HISTORY OF LATIN AMERICAN THOUGHT and IDEOLOGIES:
Identity and Integration
INS 584/LAS 603/ HIS 396

Spring 2017
Tuesdays and Thursdays 12:30PM – 1.45PM
Room: Dooly 117

Joaquín Roy
Jean Monnet Professor

Office: 1300 Campo Sano Bldg, room 220C
Office Hours: Tuesdays and Thursdays 11am-12.30pm; Wednesday 9-12 and TBA
E-Mail: jroy@miami.edu

Content

The evolution of Latin American thought and ideologies can be traced back in one stage to the combination of obtaining political sovereignty and the search for national identity. Once this double goal was tentatively identified and put in place, justice and human rights became an urgent agenda. Lately, the original seeking for national identity has been combined with the need or the convenience of a wider regional integration sentiment and schemes to compete in the complex global economy and novel political offers of the world.

While Cubans with different inclinations profess unquestioned reverence for patriot and writer José Martí, the former president of Venezuela, Hugo Chávez, claimed his populist policies to be dictated by the thinking of Simón Bolívar. While the governments of most of Latin American countries have opted in the last decade for moderate or open neoliberal development policies, others, like Brazil, and most recently Bolivia, Ecuador, Nicaragua, have insisted that social-oriented measures are the only way to reduce poverty and inequality. In any event, the teachings and life experiences of nation-building figures and writers in Latin America have a long tradition of influence in the shaping of societies and in the formulation of political and economic blueprints. In addition to this task, the Latin American countries have been experimenting with different schemes of regional integration, consultation and cooperation, fostering different levels of inter-state identity and unity. In sum, in the era of globalization, Latin American identity is still in the making.

Who are we? The Latin Americans ask themselves that question. Nations are born or imagined. Nation-states are what their citizens and leaders want them to be. A scholarly concept called “Latin American Thought” is the answer reflected in the mirror. It is how Latin Americans see themselves and how they wanted to build their nation-states. Latin American writers, intellectuals, statesmen, and thinkers have devoted much attention to a fundamental topic: the search for national identity and political organization. This central theme has been developed in different subtopics: the future of Latin American civilization; political independence; culture, originality and tradition; economic autonomy and
sustainable development; attitude towards the United States; language and literature; social and racial conflicts; search for protection for human rights.

This course/seminar will explore the evolution of Latin American thought and ideologies in three levels: (1) a review of Latin American political and intellectual history; (2) an in-depth reading of the classical writings of the main "pensadores," the Latin American political, social and economic thinkers, and the main protagonists of the sociological and political essay, whose main interest was and is the inquest of the national identity, social and economic development, and (3) a comparative consideration of the main ideological trends of the past and the present and their future prospects for the reshaping of Latin America, nationally and regionally.

**Requisites**

Two minipapers/take home exams/essays, one combined major final paper, and class participation/reports.

1. Two selected topics take-home essays-minipapers, 600-800 words (40%, 20 points each). These minipapers/essays are developed for themes A (topics I to VI, dedicated mainly to history and culture) and B (topics VII to X, predominantly politics and ideologies). These essays (suggested examples will be distributed and discussed) are composed of a title, a lead statement, a narrative, an analysis/opinion and a conclusion. The essay should give reference to a combination of at least five variations of sources (original writings of authors or ideologies, direct critical studies about them, historical contextual analysis, and a news item to anchor the relevance of the topic to today’s Latin America. At least 1 bibliographical source should be in Spanish. The grade is subdivided in the following categories: basic research, originality of topic/today's reading, precise sources, organization, and (subject to agreement, a short/informative verbal presentation/question-answer). Each minipaper/essay is to be sent to all participants (by agreement) and instructor by email by 9am on Monday, Feb. 29 (theme A) and on March 28 (theme B). Format: single space, send file and then copy and paste essay text on the same message. General evaluation (not grades, which will be give individually) of these essays will be sent back to authors within one week of delivery. Then participants will have one week time to send new version for an improved grade.

