History 110
Latin America: State & Nation since Independence
Spring 2010

Steve Volk
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Class: MWF (9:00-9:50 AM), King 337
Office Hours: Monday 10-11; Tuesday 1:30-2:30; Wednesday 2-3, and by appointment

PLEASE NOTE: The Best (i.e. LATEST) version of this ever-changing syllabus,
complete with links to videos, etc, is on-line:
http://sites.google.com/a/oberlin.edu/hist110s10/home

Purpose and Goals of Course:

A chronological continuation of History 109 (Conquest and Colonization), History 110 looks
at the construction of independent Latin American nations in the nineteenth century and
their evolution into the twentieth. Above all, this class examines how states are formed from
colonial territories and how nations, national identities, and national communities are
constructed. It also focuses on questions of democratic representation, the struggles by
many sectors for political, social, and economic inclusion, and the ways in which these
struggles have been repressed, accommodated, absorbed, or ignored. Finally, it will suggest
ways in which an understanding of historical processes is absolutely essential in the
understanding of current conflicts and social and political aspirations.

Emiliano Zapata, tattoo by “Lowrider Tat2”

This course has been designed with a number of goals in mind:

To introduce students to some of the forces, events, and conflicts which have
helped shape current-day Latin America and the Caribbean, including:
• The manner by which Latin American countries, emerging from colonialism, chose and constructed their various state systems. Unlike their neighbor to the north, Latin American countries experimented with a variety of non-republican forms of government.
• The post-colonial construction of nationalism.
• The way in which different countries constructed and attempted to deal with what they would call their "Indian problem," i.e. the move from Indians as a "protected" class of tribute payers allowed to live on their own lands to Indians as "citizens," with no specific protections.
• The economic choices faced by the newly independent countries and how their economies fit into a world largely shaped by Great Britain and, then, the United States.
• The essential lines of national social organization including race, gender, class.
• The challenges posed to the state by emerging social movements, including the Mexican and Cuban revolutions.
• The rise of military power and the emergence of neo-liberal dominance.

To understand and use a variety of sources (or evaluate the lack of sources) which make up the contemporary "archive" of historians, including:

• Primary written sources and how to consider them.
• Secondary sources and how to evaluate them critically.
• Non-written sources (including images and artifacts).
• The absence of sources: how to listen for the voice of the voiceless, how to hear silences, how to read "across the grain."

To find, understand, and critique historical argument:

• The central task of reading history in college and beyond is understanding an author's central argument, and being able to evaluate that argument based on evidence, sources, narrative, and logic. While, as beginning Latin American historians, you will be unable to evaluate an author's argument to the same extent as specialists in the field, it is a goal of this course to enable you to locate arguments, consider the sources used, and look for the logic of the presentation.

To understand, and appreciate, ambiguity in historical argument and presentation:

• By focusing on various controversies in the historiography of the Americas, we will attempt to gain an historical perspective on the complex question of dependence and independence in Latin America, particularly how societies and cultures are shaped because of and despite the power inequalities of various actors involved, and how historians continue to present evolving arguments to account for these factors.

To appreciate that while the "past is a foreign country," it is intimately connected to the present through the work of the historian. Your task is to understand that the past is not the same as the present, but that the work of historians means that the questions we now ask of the past will be different than those asked by previous generations, for a variety of reasons.

COURSE ORGANIZATION: Videocasts and Discussions

After many years of offering this class where I provided a broad historical narrative via lectures and students engaged in discussions once a week, I have reorganized it so as to
put student involvement much more at the center. I have recorded the lectures for the class as videocasts (where you will hear the lecture and see the PowerPoint slides whereby I provide my own narrative of the history), which you are expected to watch over the weekend before the next week’s class. There are usually 2 lecture-videocasts per week, from 30-40 minutes each. Further, each week has some additional background reading (to be completed at the start of the week), as well as specific readings for each class (which, often, will be the basis of the discussion for each class). In short, if I haven’t already made it clear, this class is not designed for those who want to sit quietly in the back of the class listening (or not) to a lecture while you update your Facebook page. This is your class.

