

## History 225: INTRODUCTION TO JEWISH LATIN AMERICAN HISTORY, CONQUEST TO THE END OF THE TWENTIETH CENTURY

Lecturer: Jessica Kirstein

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Office Hours: Monday, 12 noon-1:00 pm, Wednesday, 12 noon-1:00 pm,

Friday 12 noon-1:00 (by appointment only)

### **Introduction to the Academic Concerns of the Course**

What did Latin America mean to Jewish history? What did Jews mean to Latin American history? What do we learn about Latin American history when we look at the place of Jews within it?

This course will explore the Jewish experience in Latin America and will use it as a window to understand broader trends in Latin American history. On the one hand, we will be interested in what it meant to be a Jew in Latin America at different points in time. Who was a Jew? What did being Jewish mean to different historical actors and what sorts of conflicts arose as a result of multiple understandings of Jewishness?

On the other hand, we will explore how Jewish Latin American history reveals the ways in which Latin American societies functioned on economic, social and political levels. Who had power in Latin America and who did not? What are the different types of power in Latin American societies and when and how did different forms interact and become important in different contexts? Who was excluded from full participation in Latin American societies and why? Who decided?

The course will draw on scholarship, primary sources, and literature in order to provide a more holistic picture of Latin American Jewish history.

### **Goals of the course:**

- Provide an introduction to Latin American Jewish history
- Provide an introduction to key issues in Latin American history
- Teach students how historians think about events and changes over the course of time
- Teach students how to analyze primary and secondary sources

-Enhance critical thinking and writing skills

**Important note about the readings:** Please note that the readings have been selected to complement each other. Part of the course's purpose is to explore the relationship of the Jewish experience in Latin America with broader questions about Latin American society. The lectures will help you to draw connections between the two and to understand why they have been selected to be read together. Weekly one-page reading journals will also help facilitate this process.

**Weekly One-Page Reading Journals:** To aid you in your understanding of the materials and in drawing connections among readings, you will be responsible for writing a one-page reading journal to be **emailed to me no later than 5 pm on Thursday**. In these journals, you will discuss the links you see among the various readings in order to help us draw connections between Jewish experiences and the societies in which they lived. Also include any questions that emerge as you consider the week's readings as a unit. You may skip one of the one-page reading journals during any week of the semester you choose.

### **Lectures and Discussions:**

Mondays and Wednesdays will include lectures with time for discussion and questions from the class. Fridays will be dedicated to dialogue among the students with the instructor about the readings and will often feature multimedia activities, including primary document analyses, film screenings, Latin American Jewish music, among other activities, with an eye toward helping you appreciate various facets of Latin American Jewish history.

**Reading Materials:** All course materials are available on the course website on Learn@UW. Please bring the reading materials for the week to Friday discussion sections.

### **Evaluation**

Grades will be calculated as follows:

Weekly response papers: 10%

-These will be graded on a check, check-plus, check-minus, no-journal-received basis.

Participation in class (reading, discussion): 20%

Documentary analysis presentations in class: 10%

Essay 1:30%

Thesis exercise and bibliography: 15%

Final draft of paper:85%

Essay 2: 30%

Thesis exercise and bibliography: 15%

Final draft of paper: 85%

### **In-class Student Presentations of Documentary Analysis**

Students will present their analyses of a set of historical documents in class once in the semester. Students will sign up for a week in which they will analyze documents and work in pairs/groups of up to four and present their findings to the class, indicating what insights the documents provide to the overarching themes of the course and/or the main topic of the course in that week. Further instructions and guidance for primary document analysis will be provided by the instructor and handouts will be available on the course website on Learn@UW. On the day students present to the class, they will, in conjunction with the instructor, help facilitate class discussion of the week's main topics and how the documents they've analyzed shed light on the readings and themes of the week.

### **Essays**

Criteria for grading will be distributed at the beginning of the semester.

The first essay will be a 5-7 page paper on colonial Latin American Jewish history. The paper will be in response to an instructor-provided prompt (provided well in advance) of one aspect of the colonial Jewish experience in one of the countries explored in class. Students will include all readings (documents and articles/chapters) from the syllabus as well as 2 additional primary sources and at least four additional secondary sources that address the student's paper topic. Students will sign up to meet with the instructor individually on **Friday, February 24<sup>th</sup> between 11 am and 1 pm**; these meetings are mandatory. The final draft of the paper is due on **Friday, March 9<sup>th</sup> by 5 pm**.

