Voyages, Culture, Sex
Journeys around the history of Modern Latin America

Hist265 – Bowden 116 – TTH 5.30-6.45pm
Ángeles Picone mapicone@emory.edu
Office hours: Wed 2-5 and by appointment – Bowden 125

Course Description

What is the first thing that comes to mind when you think about travel in Latin America? This course takes that and shakes it by examining other types of travel in the modern history of the region. We will explore the history of Modern Latin America from a traveler’s perspective. The continental scale and the diversity of topics that we will examine enable us to literally tour the fascinating history from Rio Grande to Tierra del Fuego.

We will discuss the contexts of scientific surveys, military campaigns, political rallies, and vacations by studying travel accounts, maps, guidebooks, paintings, and pamphlets. We will follow Alexander Von Humboldt’s and Ernesto Che Guevara’s explorations. As we tour, we will bring to the fore issues of nation-building, migration, revolution, and dictatorship. The final project will be a collaborative website that reflects on heritage, memory, and tourism. Overall, you will gain knowledge on Latin American history and historical and practical skills to help you become a critical thinker and a great traveler.

Required Texts

Teresa Meade, A history of Modern Latin America: 1800 to the Present, 2010 (Chichester, West Sussex: Wiley-Blackwell)


Erica Williams, Sex Tourism in Bahia, 2013 (Champaign: University of Illinois Press).
Learning aims

Historical skills
• Locate in time and space major events and processes in modern Latin America history.
• Explain, conceptualize, and problematize major events, processes, and ideas in modern Latin American history.
• Analyze travel accounts, maps, and other types of travel materials.
• Apply your knowledge for asking more questions.

Practical skills
• Use appropriate language for oral and written assignments.
• Plan, produce, and assess group work.
• Prepare, lead, and summarize discussions.
• Produce a mini-website.
• Reflect upon your own work.

Useful resources

1) My office hours. Schedule an appointment via e-mail or the Outlook calendar.
2) The reference desk. They are on level 2 at Woodruff Library. They can help you find virtually anything you are looking for. You can also chat or call them.
3) The subject librarian. Phil McLeod is our librarian. He is also very helpful. Schedule an appointment with him by sending him an e-mail.
4) The Writing Center. Using the center does not mean you are a bad writer. It is an extra set of eyes that reads your work and helps you revise it.
5) The Emory Center for Digital Scholarship. It is located on level 3 at Woodruff Library.
How to be successful in this class

There are several things you have to do to learn during this semester; some are basic attitudes, some are a little more demanding. I am taking all these into account for your grade. Let us start with the ground rules:

Come to class and be on time. If you cannot make it, or you know you are going to be late because you are walking from another class, please let me know. Being absent does not exempt you from reading and/or handing in assignments.

Turn your phones off and put them away. Your phone does not facilitate learning, it distracts you. It also distracts me. Phones off and in your bags please.

Dress appropriately. Please do not come in pyjamas or clothes you use to sleep in.

Laptops, ipads, and other devices. I do not mind your using laptops or tablets for learning. Please, do not use Facebook or other social media in class, avoid visiting unrelated websites. It distracts your fellow classmates. I reserve the right to prohibit these devices if they are a barrier to your learning. As a side note, I strongly advice you to take notes on notepads. Jotting down ideas helps you process them and internalize them better.

Be responsible. Read the given texts, do the assignments, engage, bring the reading material to our sessions. If you have questions, ask them. If you do not want to ask them in front of everybody, come and see me. Be responsible for your own learning.

Use of language. You are here to learn how to express complex ideas so language is important. Written and oral articulation and accuracy will enhance your learning. Pay attention how you present and how you write. We are not talking about “that guy”, and things are not “like” anything. Either they are or they are not. They may be similar to something else.

Respect the College Honor Code. In case you forgot about it, you can find it here http://catalog.college.emory.edu///academic/policy/honor_code.html Especially, pay attention to the section that deals with plagiarism and fraud.
Grading

**Class performance:** This is probably the most open assessment opportunity. It includes the good attitudes listed on the previous page and your weekly responses to readings. These responses can be in different formats and you don’t have to cover them all (although you can, of course). First, it is how you work in class (participation being the main point). Second, we will have several in-class assignments that will be included in this grade. Third, you will have an opportunity to comment on the class blog at hist285.wordpress.com; you MUST respond at least TWICE in the semester (before and after Spring Break). (15%)

