Course Description:

This course traces Latin America’s transition from colonialism to dependent nationalism. Placing Latin America’s history in a broader world context that begins with the Age of Revolution and ends with the World Depression, we will ask how and why Latin American societies evolved the way they did. In the age of industrialization and development, why did Latin American societies and economies remain underdeveloped and economically dependent? In the age of nationalism and national consolidation, why did Latin American countries emerge as divided nations that could not incorporate all their citizens?

Using a variety of forms of evidence—including images, historical writing, and primary sources—we will explore the distinct historical experiences of Latin America’s diverse peoples, placing political conflict and socioeconomic inequality in cultural, human and transnational context. Through lectures, discussion, and written assignments we will also learn more about history as a discipline and about the tools of the trade historians use.

Goals of the Course:

Using Latin America as our case study, the course introduces you to the ways in which historians think and work. Through a combination of lectures, readings, discussion, and written assignments, we will explore this process in three interrelated ways:

1. We will attempt to recreate, on the basis of limited evidence, an image of a past society-in-motion—in this case, Latin America between 1780 and 1940—and reflect on the possible implications of the past for us today. Among the questions we will ask are:
   a. What was the nature of daily life?
   b. Who had power and who didn’t, and why?
   c. How did a person’s or a group’s position in society affect their beliefs about themselves, their goals and their ability for conscious action, and the ultimate success or failure of their actions?
   d. How did this particular society become what it was?
   e. Can we apply this new knowledge to help us understand the present state of Latin American societies, and their relationship to other parts of the world?

2. In attempting to recreate an image of this past society-in-motion, we will, as all historians must, use partial, dispersed, and often contradictory forms of evidence. This means we will need to analyze sources in relation to and in contradiction
with each other, using their points of disagreement as a way to deepen the analysis of the whole.

b. This also means, of course, that, as all historians must, we will need to be conscious of the ways in which our own assumptions, taken from our own cultures and historical moment, affect the kinds of questions we ask.

c. While it is impossible entirely to avoid our own assumptions, trying to be aware of what they are and the ways in which they may affect our analysis is crucial to the ways in which we reconstruct the past.

d. **Objectivity, in this context, does not mean avoiding or hiding our own beliefs, but working from an understanding of what they are.** Objectivity, while absolutely crucial to our work, is **not an endpoint, but a process.**

3. After collecting and analyzing these dispersed and contradictory sources, as all historians do, we will put the evidence we have collected together into a chronological narrative—that is, a story organized around themes of change over time—that not only makes sense, but provides a different perspective on the past society-in-motion we have been analyzing.

**Course Requirements and Assignments:**

The readings, discussion topics, and assignments in the course are designed to help us meet the goals outlined above. Each unit will contain a week in which we step back from the grind of lectures and readings to think through a major theme in the class, and to use what we are learning to analyze, in lecture, a primary document. The unit will then conclude with a paper that places the theme of the unit into a specific chronological and geographical context. In each of these written assignments, you will be expected to use evidence from lectures, readings, and discussion to construct an argument.

Each unit paper, worth 25% of your grade, will center on the analysis of a document read in class and will ask you to compare it to other readings, whether primary or secondary. The analysis will also need to be grounded in the relevant lecture and discussion materials. A worksheet will be provided two weeks before each due date to help students think through their papers in consultation with the professor and their T.A.

The last 25% of your grade will depend on your performance and attendance in discussion section.

**Honors Credit is available in the course.** Students interested in honors credit work individually with me, and need to meet with me early in the semester to work out a viable project. **Please see me by the third week in the semester if you are interested.**

**Required Reading:**

Please Note: The book listed below has been ordered exclusively at Rainbow Bookstore Cooperative, 426 W. Gilman, 257-6050. It is also on three-hour reserve at the College Library in Helen C. White.

A Statement on Grading Policy:

1) Criteria for grading: in general, an assignment receives an A when it combines three things:
   • Originality or a willingness to take intellectual and/or analytical risks;
   • Command of the lecture and reading materials in the class and an effective use of these as evidence to back up your points;
   • A writing style that is clear and grammatically correct so that it doesn’t get in the way of the content of the assignment. Criteria on this point are adjusted depending on whether the assignment is a paper or a blue look essay.

2) Grading is not an exact science, and mistakes can be made. If you feel that you have been given a grade in error, you need to take the following steps, in the order listed:
   • Reread your assignment. Sometimes what you think you argued did not entirely make it onto the page, and it’s important to reread and make sure that your impression of what you said is actually what you did say.
   • If after rereading you still feel that an error was made, see your TA and provide specific examples of what you feel you did not get credit for.
   • Your TA will then reread the assignment, and will have three options: raise the grade, lower the grade, or leave it the same.
   • If you still feel that you have not been given adequate credit for your work, you may ask the professor to read the assignment, once again providing specific examples of what you feel you did not get credit for. The professor will also have the options of raising, lowering, or leaving the grade the same.

