Latin America: State & Nation since Independence
Spring 2012

Spring 2012
MWF 9:00-9:50
King 337

Steven Volk
Steven.volk@oberlin.edu

OFFICE HOURS: Mon. 10:00-11:00; Tues. 2:00-3:00; Wed. 2:30-3:30

COURSE PORTFOLIO: Course Portfolio: https://sites.google.com/a/oberlin.edu/hist110s12/

PLEASE NOTE: The Best (i.e. LATEST) version of this ever-changing syllabus, complete with links to videos, etc, is on-line: https://sites.google.com/a/oberlin.edu/hist110s12-syllabus/

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 and their citizens arise 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 succeeded or been repressed, accommodated, absorbed, or ignored. Finally, it will suggest ways in which an appreciation of the region’s history can help our understanding of current developments in Latin America and the Caribbean.

This course has been designed to help you:

1. Better understand Latin American history;
2. Come to a clearer sense of what “history” is and how historians work;
3. Think more deeply about why the study of history can be important.

Understanding Latin America History:
This course is designed around five “problems” in Latin American history in the post-independence period:
1. The role of the citizen within a new political structure: What did it mean for the various emerging Latin American countries to shift from a set of colonial assumptions to a set of national assumptions, particularly what that suggested about the changing relationship of the individual to the state and the emergent meaning of citizenship.

2. The role of the newly independent countries within a world community, particularly how they articulated their economies to fit into a set of realities which they neither controlled nor which favored their interests;

3. How emerging economic sectors were both fashioned by and helped fashion new leaders, new sets of interests and new actors, and how these newly created sectors increasingly demanded their place in the political and economic structures of the state.

4. The way in which political leaders and their followers disputed the role of the state and the shape of its institutional, juridical, and political structures, including who would be allowed a voice in political decision making, and whose interests would be favored when decisions were made.

5. Why military institutions and charismatic leaders have played a large role in the political life of many Latin American countries.

Understanding what “history” is and how historians work, particularly the ability to use the multiple sources which make up the contemporary "archive" of historians, including:

- Primary written sources (authorship, purpose, context).
- Secondary sources (historiography, reliability, argument).
- Non-written sources (“reading” images and artifacts).

To be conscious of whose voices are likely to be absent from these sources:

- How to listen for the voice of the voiceless, how to hear silences, how to read "across the grain."

To understand that among the critical tasks of the historian are asking productive questions, determining how to go about answering them, being able to construct (and evaluating) an argument based on evidence, employing logic, and working through a narrative structure, and, finally, determining how to ask new questions based on the answers you arrived at.

Finally, to think about what the role of history is other than knowing more about the past.
While the "past is a foreign country," it is intimately connected to the present through the work of the historian. By the end of the class, you should have a better sense of why one studies history.

COURSE ORGANIZATION: VideoCasts and Discussions

After many years of offering this class via lectures, reserving student discussion to one session a week, I reorganized it to foreground student involvement. There are many reasons for this (and we will discuss them in class), but the central one is that this is your class and you need to take ownership of it, which you can't do if I am the only one speaking. I have recorded most of my lectures and have uploaded them to the web (vimeo.com). You are expected to watch the assigned lectures on the weekends before the linked class. There are usually two VideoCasts per week, from 30-40 minutes each. Further, each week has some additional background reading from a textbook (Teresa Meade’s A History of Modern Latin America 1800 to the Present) (to be completed at the start of the week), as well as specific, often primary source, readings for each class (which, often, will be the basis of the discussion for each class). In summary, 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).

COURSES ORGANIZATION: Course Portfolio

The course portfolio for HIST 110 is the central way to interact with the course. It is where you will post reading/video responses, upload your assignments, post materials related to the course, and have an opportunity to reflect. As a course portfolio, it is essentially yours to keep when you finish the course (i.e., by having the url, you will always be able to access it and your own work and reflections). It is also a way that you can see how your work and your thinking have progressed over the course of the semester. I will give you instructions on accessing the course portfolio template on Google Sites, creating your own using the HIST110S12 template, and then assign others (particularly me!) permission to read.

REQUIREMENTS AND GRADING POLICY

OK – total disclosure! I have one basic teaching philosophy: the person who is doing the work is the person who is learning. There is a considerable amount of work in this class, but it’s all there to help you scaffold your learning. If
you ever wonder why a certain assignment has been given, just ask. Besides keeping up with the VideoCasts and the reading, there are four graded assignments. You will receive more specific directions for each of these:

1. A map quiz (in class on Feb. 24). The countries of Latin America and the major islands of the Caribbean. Middle school stuff, but it’s embarrassing if you don’t know where the countries are!

