

History 1P
Latin America and Latinos through the lens.
Photography, history and the present

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 and by appointment

As a social and artistic technology that has, for over a century and a half, been offering the magic of instantaneous, realistic, and mechanically reproducible frozen fragments of reality, photography has played and continues to play a central role in shaping Latin American understandings of—and desires for—modernity.

Photographs enable us to more fully imagine what daily, cultural and material life was like in the past, but they need to be contextualized with other resources—both written and oral—in order to reveal their potential. Out of this exercise, the past and the present might unveil themselves with their certainties, ambiguities, consistencies and inconsistencies.

This First Year Seminar will use photographs as visual resources to explore key processes in the making of modern Latin America. Each week, we will deal with a set of selected photographs to explore a variety of topics — urbanization, industrialization, migration, labor, race, ethnicity, gender, disease, sports, leisure, music, food, politics, religion, and the environment—as we inform our reading of these photographs through a discussion of relevant books and articles.

As a writing first year seminar your work will emphasize analytical thinking, critical reading, active participation in class discussions, argumentative writing, oral presentations, and constructive collaboration with classmates.

This is tentative course schedule. Please check Moodle on a weekly basis in order to access to the most updated version.

Requirements

1. Readings:

Readings are listed in the course schedule below. All required readings are available in Moodle, marked in this syllabus with an (*). Some written materials are available on e-versions via Tripod. Most of the books indicated in this reading list are in reserve at McCabe.

2. Written Assignments

One paper, 6/8 pages in length.

One final paper 12/15 pages in length. This paper entails a number of accumulative tasks with very specific deadlines: 1.A proposal, indicating available photographs -as the chosen primary sources- and secondary literature; 2.A detailed tentative outline; 3.A first draft meant as a written advance and as a guideline for an in-class presentation of the ongoing research. 5.A revised final version.

You have to consult with me in my office your plan of work for these written assignments. These papers are exercises of contextualization. They will be based on a number of photographs (you might include some discussed in class but you must search for others) as well as on secondary materials (books and articles).

For those who are not familiar with modes of historical writing, writing conventions, and source documentation I recommend to read Richard Marius and Melvin Page, *A Short Guide to Writing about History*.

Additional information about these two written assignments will be provided in class. Completion of all written assignments is a requirement to pass the course. For those who are not familiar with modes of historical writing, writing conventions, and source documentation I strongly recommend to read Richard Marius and Melvin Page, *A Short Guide to Writing about History* 7th ed. (New York: Longman, 2010).

All final written assignments are due on electronic version. Please send them as Word document attachments by e-mail. Do not send PDFs.

3. Class participation:

It is my intention to run this course in a colloquium format. Consequently readings must be completed prior to class. You should come to every class, be prepared with questions and thoughts about the readings and participate fully in the discussions. I strongly recommend writing a commentary, paragraph, several questions or a brief outline stating your initial reaction to the assigned weekly readings in order to facilitate your participation in class discussions. Active participation is vital to receiving a good final grade.

Unexcused absences will result in a lower grade. Students are responsible for letting me know if they have an illness or personal/family problem that necessitates absences from class.

Technology in the classroom can be both a blessing and a distraction. Electronic devices such as laptops and specially cell phones should be used strictly for note-taking purposes only or for in-class research exercises. We will rely on the honor code for the reinforcement of this rule, so please help me and your classmates in our effort to create a classroom environment that is conducive to learning and sharing.

4. Office hours

In order to answer questions that you might not have the opportunity to ask in class, to explore potential research topics and to discuss research issues you are welcome to visit my office (Trotter 220) during my office hours or by appointment. To me it will also be an opportunity to get to know you, to learn more about your interests and to see how I can best help you. Please do so early in the semester. Before assignment deadlines, I will make an effort to provide extra office hours, but it is always best to plan at least one week in advance if you anticipate needing any help.

5. The History Department affirms the following student learning goals specific to the study of history:

- Students will recognize and appreciate the differentness of the past and the diversity of other cultures and peoples, and gain an understanding of the processes and causes of change and continuity over time.
- Students will acquire foundational knowledge of, and learn the issues, debates, and interpretations of historians for the complex making of historical processes.
- Students will develop the ability to evaluate critically the arguments and analytical methods of historians, and learn to assess critically the evidence of the past through first-hand exposure to primary sources and historical research.
- Students will develop the skills of clear and coherent historical writing as well as confident oral presentations.

6. If you are having medical or personal emergency, please contact the Dean's Office. Also, it is your responsibility to inform me as soon as possible. If you miss too many classes we recommend that you withdraw from the course because it is not possible for us to grant extensions if you miss a significant portion of the course.

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email

studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal accommodations letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, [visit the Student Disability Service Website](http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service) at <http://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

Course Schedule.

Week 1

September 5

Introduction

September 7

Working with primary sources

Carr, “What is History?” (*)

How to analyze a primary source (*)

Barnes, *The Sense of an Ending* (*)

Check list on source citations (*)

Marius, Documenting your sources (*)

Week 2

September 12

On history and photography I

Gardner, “We have entered a Third [Visual] Period of History’: Thoughts on the Study of Photography by John Mraz” (*)

Mraz, “Mexican History in Photographs” (*)

September 14

Looking for photographs in the web

A conversation with Roberto Vargas, Swarthmore librarian.

Week 3

September 19

On history and photography II

Burke, *Eyewitnessing. The Uses of Images as Historical Evidence* (e-book)

Coleman, "The Right not to Be Looked at" (*)
Gomez-Popescu, "Towards a History through Photography" (*)

Optional

Berger, "Ways of Seeing"

<https://www.youtube.com/watch?v=utEoRdSL1jo>

September 21

Modern Latin America I

Patterns of Change in Modern Latin America (*)

Keen, "Geographical Background" (*)

Skidmore, Smith, Green, "Modern Latin America, Themes and Reflections" (*)

Week 4

September 26

Brazilian themes I

Slavery and plantation economy

Afro-Brazilian religions

September 28

Brazilian themes II

Carnival

Soccer

Week 5

October 3

Argentine themes I

Transatlantic Immigration

Buenos Aires turn-of-the-century

October 5

Argentine themes II

Peronism, import substitution industrialization, and Evita

Tango

Week 6

October 10

Cuban themes I

1959 Revolution

October 12

Cuban themes II
Daily life in Socialist Cuba

Week 7

Fall Break

Week 8

October 24

Chilean themes I
Allende's Popular Unity government

First paper Due. Send it on a Word version by email. No PDFs.

October 26

Chilean themes II
Pinochet's dictatorship

Week 9

October 31

Peruvian themes I
Lima, 1950-2010

November 2

Peruvian themes II
Lima, 1950-2010
Shining Path guerrilla

Week 10

November 7

Central American themes I
Plantation enclaves

November 9

Central American themes II
Plantation enclaves

Week 11

November 14

Mexican themes I
1910 Revolution

November 16

Mexican themes I
1910 Revolution

Week 12

November 21

Latino themes I
Latin American migration to the US

November 23

Thanksgiving. No class

Week 13

November 28

Latino themes II
Latin American migration to the US

November 30

Latino themes III
The making of Latino communities

Week 14

December 5

In-class individual presentations about second paper: research topic, primary and secondary sources.

December 7

In-class individual presentations about second paper: topic, including information on primary and secondary sources.

Week 15

December 12

In-class individual presentations about second paper: topic, including information on primary and secondary sources.

December 27

FINAL PAPER DUE. Send it on a Word version by email. No PDFs. If you do not receive an acknowledgment message by December 28 it means I did not receive your paper.