3) Discussion counts for 20% of the overall grade, which means that a student who does not attend discussion section cannot get an A in the class, no matter how well s/he does on the rest of the assignments. Discussion grades are based on both attendance and participation, and your TA will share with you the specifics of her criteria of evaluation.

4) Policy for late assignments: A student who knows that a paper will be late must get in touch with his or her TA a minimum of 48 hours before the due date and time in order to negotiate an extension. Emergencies will be handled on a case-by-case basis. Assignments that are late without explanation will be docked a half-grade for each 24 hours they are late.

SCHEDULE OF LECTURES, READINGS, AND WRITTEN ASSIGNMENTS:

Unit I- Rumors of Freedom, 1780-1850

Week 1, Sept. 2-4- Definitions of Nation in the Context of Latin America: An Introduction
NO READING; No sections this week since classes start on Wednesday.
Week 2, Sept. 9-11- Competing Notions of Citizenship: The Caribbean in the Age of Revolution  
**Please note:** Monday sections will begin on Sept. 14 and go through Dec. 14, which is the last day of classes. This means you will always be discussing the week’s readings the Monday of the following week.

Week 3, Sept. 14-18- Competing Citizenships at the Center of Empire: The Great Andean Civil War vs. Mexican Ayuntamientos  

Week 4, Sept. 21-25- Independence at the Margins of Empire  

Week 5, Sept. 28-30, Oct. 2 - Postcolonial Legacies, **Document Discussed in Class:**  
* Robert Proctor, Esq., *Narrative of a Journey Across the Cordillera of the Andes, and of a Residence in Lima, and Other Parts of Peru, in the Years 1823 and 1824*, Preface, pp. 13-19, 81-110, 118-25, 221-34.  
**MONDAY, Sept. 28= Yom Kippur- No lecture; T.A.s will hold additional office hours to discuss papers.**

**Unit II- The Dilemmas of National Development, 1850-1900**

Week 6, Oct. 5-9- War and Popular Nationalisms: Cuba, Mexico, and Peru  
**Reading:** *Florencia E. Mallon, “Comas and the War of the Pacific,”* in Starn et al., *Peru Reader*, pp. 168-86.


****Paper on Unit I is due Friday, Oct. 9, at 5 p.m.****


Week 8, Oct. 19-23- Growth vs. Development? The Negotiation of Markets and Subsistence


Week 9, Oct. 26-30-Elites Justify Their Version of Development: Eugenics and Positivism


Week 10, Nov. 2-6- Export Production, Foreign Investment, and Neocolonialism

**Documents Discussed in Class:


Unit III- The Challenge of the Nation, 1900-1940

Week 11, Nov. 9-13- Renewed Radicalisms: The Mexican Revolution

Week 12, Nov. 16-20- Alternative Popular Solutions? The Mexican Revolution in Latin American Context


***Paper on Unit II due on Friday, Nov. 20, at 5 p.m.***

Week 13, Nov. 23 and 30- Were small producers ever a viable alternative and if so, under what conditions? (Class Discussion at a Different Moment in the Semester).

**Document to be Discussed in Class:** “Petition by 75 Members of a Committee of Small Agriculturalists to the President of the Republic, asking for the expropriation of the estates of El Plumo and Lobería,” Province of Cautín, Chile, January 1954. In Ministerio de Tierras y Colonización, Providencias 1956, Vol. 18, N°6704, ff. 1-1v, 12-12v, 15-20.

**PLEASE NOTE:** DUE TO THANKSGIVING, THERE WILL BE NO CLASS ON WEDNESDAY, 11/25. LECTURE MATERIALS WILL BE PRESENTED ON MONDAY, 11/23, AND DISCUSSION OF THE DOCUMENT WILL OCCUR THE FOLLOWING MONDAY, 11/30.

Week 14, Dec. 2-7 City vs. Countryside in 20th Century Latin America

**Reading:** Boyer, *Becoming Campesinos*, pp. 114-241

Week 15, Dec. 9-14- The Legacies of Export Production: The State, Policymaking, and Obstacles to Change


***Paper on Unit III is due latest by the end of our class exam block, which is Saturday, Dec. 19th, at noon. There is no blue book exam in this class.***
LIST OF READINGS IN XEROX PACKET


10) Robert Proctor, Esq., *Narrative of a Journey Across the Cordillera of the Andes, and of a Residence in Lima, and Other Parts of Peru, in the Years 1823 and 1824*, Preface, pp. 13-19, 81-110, 118-25, 221-34.