To get the most out of the readings (and the class), I urge you to form your own reading-study groups. These groups will allow you to share your insights with others and to get the most out of the readings.

While the aim of this course is to provide a survey of Latin American history in the post-independence period, it is impossible to explore with any adequacy more than 50 political entities (nations and colonies) that make up the modern Latin American and Caribbean region. Rather than attempt such a project, we will concentrate our examination on Spanish America (with only modest coverage of Brazil), and on just a few countries (Mexico, Cuba, Argentina, Chile).

![Dom Pedro II of Brazil](image)

**Dom Pedro II of Brazil**, Pedro Américo de Figueiredo e Melo (1872)

**REQUIREMENTS AND GRADING POLICY**

Besides keeping up with the videocasts and the reading, there are four graded assignments. You will receive more concrete directions for each of these:

1. A map quiz (Feb. 19).

2. A 3-5 page discussion of a primary source (due March 8).
3. "All Things Considered" assignment (reportage on a "news event" in Latin American history in which history is used as a way to shed understanding on the contemporary event (due April 26);

4. A 6-8 page synthetic essay, based on both primary and secondary sources, on: People/Place/Product (due no later than May 20 at 11 AM).

Your final grade will be determined on the following basis:

- Map quiz/essay: 10%
- Primary source discussion: 25%
- "All Things Considered" Reportage: 30%
- Final essay: 35%

Grades are based on your final GPA in the course. To get the letter grade, you must average above the posted GPA:

A+ = 4.165; A = 3.85; A- = 3.50; B+ = 3.165; B = 2.835; B- = 2.50; C+ = 2.165; C = 1.835; C- = 1.50

Assignments are to be turned in on the day noted in the syllabus. Late papers turned in without prior permission — you must request an extension before the due date of the paper — will be reduced by one grade-step for each day that an assignment is late. For example, a paper due on Monday, February 26 turned in on February 27 will get a "B-" instead of the "B" that it merited; if it is turned in on February 28, it will get a "C+", etc.

Two additional points to keep in mind:

(1) **You may request an Incomplete ONLY for the final paper.** To be counted, all other work must be turned in by 4:30 PM on the last day of the Reading Period, May 18.

(2) **All** work must be completed for you to receive a passing grade; this is true whether you are taking the course for a letter grade or the Pass/Fail option. In other words, to pass the course, you must do all the assignments.

**Attendance, Tardiness, etc.**

I take attendance every day — this is my best way of learning your names. I expect that you will attend the class regularly because you want to, because you understand that you can't learn if you're not there; and so I don't have a specific policy on absences (i.e., only "x" number of absences are allowed). On the other hand, I do reserve the right to factor excessive absence from class into the final grade.

As for coming in late, using cell phones, loudly slurping your morning oatmeal, etc., I have only one rule: be considerate to those around you and to me.

Finally, if you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.
SOURCES ON LATIN AMERICA:

You will find a number of useful sources on Latin America on the electronic syllabus. Each week, I will post important or interesting articles on the Home Page of the on-line syllabus. I strongly urge you to keep up with news from Latin America through mainline news sources (e.g., New York Times, Los Angeles Times, Guardian, BBC, etc.), as well as a series of alternative sources and journals of opinion (NACLA Report on the Americas, UpsideDown World, Nation, etc).

A NOTE ON ACCESSING READINGS AND VIDEOCASTS

All books that are recommended for purchase are on reserve in the library. These books can be purchased at the Oberlin Bookstore as well as at various on-line booksellers (where they are also available in used, cheaper, editions), and can be found at OHIO Link. All the required reading except these books are located in Blackboard [NOT ERES]. Please contact me if you cannot locate an article has been assigned or if there is a problem with the article (e.g., a page is missing, etc.).

I don’t use a standard textbook in this course, although I use a few chapters from each of the two books often used as course texts. These are David Bushnell & Neill MacAulay, The Emergence of Latin America in the 19th Century, 2nd ed. (NY: Oxford University Press), 1994, and Thomas E. Skidmore, Peter H. Smith, and James N. Green, Modern Latin America, 7th ed. (New York: Oxford University Press), 2010 for the twentieth.