Further details for essay 1

**Essay 1**

This is an offer for your creativity:

Choose one of these questions and develop it in an essay of 600-700 words, illustrated by 4 balanced sources.

1. Summarize selected ideas of Bolívar. Stress, if feasible, 1-2 that in your view make most sense today-
2. Outline the main message of the thought by Sarmiento. Explain the historical setting, either Argentine or Latin-American wide. Would be say similar statements today?

3. Select one these (or combine them): Rodó, Martí and Dario, regarding the development of a unique Latin American identity.

4. Select one classic Latin American novel- summarize the plot and deal with its social-political aims.

5. Define the Latin American essay of identity. Select one classic example. Summarize its main ideas.

6. Construct you own innovative question (based on any author of trend). Be bold and creative. Deliver a bold essay revealing angles that stress the timely value of your choice.

You will find in Blackboard (at the bottom of “content”) a section-folder called “Roy-drafts”. These are actually “drafts”, rewritten pieces, of lectures, comments, selected analysis, that deal with fractions of the course. Use them as a gift from your instructor. You will find ideas familiar, reflecting passages of the lectures.

Also, in the “syllabus” section you will find samples of advanced papers. Imagine them shorter and descriptive. The model fits for the commentaries of essays 1 and 2.

(2) One major paper, 1,500-2,000 words (40%).

The paper can be totally original in scope or can be an expansion of mini-paper I or II (above), or a combination. In any event, it has to link somehow with topics in Theme III to demonstrate its timely relevancy. This is composed of an introduction (about 500 words) to place the selected topic in the proper historical context; a rigorous examination (about max 800 words) of the main elements of the selected thinker’s main works or the main characteristics of an ideology; a bibliography (with at least 8 academic sources of varied nature as in minipapers), and a contribution/conclusion (max 400 words) to new knowledge documented by creative comments and reference to sources not included in basic bibliographies. This 40% of the final grade is subdivided in the following categories (10 points each): #1 originality (new ideas, bold propositions, current reading), #2 organization (subdivisions, paragraph structure, use of lead), #3 research and bibliography, and #4 coherent scholarly format (MLA, Chicago, "new" social sciences, etc.) and language (spelling and basic grammar). Same format: single space, copy and paste on message, plus file attached. Final papers can be written in English or Spanish.

(3) Class participation (20%) based on oral presentations, comments and extra credit for brief reports on guest lectures, other activities and presentations, films, community or university events on any of the topics of the course

Basic book (ordered at bookstore and placed on reserve at Richter Library):


Wood, James A. Problems in Latin American History: Sources and interpretations.

Suggested books for background reading and research, placed on reserve at Richter Library, and selectively available on Blackboard

Bethell, Leslie (ed.) Ideas and Ideologies in Twentieth Century Latin America.

Bethell, Leslie. Latin America since 1930: Ideas, Culture and Society. Vol. 10 of The

Fuentes, Carlos. The Buried Mirror: Reflections on Spain and the New World. N.Y.

Nuccetelli, Susana. Latin American Thought: Philosophical Problems and Arguments.

Lanham, Maryland, 2008. H62.5.l3c65.2008 isbn 10-7425-3992-x

Schutte, Ofelia. Cultural Identity and Social Liberation in Latin American Thought. Buffalo,
Basic Outline Schedule

Theme #A: Political history and cultural development

Tuesday, January 17
Thursday, January 19

Topic I. Introduction; Focus: Identity, Literature, Ideas, Ideology
“What Latin America means?
Introductory Readings:
Krauze, “Preface”
Schutte, Ofelia. "Introduction", Cultural Identity ....

