



# Core Curriculum Supplement

Academic Unit / Office CLASS/HIST

Catalog Year of Implementation 2019-2020

Course (Prefix / Number) HIST / 2374

Course Title Popular Culture in Latin America

### Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	Select proposed COA status:
Category Listing: Single or Double?	Select current category listing status:	List under the Foundational Component Area ONLY.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

Through lecture, discussion, films, and readings students will master the Core Objectives listed. The required writing will encourage knowledge of a wide variety of primary and secondary sources and will promote deeper conceptions and historical understandings of Latin American cultures and the role of gender, race, sexuality, and class in modern Latin America.

### Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

The themes of the course (culture and gender, race, sexuality, and class in modern Latin America) and the written assignments on historical developments, sources, and film will promote critical thinking and communication skills as well as deal with social and personal responsibility.

**When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).**

## HIST- 2000: Popular Culture in Latin America

Natalia Milanesio

### Course Description:

This class explores significant aspects of Latin American culture in the nineteenth and twentieth centuries from a historical perspective. It examines the historical context of production, the main characteristics, and the legacies of different cultural expressions, including music, the arts, the media, fashion, sports, and cinema. Some of the topics analyzed are Argentine tango, Mexican *narcocorridos*, Cuban Nueva *Troba*, Mexican muralism, Brazilian carnival, Brazilian capoeira, soccer, *telenovelas*, and comics, among others. The historical exploration of Latin American culture opens the analysis of fundamental aspects of Latin American society including racial issues like *mestizaje e indigenismo*, political issues like the rise of the modern state, populism, revolutionary movements, and economic themes like export-led economies and neo-liberalism.

### Course Objectives:

1. Increase students' knowledge of the culture and modern history of Latin American countries.
2. Reflect on the role of culture in the construction of the modern nation, social identity, and globalization.
3. Deepen conceptual and historical understandings of gender, race, sexuality, and class in modern Latin American history.
4. Stimulate independent and critical thinking.
5. Relate historical issues with contemporary problems.

### Sample readings:

Arlene Tickner, "Aquí en el Ghetto: Hip-hop in Colombia, Cuba, and Mexico," *Latin American Politics & Society* 50:3 (Fall 2008): 121-146.

Marie Sarita Gaytán, "Drinking the Nation and Making Masculinity: Tequila, Pancho Villa and the U.S. Media" in Herman Gray and Macarena Gómez-Barris, eds., *Toward a Sociology of the Trace* (Minneapolis: University of Minnesota Press, 2010), pp. 207-33.

Ana López, "Our Welcomed Guests: Telenovelas in Latin America" in Robert Allen, ed., *To Be Continued: Soap Operas Around the World* (New York: Routledge, 1995), pp. 256-75.

Isabella Cosse, "Mafalda: Middle Class, Everyday Life, and Politics in Argentina, 1964-1973," *Hispanic American Historical Review* 94:1 (2014): 37-75.

Desmond Rochfort, "The Sickle, the Serpent, and the Soil: History, Revolution, Nationhood, and Modernity in the Murals of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros" in Mary Kay

Vaughan and Stephen Lewis, eds., *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940* (Durham: Duke University Press, 2006), pp. 43-57.

Brenda Elsey, "The Independent Republic of Football: The Politics of Neighborhood Clubs in Santiago, Chile, 1948-1960," *Journal of Social History*, 42:3 (Spring 2009): 605-630.

Marilyn Miller, "Guayaberismo and the Essence of Cool," in Regina Root, ed., *The Latin American fashion* (NY: Oxford University Press, 2005), 213-31.

Celeste González de Bustamante, *Muy Buenas Noches: Mexico, Television, and the Cold War*. Lincoln: University of Nebraska Press, 2012.

Christina Abreu, "Celebrity, "Crossover," and Cubanidad: Celia Cruz as "La Reina de Salsa," 1971-2003", *Latin American Music Review*, Vol. 28, No. 1 (2007), 94-124.

Matthew B. Karush, *Musicians in Transit: Argentina and the Globalization of Popular Music*. Durham, N.C: Duke University Press, 2017.

Paulo Drinot, "Food, Race, and Working-Class Identity: *Restaurantes Populares* and Populism in 1930s Peru," *The Americas*, Vol. 62, No. 2, 2005, pp. 245-270.

John McDowell, "The Ballad of Narcomexico," *Journal of Folklore Research*, Vol. 49, No. 3, 2012, pp. 249-74.

M. Cristina Alcalde, "Between Incas and Indians: Inca Kola and the Construction of a Peruvian-Global Modernity," *Journal of Consumer Culture*, Vol. 9, No. 1, 2009, pp. 31-54.

#### Sample Assignments:

Map Quiz: Students are asked to identify a list of Latin American countries using a blank map.

Take-home essay: Students are asked to respond to a question posted online based on selected readings.

In-class Short Questions: Students are asked to answer short question or identifications based on selected readings.

Take-home primary source analysis: Students are asked to answer a question based on the reading of primary and secondary sources.

Take-home film analysis: Students are asked to respond a list of question after watching a film at home and connecting it with selected readings.