All videocasts have been uploaded to Vimeo.com. They are linked, week by week, in the electronic syllabus - click on the link and you will be taken directly to the video. You might need to wait a few minutes for it to fully buffer so that it won’t be stopping every few seconds. You will also find a link to the Vimeo site on Blackboard under "Video Lectures." Each video lecture will have an accompanying outline with the approximate times given in minutes:seconds for when that topic appears on the video. So, if you want to refresh yourself on a particular topic within a lecture, go to the "Lecture Outline and Timing," the location in the video you want to go to, and then advance the slider bar to that point in the video. You can find these outlines/timings both in Blackboard (in the same section as the video) or as an attachment at the bottom on this syllabus.

Frida Kahlo, Self-Portrait on the Border Line between Mexico and the United States (1932; oil on metal; private collection)
Books Recommended for Purchase:


SYLLABUS

Recommended background reading if you haven’t taken HIST-109:


PART I: SHAPING THE STATE AND FORMING THE NATION IN THE 19TH CENTURY

**Feb. 8, 10, 12: Perspectives on Latin American Independence: The View From Above**

Background Reading:


Videos for the Week: NOTE: Weekly videos are posted on the on-line syllabus

Feb. 8: Introduction
Feb. 10: State and Nation in Latin American History


Feb. 12: Constitutions and Ideology


"José Artigas al gobernador de Corrientes, José de Silva, con instrucciones para el gobierno de los pueblos de indios y exclusión de los europeos de los empleos públicos," from José Gervasio Artigas, Obra Selecta, Lucía Sala de Tourón, ed. (Caracas: Biblioteca Ayacucho, 2000), pp. 51-52. [NOTE: A very short – 7 paragraph document in Spanish. For non-Spanish speakers, please find someone who can translate it for you. It should only take 10 minutes.]


Feb. 15, 17, 19: Perspectives on Latin American Independence: The View from Below

Feb. 15: Getting at "Political History from Below"


Feb. 17: The Post-Colonial Paradox: Indians as Citizens


Feb. 19: MAP QUIZ (in class) and further discussion of the "Post-Colonial Paradox"

March 1, 3, 5: Dreaming of Modernity: Sarmiento’s Argentina

Background Reading:

David Bushnell & Neill MacAulay, The Emergence of Latin America in the 19th Century, 2nd ed. (NY: Oxford University Press, 1994, Ch. 6), pp. 117-140 [Blackboard, "Readings"]]
March 1: The Desire to be Modern


March 3: Sarmiento’s Argentina. The Land


March 5: Sarmiento’s Argentina. The People

Sarmiento, *Facundo*, pp. 28-122.

March 8: 1st paper (3-5 page discussion of primary sources) due

March 8, 10, 12: Alternative Nations, Alternative Nationalisms

Background Reading:

Hernández Chávez, *Mexico: A Brief History*, Chapters 6-7 (pp. 117-169).
March 8: Indians and Citizenship (1)

Mallon, "Contested Citizenship (1); Liberals, Conservatives, and Indigenous National Guards, 1850-1867," in *Peasant and Nation*, Ch. 2 (pp. 23-62).

March 10: Indians and Citizenship (2)

Mallon, "Alternative Nationalisms and Hegemonic Discourses: Peasant Visions of the Nation," in *Peasant and Nation*, Ch. 4 (pp. 89-133). [NOTE: Ch. 5, "Contested Citizenship (2). Regional Political Cultures, Peasant Visions of the Nation, and the Liberal Revolution in Morelos," is recommended, but not required.]