Tuesday, January 24
Thursday, January 26

Topic II. From the impact of Spain (and Portugal) to the United States influence
Questions:
“Latin America today, the lasting past”


Tuesday, January 31
Thursday, February 2

Topic III. Independence and consolidation
“What really happened in the 19th Century?”
Focus: Simón Bolívar
Readings:
". "Message to the Congress of Bolivia,"
". "The Jamaica Letter"
García Márquez, Gabriel. El general en su laberinto; The General in His Laberynth
Fuentes, Carlos, "The Price of Freedom", The Buried Mirror
Wood, “Ch. I: Independence

Tuesday, February 7
Thursday, February 9

Topic IV. The Race to Build a Nation.
Focus: Domingo Faustino Sarmiento, Civilization or Barbarism
“What were the models for Latin America after independence?”

Readings
Wood, Ch. III, “Caudillos”
Wood, Ch. V, “Race and Nation Building”
Fuentes, Carlos. The Buried Mirror. Ch. 10-11-12-13

Tuesday, February 14
Thursday, February 16

Rebirth by literature and intellectual activity

Topic V. The Image of the United States and search for an autonomous identity.
Focus: Martí, Darío, Rodó

“What was the context of the turn of the Century?”
“What was the role and the perception of the United States?”

Introductory Readings:

Expanded:
Wood, Ch. VI, “Nationalism”
Martí, Selected essays, "Nuestra América"
Darío, Rubén. "Ode to Roosevelt"
Tulchin, Robert, "Inter-American Relations", in Chasteen/Tulchin

Tuesday, February 21:

Topic VI. The Novel and the Essay in identity development

The Essay of National Identity

“Can literature shape a society?”; “Can intellectual activity reflect political reality?”

Readings:
Krauze, “García Márquez: in the shadow of the patriarch”; “Vargas Llosa: creative parricide”.

Expanded:

Thursday, February 23

The role of the novel

Focus: selected works of novelists of the 20th century

Background readings: Schutte, Ofelia. "Philosophy and the Problem of Cultural Identity: from Ramos to Salazar Bondy", Ch. 3; "The humanity of Mestizaje", Ch. 4, Cultural Identity.
Samples of novels:
- Fuentes, Carlos, *La muerte de Artemio Cruz*, *La región más transparente*, *Gringo Viejo*
- Gallegos, Rómulo, *Doña Bárbara*
- Miguel Angel Asturias, *El Señor Presidente*
- Mario Vargas Llosa, *Conversación en La Catedral*
- Gabriel García Márquez, *Cien años de soledad*
- José Maria Arguedas, *Los ríos profundos*
- Jorge Icaza, *Huasipungo*
- Mariano Azuela, *Los de abajo*

**Theme #B: The need for change and reform in a turbulent XXth Century**

**Tuesday, February 28**
**Thursday, March 2**

Submit Theme “A” paper/essay

**Topic VII. Failed Revolutions, Populism, Reform**

Focus: From the Mexican Revolution to Peronism

“What was the balance of political activity in Latin American in the 20th Century in shaping society?”


Suggested readings:
Wood, Ch. VIII, “Populism”
Octavio Paz, *The Labyrinth of Solitude*
Fuentes, Carlos. *The Death of Artemio Cruz*.

**Monday, March 7**
**Thursday, March 9**

**Topic VIII. The Revolutionary Solutions: from failed Marxism to the Cuban Revolution and other drastic experiments**

“Why real revolutions did not succeed in Latin America?”; “Why the Cuban exception?”

Basic readings:
Krauze, “Mariátegui: indigenous Marxism”; “Che Guevara: the saint enraged”;
“Subcomandante Marcos: the rise and fall of a guerrillero”

Wood, Ch. IX, “Social Revolutions”
Expanded readings:
José Carlos Mariátegui, *Seven Interpretative Essays on Peruvian Reality*
Mariátegui, José Carlos. "Outline of the Economic Revolution," *Seven Interpretative Essays*
Guevara, Ernesto "Che." "General Principles of Guerrilla Warfare,"

**Tuesday March 14 and Thursday, March 16: no class- breakand**

**Tuesday, March 21**

**Religion and politics**
“What has been the role of religion in the evolution of Latin America?”

**Topic IX. The Reformist Ideas from the Church**
Focus: *Christian Democratic Thought*
Readings:
Caldera, Rafael. "Nuestra concepción de la democracia".
Frei Montalva, Eduardo. "Paternalismo, pluralismo y movimientos reformistas cristianodemócratas en Latinoamérica."

