemans and George Giusti, “Marginality and Ideology in Latin American Development,” *Studies in Comparative International Development* 5, no. 11 (1970): 221-232.

Thursday, March 25

- Loïc Wacquant, *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (Cambridge, Malden, MA: Polity Press, 2008), selections.
- Teresa Caldeira, “Marginality, Again?!” *International Journal of Urban and Regional Research* 33, no. 3 (September 2009): 848-853.

Week 11: Urban Popular Politics and New Forms of Citizenship

Tuesday, March 30

- Read “The Politics of the Streets,” pp. 1-16; and “Of Spoons and Other Political Things: The Design of Socialist Citizenship,” pp. 17-42 in Camilo Trumper, *Ephemeral Histories: Public Art, Politics, and the Struggle for the Streets in Chile* (Oakland, California: University of California Press, 2016).

Thursday, April 1

- Documentary Film, *La Batalla de Chile*, selections in class.
- Read “The politics of place in the ‘Cinema of Allende’,” pp. 128-161 in Camilo Trumper, *Ephemeral Histories: Public Art, Politics, and the Struggle for the Streets in Chile*

Grad students also read:

- Thomas Miller Klubock, “History and Memory in Neoliberal Chile: Patricio Guzmán’s *Obstinate Memory* and *The Battle of Chile*,” *Radical History Review* 85 (Winter 2003): 272-281.

Week 12: Taking Space and Auto-Construction

Tuesday, April 6: Self- Construction

- James Holston, “Autoconstruction in Working-Class Brazil,” *Cultural Anthropology* 6, no. 4 (November 1991): 447-465.

Grad students read:

- TBD

Thursday, April 8: Land Seizures and Revolutionary Consciousness

- Marian Schlotterbeck, “‘By Our Own Means’: Building a Socialist Utopia in Revolutionary Shantytowns,” pp. 63-89 in her *Beyond the Vanguard: Everyday Revolutionaries in Allende’s Chile* (Oakland, California: University of California Press, 2018).

Grad Students Read:

- Alejandro Velasco, “A Weapon as Powerful as the Vote: Urban Protest and Electoral Politics in Venezuela, 1978–1983,” *Hispanic American Historical Review* 90 No. 4 (2010), 661–695.

Week 13: The Neoliberal City

Tuesday, April 13

- Edward Murphy, “Aesthetics of Order: Forging Spaces of Distinction amid Neoliberal Expansion,” pp. 164-190 in *For a Proper Home: Housing Rights in the Margins of Urban Chile, 1960-2010* (Pittsburgh PA: University of Pittsburgh Press, 2015).

Grad students also read:

- Bryan McCann, “Mobilization,” in *Hard Times in the Marvelous City: From Dictatorship to Democracy in the Favelas of Rio de Janeiro* (Durham: Duke University Press, 2014), 43–76

Thursday, April 15

- Edward Murphy, *For a Proper Home: Housing Rights in the Margins of Urban Chile*, selections

- “Containing Protest in the Transition to Democracy,” pp. 193-218
- “Fractures of Home and Nation: Property Titling after the Dictatorship,” pp. 219-241.

Grad students also read:

- Christopher Gaffney, “Mega-events and socio-spatial dynamics in Rio de Janeiro, 1919–2016,” *Journal of Latin American Geography* 9, No. 1 (2010), 7–29

Week 14: Individual Meetings with Instructor: Final Paper Discussions

Tuesday, April 20- Students A through L

- **DUE: Response Paper # 3 for both**

Thursday, April 22- Students M through Z

Week 15: The End!

Tuesday, April 27 – No Class per registrar’s calendar → substituted for Friday’s schedule

Thursday, April 29- Reading Day

Final Project and analytical review essay: Thursday, May 6, 6:30 PM

COURSE POLICIES

University Policy Regarding COVID-19 Classroom Safety

All students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when

they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Late assignment policy, make-ups: Late assignments are accepted and will be penalized 10%, or one letter grade per day late. The one exception to this policy is the final exam, for which I will not accept late work. Reading quizzes and the map quiz cannot be made up unless pre-arranged with the professor.

Laptop, Tablet, Cell phone policy: Students are expected to take notes by hand. You should either print the readings or bring detailed reading notes with you to class. This course will also have a strict no cell phone policy.

Disruptive Behavior: Arriving late, packing up or leaving early, and talking during class are a few common examples of disruptive classroom behavior. These will not be tolerated.

Respectful engagement with peers: The classroom is an academically productive and safe environment for students to express their opinions and ask questions. History is controversial, and sensitive themes will be discussed in this class. Students are expected to treat their classmates with respect and maturity, and any behavior that inhibits productive academic engagement will not be permitted.

Contacting your Professor: Please call me Dr. or Professor Jashari (YA-SHAH-REE) and contact me via email (d_jashari@uncg.edu). During weekdays, you can expect a reply within 24 hours; on weekends, I will reply within 48 hours. Please plan accordingly. Structure your emails in a professional way and be mindful of your tone.

Academic Integrity: I take violations of academic integrity very seriously.

Please ask me if you have any questions about what constitutes plagiarism and know that it will not be tolerated in this classroom.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at:

<http://academicintegrity.uncg.edu/complete/>.

The following is the University's definition of plagiarism:

Representing the words, thoughts, or ideas of another, as one's own in any academic exercise.

Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements.

Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing

Academic Integrity charges. Examples of plagiarism include, but are not limited to, the following:

- submitting work done by another, whether a commercial or non-commercial enterprise, including the Internet, as one's own work
- failure to properly cite references and/or sources
- submitting, as one's own, work done by or copied from another including work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment

Office of Accessibility Resources and Services (ods.uncg.edu/): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without the appropriate paperwork from OARS.

Information Technology Services (its.uncg.edu/): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

University Writing Center (writingcenter.uncg.edu/): Provides help with paper structure, argument, grammar, style, etc.