March 12: Women and the Nation


PART II: CONSOLIDATION OF THE LIBERAL STATE

March 15, 17, 19: Slavery and Patriarchy in Imperial Brazil

Background Reading:


March 15: Coffee & Slavery in Brazil

General discussion of Brazil and export-based economics. Refer to background reading.
March 17: Caetana Says No: Patriarchy Confounded


March 19: Caetana Says No: Patriarchy Confirmed


"Juárez, símbolo de la República contra la Intervención Francesa", Antonio González Orozco

March 22, 24, 26: Liberalism, Modernity, and Crisis: 19th Century Winners and Losers

Background Reading:


March 22: Church, State, and Liberal Economics in Mexico


March 24: Guatemala and Coffee


March 26: Winners & Losers of the Liberal State.

No reading.

SPRING BREAK

PART III: NEW ACTORS, NEW RESPONSES

April 5, 7, 9: The Mexican Revolution

Background Reading:

Hernández Chávez, Mexico: A Brief History, Ch. 9-11, pp. 203-294.

April 5: What Creates a Revolution?

“A Letter to Striking Workers (1892)“ (pp. 256-59);
“Precursors to Revolution (1904, 1906)“ (pp. 264-70);
“The Cananea Strike: Workers Demands (1906)“ (pp. 270-272);
“Land and Society (1909)“ (pp. 272-279).

April 7: What Kind of Revolution?

“Francisco Madero’s Challenge to Porfirio Diaz (1910)“ (pp. 295-300);
“Revolution in Morelos (1911)“ (pp. 300-305);
“Land, Labor, and the Church in the Mexican Constitution (1917)“ (305-312);
“The Catholic Church Hierarchy Protests (1917, 1926)“ (pp. 318-19).

All above documents are in Jaffary, Osowiski, and Porter, Mexican History.

April 9: You Say You Want a Revolution?

April 12, 14, 16: Argentina – From Oligarchy to Middle Class to Perón

Reading for the Week: Daniel James, Doña María’s Story: Life History, Memory, and Political Identity (Durham: Duke University Press), 2000. Prologue and The Transcript (pp. 3-116), and “Tales Told Out on the Borderlands,” Reading Doña María’s Story for Gender” (pp. 213-243).

Please note that I will be absent this week (on a trip in Argentina and Chile). You are expected to do the reading in Daniel James, Doña Maria’s Story and keep up with the videocasts. I have also arranged for the following three lectures, so you will be expected to attend class.
April 12: Argentina and Peron (Kristina Mani, Politics)

April 14: The Tango and Argentina (Ana Cara, Hispanic Studies)

April 16: The Economics of Import Substitution Industrialization (ISI) (Alberto Ortiz Bolaños, Economics)

April 19, 21, 23: The Cuban Revolution and Marxism

Background reading:


April 19: Background to Revolution

Fidel Castro, "History Will Absolve Me" (1953).

April 21: Cuban Socialism to 1986


April 23: Cuba in the World


(Graphic from a set of trading cards distributed in Cuba in the early 1960s along with cans of tinned fruit. You can see José Martí in the clouds in the upper right. The ship is the "Granma," and the fighting is during the Bay of Pigs, 1961)

April 26: 2nd Paper ("All Things Considered" Reportage) due
April 26, 28, 30: Chile and the Peaceful Road to Socialism


April 26: Labor and Parties in Chile’s

Winn, *Weavers*, Ch. 1-5

April 28: The Election of Salvador

Winn, *Weavers*, Ch. 6-8

April 30: The Popular Unity Government

Winn, *Weavers*, Ch. 9-end.

May 3, 5, 7: State Terrorism: Lessons of The Dirty Wars

May 3: Chile and the Pinochet Dictatorship


May 5: The Dirty War in Argentina

Wright, “The Dirty War in Argentina,” *State Terrorism*, pp. 95-137.

May 7: Lessons of the Dirty Wars


May 10, 12, 14: Perspectives on the Present

Background reading:


May 10: Venezuela and Chavez

May 12: Bolivia and Morales


May 14: Conclusions

Your final project, a 6-8 page synthetic essay based on both primary and secondary sources, is due on May 20. It must be turned in no later than 11 AM. Instructions will be given on this later.

Please note that I will not accept the final project after the due date and time unless you have requested an official, signed incomplete in the course.