The second essay will be a 7-10 page paper on some aspect of the national period in Latin American Jewish history. Students may choose to focus on one country or compare Brazil and Argentina. With prior instructor approval, students may address the history of Jews outside Argentina and Brazil, provided there are sufficient sources in English to address the topic and complete the assignment. Students will include at least seven primary sources (including those on the syllabus) and ten secondary sources (including those on the syllabus). Students will sign up to meet with the instructor individually on Monday, April 23<sup>rd</sup> (11 am-12 noon), Wednesday, April 25<sup>th</sup> (11 am-12 noon) or Friday, April 27<sup>th</sup> (11 am-12 noon); these meetings are mandatory. The final paper is due **Wednesday, May 16<sup>th</sup> by 5 pm**.

### **Thesis exercises**

To aid students in their research, they will complete a thesis exercise (handout to be provided in class) that indicates the student's thesis (topic and research question to be pursued), provisional hypothesis (argument), and a complete bibliography of sources to be employed in the paper.

The thesis exercise for the first paper is due Friday, February 17<sup>th</sup>.

The thesis exercise for the second paper is due Friday, April 20<sup>th</sup>.

### **Drafts of Papers:**

I am willing to read drafts of papers up until two weeks before the date they are due to be handed in. After that point, I am available to discuss specific concerns and questions about your papers but will no longer read drafts.

### **Late Papers:**

Extensions must be requested a minimum of 48 hours in advance of the assignment due date. Papers handed in late without prior authorization will lose half a grade for each 24 hours that they are late. Emergencies that arise will be dealt with on a case-by-case basis.

### **Classroom Policies:**

Students are permitted to use their laptops/netbooks for note-taking purposes only. Please shut off cell phones in the classroom.

### **Email policies:**

Please allow me 48 hours to respond to emails. Feel free to use email for questions related to course requirements, to set up appointments for consultations and the like. For substantive and conceptual questions about course content, please come to office hours as questions of this nature generally cannot be adequately addressed through email.

### **Special Needs**

If you need special accommodations, please contact me within the first two weeks of the semester so that we can make arrangements to meet your needs.

### **Optional background reading:**

If you are unfamiliar with Latin American history and wish to have further background information, consult the following texts:

Judith Laikin Elkin, *The Jews of Latin America* (New York: Holmes & Meier, 1998).

Mark Burkholder and Lyman Johnson, *Colonial Latin America* (New York: Oxford University Press), any edition is fine.

Thomas Skidmore and Peter Smith, *Modern Latin America* (New York: Oxford University Press), any edition is fine.

## Unit I: Colonial Latin America Conquest of Souls and Coffers

### Week 1(Mon., January 23-Fri., January 27)

The Inquisition, Purity of Blood and the Advent of Iberian Empire in the Americas

M. Jan. 23

W. Jan. 25

F. Jan. 27

Readings:

Steve J. Stern, "Paradigms of Conquest: History, Historiography and Politics," *Journal of Latin American Studies* 24 (1992): 1-34.

María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion and Gender in Colonial Mexico* (Stanford University Press, 2008): Ch. 2 and 3

DOCUMENT: "The Catholic Sovereigns" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present, 9<sup>th</sup> edition* (Boulder: Westview Press, 2008), 38-39 .

DOCUMENT: "The Spanish Inquisition" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present, 9<sup>th</sup> edition* (Boulder: Westview Press, 2008), 39-41.

### Week 2(Mon., January 30-Fri., February 3)

Peru

M. Jan. 30

W. Feb. 1

F. Feb. 3

Irene Silverblatt, "New Christians and New World Fears," *Comparative Studies in Society and History* 42:3 (2000): 524-546.

Ana Schaposchnik, "Exemplary Punishment in Colonial Lima: The 1639 Lima Auto de Fe" in Martina Will de Chaparro and Miruna Achum, eds. *Death and Dying in Colonial Spanish America* (Tucson: University of Arizona Press, 2011): 121-141.