2. Reading Responses and Reflections: On the syllabus, you will notice that for each week one of the readings is labeled “READING RESPONSE” or “REFLECTION.” You will be responsible for writing and first week and last week “Reflection” statement and for five (5) reading responses over the course of the semester. These have to be written during the week in which they are assigned. I will provide more details on this in class, but these are intended to help you read secondary sources, finding the author’s main argument and raising central questions. You will post your reading responses to the Course Portfolio. Usually, these should be about 2-pages in length.

3. A 3-5 page discussion of Sarmiento (due March 5 at the start of class).

4. A 3-5 page paper on “the Liberal state” (due March 23 at the start of class);

5. A 6-8 page synthetic essay based on a question of your own design (due no later than Thursday, May 17 at 11 AM). Note: you will be graded on both the question and the answer; your question is due on Monday, April 30 at the start of class.

Your final grade will be determined on the following basis:

- Map quiz: 5%
- Reading Responses: 25% (for 5 responses; your first and last reflections will not be graded)
- Sarmiento paper: 20%
- The Liberal State: 20%
- Final Essay: 30%

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, March 5 turned in on March 6 will get a “B-” instead of the “B” that it merited; if it is turned in on March 7, it will get a “C+”, etc.

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 15.

Attendance, Tardiness, etc.

I take attendance every day – this is my best way of learning your names. I expect that you will attend class regularly because you want to, because you understand that you can’t learn if you’re not there, and because something interesting is going on. 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, laptop use, 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. 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 the COURSE PORTFOLIO (as well as in Blackboard, if you prefer to access them there), but they are not in 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.).

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.

**Books Recommended for Purchase:**


**SYLLABUS**

**Background reading if you haven’t taken HIST-109 or you want to review**


**PART I: THE NATURE OF HISTORICAL INQUIRY AND THE NATURE OF LEARNING**

**FEB. 6, 8, 10: The Work of History, the Work of Historians, Your Work**

**Feb. 6: Introduction to the Course**

In class: select one approach to history presented in "What Is History?" by The History Guide that best approximates your understanding of history: http://www.historyguide.org/history.html

**Feb. 8: Historical Inquiry**


**Feb. 10: Communities of Practice**


**REFLECTION DUE: LEARNING GOALS.** Your first reflection, posted to the Course Portfolio, should be on your personal learning goals for this course: What goals do you have for this course? What do you want to learn (include both content but more broadly: skills, approaches, types of interactions). Try to be specific and detailed (not just “Latin American history”, for example). Include anything you plan to do to meet your goals (e.g. weekly goals; time schedules, periodic meetings with the teacher, etc.). 1-2 pages.

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

**Feb. 13, 15, 17: From Colony to Nation**

**Background Reading:**


Want more on the topic of “Latin America” and what is it? Try Walter Mignolo, The Idea of Latin America (Blackwell, 2005).

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

Feb. 13: Some Background: A Lecture on What Was Involved in Latin American Independence

Feb. 15: State and Nation in Latin American History


Feb. 17: Constitutions and Ideology: Discussing Primary Sources


For those who can read Spanish: “José Artigas al gobernador de Corrientes, José de Silva, con instrucciones para el gobierno de los pueblos de indios y exclusion de los europeos de los empleos públicos,” from José Gervasio Artigas, Obra Selecta, Lucia Sala de Tourón, ed. (Caracas: Biblioteca Ayacucho, 2000), pp. 51-52. [NOTE: A very short – 7 paragraph – document in Spanish. I will ask those who have read it to summarize it in class.]

Feb. 20, 22, 24: The View from Below

Feb. 20: Getting at “Political History from Below”

Florencia Mallon, “Political History from Below: Hegemony, the State, and Nationalist Discourses,” in Peasant and Nation: The Making of Postcolonial Mexico and Peru (Berkeley: University of California Press, 1995), Ch. 1: pp. 1-20. [READING RESPONSE]

Feb. 22: The Post-Colonial Paradox: Indians as Citizens


Feb. 24: **MAP QUIZ** (in class) and further discussion of the “Post-Colonial Paradox”

Feb. 27, 29, March 2: Making a Way in the World: Dreams of Modernity

**Background Reading:** Meade, HMLA, Chapter 4 (Fragmented Nationalisms), pp. 81-104.

Feb. 27: **The Modernist Desire and the Desire for Modernization**


Feb. 29: Sarmiento’s Argentina. The Land


March 2: Sarmiento’s Argentina. The People (and those left out)

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

March 5: 1st paper (3-5 page discussion of primary sources) due at the start of class

March 5, 7, 9: The Challenge of Citizenship in the 19th Century

Background Reading:

Brooke Larson, “Andean Landscapes: Real and Imagined,” *Trials of Nation Making, Liberalism, Race, and Ethnicity in the Andes, 1810-1910* (NY: Cambridge University Press, 2004), pp. 20-70. NOTE: This book is available in an electronic version via OBIS. The class will be divided into three groups, with each group in charge of discussing one country: Colombia, Peru, and Bolivia. You are encouraged, but not required, to read the sections that you are not assigned. [READING RESPONSE]