**Class leadership:** Every Tuesday, one of you will present the source for that week in five-seven minutes. This should include background knowledge and/or a summary. After class, you will write a post for the class blog that summarizes the main points of discussion and poses questions that you want to address in the following meetings. It is important, then, that you post this no later than Wednesdays at noon. Since we might have more students than Tuesdays, some weeks we will replicate this presentation and short report some Thursdays. Blog reports should be 250-300 words excluding questions. (15%)

**Source analysis:** It has two parts. You will first hand in a 4 or 5-page essay with a source analysis and then you are going to build on this by bringing in another source. It would be interesting to have different types of sources, like a photograph and an account. Hence, your grade will be progressive. It will NOT be an average of two grades because the point is that you improve your analysis. (20%)

**Quiz (2):** There will be two quizzes in the semester with any five types of questions: map quiz, multiple choice, true or false, matching, and short answer questions. (15%)

**Group interview and report to Erica William’s visit:** On 03/31 Dr. Williams will visit our class. You will prepare questions for her based on her book and write a 2-page report on the class in groups. (15%)

**Collaborative Digital Project:** By the end of the course, we will make a Google Map with pins on World Heritage Sites. In pairs, you will prepare the mini-website for one site using Wordpress. Here, you should discuss two key questions that appear on the syllabus through the example of a heritage site. Content, organization, argument, and aesthetics will be taken into account for your grade. Upon completion and in lieu of a final exam, we will meet one-on-one to discuss this work and connect it with discussions throughout the semester. Hence, the grade will have a group/written/digital component and an oral/individual/informal component. You will meet with me at least once to present your proposal, which will be taken into account towards your grade. Last day to submit proposal is Tuesday 29th March 2016. (20%)
## Schedule

### Travel as Exploration

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 12th &amp; Jan 14th</td>
<td>Introduction</td>
<td>Meade, Chapters 1-3</td>
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### Migration and Settlement

<table>
<thead>
<tr>
<th>Feb 2nd</th>
<th>No class – watch <em>Gaijin</em></th>
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<tbody>
<tr>
<td>Week 4</td>
<td>Feb 4th</td>
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**Feb 11th: Quiz 1**
Week 6 – Feb 16th & Feb 18th: Mexican Revolution
- Meade, Chapter 7
- Source 1: John Reed, *Insurgent Mexico*, pp 113-129
- Source 2: Diego Rivera, *The History of Mexico*, Palacio Nacional (1931)

Week 7 – Feb 23rd & Feb 25th: Populisms
- Meade, chapter 9
- Berger, *The Development of Mexico’s Tourism Industry*, chapter 3
- McCann, *Hello Hello Brazil*, chapter 2
- Source 1: Mexican Tourist poster (c. 1950)
- Source 2: “Visite Córdoba” poster (1948)

February 23rd: First Source Analysis due

Week 8 – Mar 1st & Mar 3rd: Rebellion and Resistance
- Meade, chapter 11
- Source 1: Ernesto Guevara, *Comuniqué no. 1 to the Bolivian People*, 1967
- Source 2: Picture of woman looking at T-shirts (Getty Images)

March 7th-11th: Spring Break 😊

Vacations and History

Week 9 – Mar 15th & Mar 17th: Rebellion and tourism
- Babb, Introduction. Half the class will read chapter 1 and the other half chapter 2. Be ready to compare and contrast, and ask questions.
- Source 1: Journey to Banana Land [https://www.youtube.com/watch?v=lrhotfmGSXk](https://www.youtube.com/watch?v=lrhotfmGSXk)

Week 10 – Mar 22nd & Mar 24th: Reaction and memory
- Meade, chapter 12
- Babb, chapter 3
- Source: Between *Capitalism and Communism* by Eduardo Frei

March 22nd: Quiz 2

Week 11 – Mar 29th: Sex tourism in Brazil
- Williams, Introduction, chapter 1, and the chapter of your group.

Mar 31st: Interview to Prof. Erica Williams
Heritage and Memory

Week 12 – Apr 5th & 7th:
✓ Fairclough et al., *The Heritage Reader*, Introduction
✓ Babb, chapter 4

Week 13 – Apr 12th & Apr 14th:
✓ Meade, chapter 13
✓ Fairclough et al., chapters 1 & 2
✓ Source 1: Coffee Cultural Landscape of Colombia World Heritage Site
✓ Source 2: *Property and production* (pamphlet promoting Christian Democracy’s Agrarian Reform)

**April 14th: Second Source Analysis due**

Week 14 – Apr 19th & Apr 21st:
✓ Meade, chapter 14
✓ Fairclough et al. chapter 15
✓ Babb, conclusion