HISTORY 110: Latin America - State & Nation Since Independence

(Spring 2015)

MWF: 9:00-9:50 AM (King 337)

Office Hours: Tuesdays 2:00-3:00 PM; Wednesdays 10:00-11:00 AM; Thursday, 11:00 - Noon And By Appointment

Office: Rice 309
Email: Steven.volk@oberlin.edu
Phone: X5822 [440-775-8522]

Purpose and Goals of Course:

History 110 investigates 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 ideologies of modernism and revolutionary change, the integration of Latin America into larger ("modern") world economies, 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.

Martín Cambl, “Campesinas”

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 (via Vimeo). 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 background reading from a textbook which is 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 status. 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).

![Battle of Tuyutí, May 24, 1866 - Bloodiest battle in the history of South America (Painting by Cándido López)](image)

**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. 20). The countries of Latin America and the major islands of the Caribbean. Middle school stuff, but it's embarrassing and just bad form 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 five REFLECTIONS and for five reading RESPONSES over the course of the semester.

**Reflections**: In your first REFLECTION, you will set out your learning goals for the semester; what you expect to learn beyond the content of the course. In your last REFLECTION, you will reflect on the learning that has gone on. You can pick any three times during the semester to reflect on how what we're studying relates to issues in the contemporary world. These will be graded with a +, 0, or - and will count (9%) of your final grade.

**Responses**: These have to be written and posted before the class for which they are assigned. If the reading carries over for more than one class session, it can be turned in before the latest date that it is assigned. I will provide more details on this in class, but these are intended to help you read secondary sources, to locate the author's main argument, to help you raise central questions of the text, to inform your classroom discussions and to keep you on track with the readings. I will give you further directions on how and where you will post these responses. Usually, these should be about 2-pages in length. For tips on preparing your reading responses, click here [http://hist110s15-syllabus.veebly.com/reading-responses.html](http://hist110s15-syllabus.veebly.com/reading-responses.html).

3. A 3-5 page discussion of Sarmiento (due February 27 at the start of class).

4. A 3-5 page paper on "the Liberal state" (due March 16 at the start of class).
A 6-8 page synthetic essay based on a question of your own design (due no later than Thursday, May 14 at 11 AM). Note: you will be graded on both the question and the answer; your question is due on Monday, April 24 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+ = 4.105; A = 3.85; A- = 3.50; B+ = 3.165; B = 2.85; 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 12.

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.

A NOTE ON ACCESSING READINGS AND VIDECASTS

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 in ERs. 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


[BLACKBOARD]

PART 1: THE NATURE OF HISTORICAL INQUIRY AND THE NATURE OF LEARNING

FEB. 2, 4, 6: The Work of History, the Work of Historians, Your Work

Feb. 2: Introduction to the Course

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

Feb. 4: Historical Inquiry


Feb. 6: Communities of Practice

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

Feb. 9, 11, 13: From Colony to Nation

Videos for Week:

Lecture 1: Colonial Heritage: How Past Shapes Present (http://vimeo.com/8982071) (36:49);
Lecture 2: Shaping Independent Latin America (http://vimeo.com/9041269) (37:04)

Background Reading:

Meade, A History of Modern Latin America (hereafter: HMLA); Chapter 3 [Competing Notions of Freedom], pp. 49-79. [Blackboard]

Tom Holloway, "Latin America: What's In a Name?" (http://ucdavis.academia.edu/TomHolloway/Papers/126375/Latin_America Whats_In_a_Name) in A Companion to Latin American History (Waltham, MA: Wiley/Blackwell, 2008).

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

Feb. 9: Some Background: A Lecture on What Was Involved in Latin American Independence

Feb. 11: State and Nation In Latin American History: The Challenge of Modernity

James E. Sanders, The Vanguard of the Atlantic World [hereafter VW], Introduction, p. 5-23. [READING RESPONSE]

Feb. 13: Constitution: and ideology: Discussing Primary Sources


For those who can read Spanish: José Artigas al gobemador de Corrientes, José de Silva, con Instrucciones para el gobierno de los pueblos de Indios y exclusion de los europeos de los empleos públicos, by José Gervasio Artigas, Obra Selecta, Lucía Sala de Toumón, 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. 16, 18, 20: The View from Below

Video for Week:


Feb. 16: Getting at “Political History from Below”


Feb. 18: The Post-Colonial Paradox: Indians as Citizens


Feb. 20: MAP QUIZ (in class) and further discussion of the “Post-Colonial Paradox”

Videos for the Week:

Lecture 4: Argentina: Desires of the Nation (http://vimeo.com/9431608) [11:46];
Lecture 5: Argentina: The Great Divide (http://vimeo.com/9446614) [32:10]

Feb. 23: The Modernist Desire and the Desire for Modernization

Sanderson, VAW, Chs. 1, 2, 4 (pp. 24-63, 81-135). [READING RESPONSE]


Feb. 25: Sarmiento's Argentina. The Land


Feb. 27: Sarmiento's Argentina. The People (and those left out)

Sarmiento, Facundo, pp. 28-122.