DOCUMENT: "How the New Laws Were Received in Peru" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present, 9<sup>th</sup> edition* (Westview Press, 2008): 63-64

DOCUMENT: “Felipe Guaman Poma de Ayala’s Appeal Concerning the Priests of Peru” in *Colonial Spanish America: A Documentary History* (Wilmington, Delaware: Scholarly Resources, 1998)”

Week 3 (Mon., Feb. 6-Fri., Feb. 10)

Mexico

M. Feb. 6

W. Feb. 8

F. Feb. 10

Solange Alberro, “Crypto Jews and the Mexican Holy Office in the Seventeenth Century,” in Paolo Bernardini and Norman Fiering, eds. *The Jews and the Expansion of Europe to the West, 1400-1800*; (New York: Berghahn Books, 2001):172-185.

María Elena Martínez, “The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico” *William and Mary Quarterly* 61:3 (2004): 479-520.

DOCUMENT: “Fray Pedro de Gante’s Letter to Charles V” in Kenneth Mills and William Taylor, eds. *Colonial Spanish America: a Documentary History* (Wilmington, DE: Scholarly Resources, 1998): 81-93.

DOCUMENT: Alonso de Zorita, “Why the Indians Are Dying” in Gilbert M. Joseph and Timothy J. Henderson, eds. *The Mexico Reader* (Durham: Duke University Press, 2003): 122-131.

Week 4 Mon., Feb. 13-Fri. Feb 17

Brazil

M. Feb. 13

W. Feb. 15

F. Feb. 17

### **Thesis Exercise Due in Class Friday, February 17<sup>th</sup>**

Readings:

Stuart Schwartz, *All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic* (New Haven: Yale University Press, 2009): 177-206.

Bruno Feitler, “Jews and New Christians in Dutch Brazil, 1630-1654” in Richard L. Kagan and Philip D. Morgan, eds. *Atlantic Diasporas: Jews, Conversos and Crypto-Jews in the Age of Mercantilism, 1500-1800* (Baltimore: Johns Hopkins University Press, 2009): pp. 123-151

DOCUMENT: “The Portuguese Colonizer” in Robert M. Buffington and Lila Caimari, *Keen’s Latin American Civilization, History and Society, 1492 to the Present, 9<sup>th</sup> edition* (Westview Press, 2008): 84-87.

DOCUMENT: “A Brief Report on the State That Is Composed of the Four Conquered Captaincies, Pernambuco, Itamaracá, Paraíba and Rio Grande, Situated in the North of Brazil” in Stuart B. Schwartz, ed. *Early Brazil: A Documentary Collection to 1700* (Cambridge: Cambridge University Press, 2010): pp. 234-263.

Week 5 (Mon., Feb. 20-Fri., Feb. 24)

Social Status, Honor and Economic Freedom: The End of Spanish colonialism and Spanish American Independence

M. Feb. 20

W. Feb. 22

F. Feb. 24 NO CLASS MANDATORY OFFICE HOURS TO DISCUSS PAPERS

Readings:

Ann Twinam, “The Negotiation of Honor” in Lyman L. Johnson and Sonya Lipsett-Rivera, eds. *Faces of Honor: Sex, Shame, and Violence in Colonial Latin America* (Albuquerque: University of New Mexico Press, 1998): 68-102.

Stuart Schwartz, *All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic* (New Haven: Yale University Press, 2009): 209-241.

“The Cleavage Within” in Robert M. Buffington and Lila Caimari, *Keen’s Latin American Civilization, History and Society, 1492 to the Present, 9<sup>th</sup> edition* (Boulder: Westview Press, 2008): 238-241.

Mariano Moreno, “The Landowners’ Petition” in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentine Reader: History, Culture, Politics*. (Durham: Duke University Press, 2002): 66-71.

## **UNIT II: THE NATIONAL PERIOD IN LATIN AMERICA**

Week 6 (Mon., Feb. 27- Fri. Mar.2)

Agricultural Colonies in Argentina

M. Feb. 27

W. Feb. 29

F. Mar. 2

Readings:

Yehuda Levin, "Labor and Land at the Start of Jewish Settlement in Argentina," *Jewish History* 21:3-4 (2007): 341-359.

DOCUMENT: Juan Bautista Alberdi, "Immigration as a Means to Progress" in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentine Reader: History, Culture, Politics*. (Durham: Duke University Press, 2002): 95- 101.

