

INTL 190 Senior Seminar  
The Latin American City  
Spring 2020

Instructor: Amie Campos, MA  
Office hours: By appointment via zoom  
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\*Please allow up to 48 hours for email responses

Course Overview:

The majority of Latin America's population today resides in cities, though until the turn 20th century this was not the case. As a result, there has been a boom in historical literature and studies on the lived experiences of people inhabiting these urban spaces. Our study will be driven by questions that will illuminate the evolving nature of these urban areas. What were the social, economic and political factors that drove people to move to cities? What were the relationships of these cities to rural societies? How did different social groups (racial minorities, women, indigenous communities) experience urban life? Through an examination of the historical trajectory of two major cities in the hemisphere, we will have a greater understanding of the role of the city in Latin American politics, society and culture. While engaging these thematic questions, we will also have a discussion of major turns in urban historical literature, as well as a discussion of the research methods used by the authors we will read. You will then demonstrate your analytical skills and understanding of the course material through written assignments as well as original research.

Required Texts and Readings: All can be found online via the UCSD Library and on Canvas

1. Lila Caimari, *While the City Sleeps: A History of Pistolerros, Policemen, and the Crime Beat in Buenos Aires before Perón* Berkeley: University of California Press, 2017.
2. Max Page, eds. *Memories of Buenos Aires: Signs of State Terrorism in Argentina* Amherst: University of Massachusetts Press, 2013.
3. Louise Walker. *Waking from the Dream: Mexico's Middle Classes After 1968* (Stanford University Press, 2013)
5. Journal articles and other sources listed on course overview available through our class website.

Course Requirements

Discussion Forum Posts (2 every week)	25 points
Weekly Reading Responses (10 total, via canvas)	25 points
Final essay on a course theme of your choice	50 points total
(including office hours meeting, research proposal, draft and peer review, final essay version)	

Class Schedule and Reading Assignments: (Readings should be completed by the date listed)

\*N.B: The instructor reserves the right to make modifications to this course outline.

Week	Date	Topic and Readings
1.	4/1	Introduction to Course Themes Readings: Tom Angotti, "Urban Latin America: Violence, Enclaves, and Struggles for Land" <i>Latin American Perspectives</i> , Vol. 40, No. 2, (March 2013), pp. 5-20.
2.	4/8	Mexico City: Visions of Modernity during the Early 20 <sup>th</sup> Century/ The Mexican

Revolution

Readings: Mauricio Tenorio Trillo, "1910 Mexico City: Space and Nation in the City of the Centenario" JLAS (Feb. 1996)

\*Please note that the work load will be bigger for the next two weeks, begin watching Roma or reading Walker if possible

3. 4/15 Mexico City: Urbanization, The Middle Class, 1968, and beyond.  
Readings: Begin Louise Walker, *Waking from the Dream: Mexico's Middle Classes After 1968* Stanford University Press, 2013.  
Begin "Roma" Directed by Alfonso Cuaron (Netflix)
4. 4/22 Neoliberal Challenges/NAFTA  
Readings: Finish Louise Walker, *Waking from the Dream: Mexico's Middle Classes After 1968* Stanford University Press, 2013.  
Finish "Roma" Directed by Alfonso Cuaron (Netflix)  
**\*\*All Skype meetings regarding the research paper must be completed by the end of this week**
5. 4/29 Buenos Aires- Immigration and community building  
**Research Proposal Due via email on 4/28/20 by 11:59pm**  
Readings: Begin Lila Caimari, *While the City Sleeps: A History of Pistoleros, Policemen, and the Crime Beat in Buenos Aires before Perón* Berkeley: University of California Press, 2017.
6. 5/6 Buenos Aires-Crime and the Press  
Readings: Finish Lila Caimari, *While the City Sleeps: A History of Pistoleros, Policemen, and the Crime Beat in Buenos Aires before Perón* Berkeley: University of California Press, 2017.
7. 5/13 Peronismo and the working class  
No readings this week, use this time to work on your paper drafts!
8. 5/20 Dictatorship in the City  
Readings: Begin Max Page, eds. *Memories of Buenos Aires: Signs of State Terrorism in Argentina* University of Massachusetts Press, 2013.  
**Final Paper Draft Due 5/19/20 at 11:59pm via turn it in**
9. 5/27 Transitions to Democracy/ Peer Review Session in Class  
Readings for next week: Finish Max Page, eds. *Memories of Buenos Aires: Signs of State Terrorism in Argentina* University of Massachusetts Press, 2013.
10. 6/3 Concluding Remarks/ Public Spaces and Protest

**Final Paper due via turn it in 6/10/20 at 11:59pm**

Attendance Policy. Considering that this is an online course, you will be expected to participate in the course primarily through your reading responses and forum posts. Depending on everyone's internet connectivity, we may decide to continue meeting live via zoom at our regularly scheduled class time, though attendance is not required and any lectures (either live or pre-recorded) will be available via canvas

for your reference. That said, you are responsible for reviewing all lecture materials, readings, and completing assignments on the date that they are due. No late work will be accepted in this class except for valid medical reasons. Given the unusual circumstances of this quarter, you will not be penalized for falling behind on assignments due to illness, or any caretaking duties as a result of COVID-19. If you find yourself in this situation, please email me as soon as possible and accommodations will be made.

#### Assignments:

Reading Responses. Each student will produce weekly reading responses that will be half a page (125 words or so) and are due online on the Tuesday before lecture. (Week one is our only exception) These reading responses will highlight the key points of a book a discussion of the archival sources, relevant details, and main arguments of the text. You may find guidelines on how to write these responses in our first lecture slides, please note that responses are meant to analyze the text, and not merely summarize it.

Forum Posts. Every week you will be expected to create 2 forum posts on our discussion board that directly engage the readings and lecture for the week. For example, you may pose a thoughtful question to generate discussion, bring up an important quote in the reading and why you felt it was significant, bring up something you found interesting in the material, or you may decide to respond to a question that was already raised by one of your peers. These forum posts are our way of participating in the course, and you will be graded on your engagement with course materials, as well as the content of your posts. The forum posts for each week are due the Tuesday before our next class.

Final Paper. Each student will produce a final paper (10-12 pages) that consists of multiple parts, more details can be found in the final assignment prompt. All components of the final paper assignment must be completed in order to receive full credit for the assignment.

#### **Instructor's Requirements**

1. "Cool Off Period"- Please allow at least 48 hours after assignments are returned to email me about your grade. If you wish to contest a grade, I will require a two paragraph written response to be turned in at the time of our meeting. Grades will be discussed during office hours and not via email.
2. Note about Class Participation- Although this is an online course, I expect students to complete course readings in a timely manner and engage with peers through the online forum and during our peer review session.
3. If you are an OSD student: please email me **during week one** so that any required arrangements can be made.
4. Please allow up to 48 hours for email responses, on the day before major assignments are due I will not be answering emails regarding the assignments, so do not wait until the last minute to ask questions.
5. In this class we will encounter a variety of perspectives, and I ask that students be respectful of each other in their interactions on discussion forums and while providing paper feedback.