**Thursday, March 23**

**Topic X. Christianity and Revolution**
Focus: *Liberation Theology*
Basic reading: Krauze, “Samuel Ruiz: the apostle of the Indians”
Expanded readings:
Gutiérrez, Gustavo. *A Theology of Liberation: history, politics, and salvation.*
Márquez, Part II

Wood, Ch. IV, “Liberalism and the Catholic Church”

**Tuesday, March 28**
**Thursday, March 30**

**Topic XI. Social Democracy: politics and socioeconomic development**
“What why Latin America did not develop strong socialdemocratic parties?”
Focus: *Víctor Raúl Haya de la Torre*
Readings:
Haya de la Torre, Victor Raúl. "Aprismo, Marxism, and Historical Time-Space,"
Figuères, José. "Unity and Culture,"

Thursday, March 30 to Monday, April 4
Submit Essay 2 (Theme B)

Answer one of these questions (600-700 words)

1. Define populism in general
2. Outline the main dimensions of Peronism
3. Analyze the defining profile of the Cuban Revolution
4. Explain why the Castro regime managed to confront the United States
5. What are the main features of Christian Democracy in Latin America?
6. What are the defining dimensions of Liberation Theology in Latin America?

Theme #C:
Latin America today in a global economy and new political and cultural landscape.
Legacy of the past and alternatives

Tuesday, April 4
Thursday, April 6

Topic XII. Economic issues, dependency, and neoliberalism
“What has been the impact of technocratic experiments?”
Focus: Raúl Prebisch
Readings:
Wood, Ch. XI, “The Global Economy”
Prebisch, Raúl. “Change and development” (Márquez)
Klaren, Peter F. "The Dilemmas of Development", Chasteen/Tulchin

Tuesday, April 11
Thursday, April 13

Topic XIII: Regional integration in comparative perspective
Subtopics:
- Change in a globalized economy
- Regional integration and neo-liberalism
• National, sub-regional and continental integration
• Obstacles: poverty, inequality, national disintegration, nationalism.
• Outside factors: the US, Europe, other global actors
• What has been the role of the model/reference of the European Union?
• Examples and experiments to be considered:

Regional entities
• Mercosur
• Andean Community
• Caribbean integration
• Central America

• ALADI
• SELA

• CELAC
• UNASUR
• ALBA

Other:
• Alliance of the Pacific
• Ibero-American summits
• The North-American Free Trade Agreement (NAFTA)
• The failure of the Free Trade Area of the Americas (FTAA)

How these experiments and realities reflect a sense of integration and shared identity?
What is to be a Latin-American?

Tuesday, April 18
Thursday, April 20

Topic XIV. Ideas and ideology in the future of Latin America: new and old trends.
A complete review of the course

Themes and topics to be considered while drafting papers 3

• Authoritarianism
• The ideology of the military
• Repression
• Neopopulism
• Neoindigenism
• Survival of Marxism
- Liberal democracy and its consolidation
- Presidentialism
- The role of political parties
- A return to the past?
- The end of history or the end of ideologies?
- Politics of economics
- Are intellectuals obsolete?
- Brains behind the power?
- The press and the power

Basic readings:
Krauze, “Hugo Chávez: the hero worshiper”

Expanded readings:
Márquez, Part V
Fuentes, The Buried Mirror, Ch. 16, 313-329)

Tuesday, April 25
Thursday, April 27

Review
Reports by participants

- By Saturday, April 16, send a paragraph (100-150 words) summarizing your project for paper 3.

- On Monday, April 18, be prepared to present a summary (10 minutes) of the content and answer a few questions.

- We also need a couple of new sources not used before in the other papers.

Final paper due at a day to be agreed on exam dates (to be scheduled around April 27-May 3).