February 17: 1st paper (3-5 page discussion of primary sources) due at the start of class

March 2, 4, 6: The Challenge of Citizenship in the 19th Century

Video for Week:

Lecture 6: Alternative Nationalisms: The Case of Argentina and Uruguay (http://vimeo.com/9727137) [20:51];

Optional (not required):

Lecture 8: Women & the Nation - Amalias Considered (http://vimeo.com/9727137) [28:12];

Brooke Larson, “Andean Landscapes: Real and Imagined,” Trials of Nation Making, Liberalism, Race, and Ethnicity in the Andes, 1810-1910 (http://obis.oberlin.edu/search~S47/Trials+of+Nation+Making/trials+of+nation+making/1%2C1%2C7%2C8/frameset&FF=tTrials+of+nation+making+liberalism+race+and+ethnicity+in+the+andes+1810+1910&1%2C7%2C8) (NY: Cambridge University Press, 2004), pp. 20-70. NOTE: Access this book via its digital version (http://obis.oberlin.edu/search~S47/Trials+of+Nation+Making/trials+of+nation+making/1%2C1%2C7%2C8/frameset&FF=tTrials+of+nation+making+liberalism+race+and+ethnicity+in+the+andes+1810+1910&1%2C7%2C8). 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 2: Indians and Citizenship (1): Colombia


March 4: Indians and Citizenship (2)

Larson, Trials of Nation Making (http://obis.oberlin.edu/search~S47/Trials+of+Nation+Making/trials+of+nation+making/1%2C1%2C7%2C8/frameset&FF=tTrials+of+nation+making+liberalism+race+and+ethnicity+in+the+andes+1810+1910&1%2C7%2C8)
March 6: Indians and Citizenship (3)

Larson, Trials of Nation Making (http://obis.oberlin.edu/search~S47/Trials+of+Nation+Making/trials+of+nation+making/1%2C1%2C2%2C8
/frameset&FF=t Rials+of+nation+making+liberalism+race+and+ethnicity+in+the+andes+1810+1910&1%2C2%2C2), Chapter 4 (Peru), pp. 141-201.

PART II: CONSOLIDATION OF THE LIBERAL STATE

March 9, 11, 13: Labor, Exports, and the Making of the Modern World

Videos for the Week:

Lecture 16; Brazil: From Independence to Order (http://vimeo.com/10138165) (27:10);
Lecture 11: Slavery & Empire in Brazil (http://vimeo.com/10154343) (19:53)

Background Reading:


March 9: Coffee & Slavery in Brazil


March 11: Caetana


March 13: Guano & Forced Labor in Peru


March 16, 18: The Liberal State: Exports & State Building [NOTE: NO class on March 20]

March 16: Paper due on the “Liberal State” at the start of class

Background Reading: Sanders, VAW, Ch. 5.130-100.
March 16: Coffee and State Building in Guatemala


March 18: Cattle and State Building in Argentina and Uruguay


**SPRING BREAK**

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

![Soldaderas in the Mexican Revolution, Photograph: Archivo Casasola](image)

March 30, April 1, 2: The Mexican Revolution

**Background Reading:**

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

March 30: Precursors – Why 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 1: Picturing the Revolution: Visit to AMAM
Francisco Madero's Challenge to Porfirio Díaz (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 3: You Say You Want a Revolution?

[Reading to be announced]

April 6, 8, 10: 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 6: Chile: Organizing from Below

Peter Winn, Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism (New York: Oxford University Press, 1989), Chapters 1-3 (13-63, only). [READING RESPONSE]

April 8: 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 10: Working Class Men and Working Class Women

James, Doña Maríta Story, pp. 213-243.


April 13, 15, 17: The Cuban Revolution: Beyond Populism

Background reading:

Aviva Chomsky, A History of the Cuban Revolution [Wiley-Blackwell, 2011], Introduction, Ch. 1 (pp. 1-43) [READING RESPONSE]
April 13: Cuban Socialism to 1986
Chomsky, History, Chs. 2-6 (pp. 44-152)

April 17: Cuba: Trying Again: 1986-Present [Film: “Mi Hermano Fidel”]

Chomsky, History, Chs. 7, 8. Conclusion (pp. 153-195).


April 20, 23, 24: Chile and the Peaceful Road to Socialism

April 20: The Election of Salvador Allende

Steven S. Volk, “Allende” [details to be given]

Peter Winn, *Weavers of Revolution: The Yanur Workers and Chile’s Road to Socialism* (New York: Oxford University Press, 1989), Ch. 3-7 (pp. 53-119). [READING RESPONSE]


April 22: The Popular Unity Government: Year One

Winn, Weavers, Ch. 8-15 (pp. 120-205).

[Sections of “Battle of Chile” will be screened in class.]

April 24: Your question (which you will answer for your final essay) is due at the start of class.

April 24: The Popular Unity Government: Decline and Fall

Winn, Weavers, Ch. 16-18 (pp. 205-256).

April 27, 29, May 1: State Terrorism: Lessons of The Dirty Wars

April 27: Chile and the Pinochet Dictatorship


April 29: The Dirty War in Argentina

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

May 1: Lessons of the Dirty Wars


May 4, 6, 8: From Neoliberalism to the Pink Revolution

May 4: Neoliberalism and the Pink Revolution


May 6: Venezuela and Chavez


Ellner, ed., Latin America’s Radical Left, Ch. 4 (pp. 79-102).

May 8: Bolivie and Morales
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 14. 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.