DOCUMENT: Domingo Faustino Sarmiento, "Civilization and Barbarism" in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentine Reader: History, Culture, Politics*. (Durham: Duke University Press, 2002): 80-90.

DOCUMENT: Alberto Gerchunoff, *Jewish Gauchos of the Pampas* (Albuquerque: University of New Mexico Press, 2003), 11-14, 41-43.

DOCUMENT: "Meager Results: Two Decades of Jewish Agricultural Settlement in Argentina: A Reportage by Leon Chasanovitch" in Alan Astro, ed. *Yiddish South of the Border: An Anthology of Latin American Yiddish Writing* (Albuquerque: University of New Mexico Press, 2003), 40-46.

Week 7 (Mon., Mar. 5-Fri., Mar. 9)

Agricultural colonies in Brazil

M. Mar. 5

W. Mar. 7

F. Mar. 9 NO CLASS

**PAPERS DUE FRIDAY, MARCH 9<sup>TH</sup> IN MY MAILBOX BY 5 PM.**

Readings:

Jeffrey H. Lesser, "Colonial Survival and Foreign Relations in Rio Grande do Sul: The Jewish Colonization Association Colony of Quatro Irmãos, 1904-1925" in Lois Baer Barr and David Sheinin, eds. *The Jewish Diaspora in Latin America* (New York: Routledge, 1996)

Nachman Falbel, "Jewish Agricultural Settlement in Brazil," *Jewish History* 21: 3-4 (2007): 325-340.

Week 8 (Mon., Mar. 12-Fri., Mar. 16)

Eastern European Jewish Immigrants as Radicals in Argentina

M. Mar. 12



W. Mar. 14

F. Mar. 16

Readings:

Eugene F. Sofer, *From Pale to Pampa: A Social History of the Jews of Buenos Aires*, pp. 1-13; 33-63 (Introduction and Ch. 2).

Sandra McGee Deutsch, *Crossing Borders, Claiming A Nation: A History of Argentine Jewish Women, 1880-1955* (Durham: Duke University Press, 2010), pp. 148-171.

DOCUMENT: Pinye Wald, "Nightmare: Excerpt of a Memoir of 'The Tragic Week'" in Alan Astro, ed. *Yiddish South of the Border* (University of New Mexico Press, 2003), pp. 82-88.

DOCUMENTS: Nancy L. Green, ed. *Jewish Workers in the Modern Diaspora* (University of California Press, 1998):158-161, 164-165, 213-214.

Week 9 (Mon., Mar. 19-Fri., Mar. 23)

Jewish immigrants in Brazil in Vargas's Brazil

M. Mar. 19

W. Mar. 21

F. Mar. 23

Readings:

Jeffrey Lesser, "Jewish Immigration to Brazil" in Samuel Bailey and Eduardo José Míguez, *Mass Migration to Latin America*: (Wilmington, DE: Scholarly Resources, 2003), 245-261.

Fernando Morais, *Olga: Revolutionary and Martyr*. Trans. Ellen Watson.(New York: Grove Weidenfeld, 1990). Chapters 6-15 and São Paulo, July 1945 (pages 63-177; 234-242). [Please note that while this reading is a little longer than usual, it is written in a fast-paced narrative style.]

DOCUMENT: Platform of the National Liberal Alliance, "The Social Question" in Robert M. Levine and John J. Crocitti, eds. *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999): pgs. 156-157.

DOCUMENT: Luís Carlos Prestes, "Manifesto, 1930" in Robert M. Levine and John J. Crocitti, eds., *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999): pgs.158-159.

DOCUMENT: Gustavo Barroso, "The Paulista Synagogue" in Robert M. Levine and John J. Crocitti, eds., *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999):182-183.

Week 10 (Mon., Mar.26-Fri., Mar. 30)

Populism in Argentina

M. Mar. 26

W. Mar. 28

F. Mar 30

Daniel James, "Perón and the People" in *The Argentina Reader: History, Culture, Politics*

Lawrence Bell, "In the Name of the Community: Populism, Ethnicity, and Politics among the Jews of Argentina under Perón" *Hispanic American Historical Review* 86:1 (2006): 93-122.