March 5: Indians and Citizenship (1): Colombia


March 7: Indians and Citizenship (2)


March 9: Indians and Citizenship (3)


PART II: CONSOLIDATION OF THE LIBERAL STATE

March 12, 14, 16: Exports, Labor, and the Making of the Modern World

Background Reading:


Meade, HMLA, Chapter 5 (Commodity Chains), 105-133.
March 12: Slavery in Brazil


March 14: Forced Labor in Peru

Jordan Goodman, “Guano Happens (Sometimes...),” Geographical, Nov. 2006: http://www.geographical.co.uk/magazine/guano - nov_06.html


March 16: Resistance - The Caste Wars in Mid-Century Mexico


March 19, 21, 23: The Liberal State Emerges

March 23: Paper due on the “Liberal State” at the start of class

Background Reading:

Meade, HMLA, Chapter 6, pp. 149-155 (only).

March 19: Coffee and State Building in Guatemala


March 21: Cattle and State Building in Argentina and Uruguay

March 23: Progress and Insanity. “Fitzcarraldo” [Werner Herzog, 1982]


**SPRING BREAK**

**PART III: NEW ACTORS, NEW RESPONSES**

**April 2, 4, 6: The Mexican Revolution**

Background Reading:

Meade, HMLA, Chapter 7 (Revolution from Countryside to City: Mexico), pp. 157-174.


**April 2: 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).

[NOTE: All above on Blackboard under: “What Creates a Revolution – Mexican History (256-272)”]

**April 4: 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).

[NOTE: All above on Blackboard under: “What Kind of Revolution? – Mexican History (295-312)”]

**April 6: You Say You Want a Revolution?**


[READING RESPONSE]

**April 9, 11, 13: Organized Labor in Chile and Argentina – Two Models, Two Results**

Reading for the Week:

Meade, HMLA, Chapter 9 (Populism and the Struggle for Change), pp. 193-211.
April 9: Chile: Organizing from Below


April 11: Argentina: Organizing from Above

Daniel James, *Doña Maria's Story: Life History, Memory, and Political Identity* (Durham: Duke University Press, 2000), Prologue and Transcript (pp. 3-116). [READING RESPONSE]

April 13: Working Class Men and Working Class Women

James, *Doña Maria's Story*, pp. 213-243.


April 16, 18, 20: The Cuban Revolution: Beyond Populism

Background reading:

Meade, HMLA, Chapter 10 (Post-World War II Struggles for Sovereignty), pp. 225-233 only.

April 16: Background to Revolution


(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 18: Cuban Socialism to 1986

Ernesto (Che) Guevara, “Socialism and Man in Cuba”: 
http://www.marxists.org/archive/guevara/1965/03/man-socialism.htm

**April 20: Cuba: Trying Again: 1986-Present [Film: “Mi Hermano Fidel”]**


**April 23, 25, 27: Chile and the Peaceful Road to Socialism**

Peter Winn, *Weavers of Revolution: The Yarur Workers and Chile’s Road to Socialism* (New York: Oxford University Press, 1989), Ch. 3 (p. 63) to end. [READING RESPONSE]

**April 23: The Election of Salvador Allende**

Winn, *Weavers*, Ch. 4-7


**April 25: The Popular Unity Government: Year One**

Winn, *Weavers*, Ch. 8-15

“Battle of Chile”- selections to be played in class.

**April 27: The Popular Unity Government: Decline and Fall**


**April 30: Your question (which you will answer for your final essay) is due at the start of class.**

**April 30, May 2, 4: State Terrorism: Lessons of The Dirty Wars**

**April 30: Chile and the Pinochet Dictatorship**


**May 2: The Dirty War in Argentina**

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

**May 4: Lessons of the Dirty Wars**

May 7, 9, 11: From Neoliberalism to the Pink Revolution

Background reading:

Meade, HMLA, Chapter 13 (Revolution and Its Alternatives) and 14 (The Americas in the Twenty-first Century), 277-334.

May 7: Venezuela and Chavez


May 9: Bolivia and Morales


May 11: Conclusions

FINAL REFLECTION PAPER: What have you learned from the class? Write a self-evaluation to examine how well you were able to meet the goals you set out in the first Reflection Paper. Did your goals change? Why? Did you meet the new goals? Try to be specific and detailed in terms of what you feel you accomplished in the course and how your own efforts played into that. Finally, if you were to give yourself a grade in the course, what would it be?

YOUR FINAL PROJECT, A 6-8 PAGE SYNTHETIC ESSAY BASED ON A QUESTION THAT YOU ASK AND ANSWER, IS DUE ON THURSDAY, MAY 17. 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. Also note that the ONLY project that you can request an incomplete for is the FINAL PROJECT. All other projects must be turned in BY THE LAST DAY OF CLASS (May 11) if they are to be counted in your final grade.