DOCUMENT: "Perón Appeals to the People" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present*, 9<sup>th</sup> edition (Boulder: Westview Press, 2008): 409-410.

DOCUMENT: "Letter to President Perón" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present*, 9<sup>th</sup> edition (Boulder: Westview Press, 2008): 413-414.

**Mar. 31-Apr. 8 Spring Break: Enjoy!!!**

Week 11 (Mon., Apr. 9-Fri., Apr. 13)

The Capture of Eichmann in Argentina, Rising Argentine Nationalism and Growing Social Struggle

M. Apr. 9

W. Apr. 11

F. Apr. 13

Raanan Rein, *Argentina, Israel, and the Jews: Peron, the Eichmann Capture and After* (Bethesda: University Press of Maryland,), pp. 163-235.

Selections from Isser Harel, *The House on Garibaldi Street* (New York: Viking Press, 1975).

Week 12 (Mon., Apr. 16-Fri., Apr. 20)

Dictatorship in Argentina

Monday, April 16

Wednesday, April 18

Friday, April 20

Carlos Waisman, "Capitalism, Socialism, and the Jews: The View from Cabildo" in Judith Laikin Elkin and Gilbert Merx, eds. *The Jewish Presence in Latin America* (Boulder: Westview Press, 1990): 233-252.

Marguerite Feitlowitz, *Lexicon of Terror*, 2<sup>nd</sup> edition (New York: Oxford University Press, 2011), 3-20, 103-126.

DOCUMENT: CONADEP, *Nunca Más: The Report of the Argentine National Commission on the Disappeared* (67-72)

DOCUMENT: Rodolfo Walsh, "Open Letter to the Military Junta" in Robert M. Buffington and Lila Caimari, *Keen's Latin American Civilization, History and Society, 1492 to the Present*

**Thesis Exercise Due in Class Friday, April 20<sup>th</sup>.**

Week 13 (Mon., April 23-Fri., Apr. 27)

**NO CLASS; WORK ON PAPERS AND MANDATORY MEETINGS IN OFFICE HOURS TO DISCUSS FINAL PAPERS**

Week 14 (Mon., April 30-Fri., May 4)

Never Again? The Return of Democracy in Argentina, Menem, AMIA Bombing

M. April 30

W. May 2

F. May 4

Feitlowitz, *A Lexicon of Terror*, 2<sup>nd</sup> edition, 299-336.

Beatriz Gurevich, "After the AMIA Bombing: A Critical Analysis of Two Parallel Discourses" in Kristin Ruggiero, ed. *The Jewish Diaspora in Latin America and the Caribbean: Fragments of Memory* (Portland, OR: Sussex Academic Press, 2005): pp. 86-111.

“Argentina’s Jews Cry for Their Torn Heart” (1994, July 21). *New York Times*. pp. A10.

L. Rohter, “Ex-President Denies Cover-Up in ’94 Bombing”(2002, July 24). *New York Times*. pp. A3.

L. Rohter, “Justice Elusive in 1994 Attack on Argentine Jews” (2004, May 30) *New York Times*. pp. N4.

Week 15 (Mon., May 7-Fri., May 11)

Never Again. Again: Accountability and Memory in the 21<sup>st</sup> Century

M. May 7

W. May 9

F. May 11—last day of class

Janis Breckenridge, “Text in the City: Desig(nat)ing Post-Dictatorship Memorial Sites” in *Latin American Jewish Cultural Production*, Nashville: Vanderbilt University Press, 2009), 135-154.

Laura Ginsberg, “Active Memory” in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentine Reader: History, Culture, Politics*. (Durham: Duke University Press, 2002): 544-548.

L. Rohter, “Argentines Criticize Investigation of ’94 Attack,” (2004, July 19)*New York Times*, pp. A6.

“Argentina welcomes Iran's offer on Jewish centre bombing inquiry”:  
<http://www.guardian.co.uk/world/2011/jul/18/argentina-iran-jewish-centre-bombing>

“Argentina’s ‘Angel of Death’ Jailed For Crimes Against Humanity”  
<http://www.guardian.co.uk/world/2011/oct/27/argentinas-angel-of-death-jailed>

**Final Papers Due, Weds. May 16<sup>th</sup> by 5 pm in my mailbox.**