

UNIVERSITY OF WISCONSIN
Department of History
Semester II, 2013-2014

History 241-Latin America From 1780 to 1940

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Office Hours: Tuesdays and Thursdays, 2-4 pm. or by appointment

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.
 - a. 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. Our most difficult, yet most important, challenge will be to try and get outside our own points of view, and attempt to see things from the perspective of the people we are studying.
 - e. **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 is available at the University Bookstore. It is also on three-hour reserve at the College Library in Helen C. White.

Christopher R. Boyer, *Becoming Campesinos: Politics, Identity, and Agrarian Struggle in Postrevolutionary Michoacán, 1920-1935* (Stanford, CA: Stanford University Press, 2003)

There is also a xerox packet available at the Humanities Copy Center, 1650 Humanities Bldg., 263-1803; Hours M-F, 7:45-11:45 A.M., 12:30-4:00 P.M. Its contents are listed, in order of assignment, at the end of the syllabus. There is also a copy on reserve at 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.

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 25% 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, Jan. 22-24 - Definitions of Nation in the Context of Latin America: An Introduction

NO READING; There will be Sections this week to organize the semester.

Week 2, Jan. 27-31- Competing Notions of Citizenship: The Caribbean in the Age of Revolution

Reading: *David Brion Davis, "Impact of the French and Haitian Revolutions," in David P. Geggus (ed.), *The Impact of the Haitian Revolution in the Atlantic World* (Columbia: University of South Carolina Press, 2001), pp. 3-9.

* Laurent Dubois, "The Promise of Revolution: Saint-Domingue and the Struggle for Autonomy in Guadeloupe, 1797-1802," in Geggus (ed.), *The Impact of the Haitian Revolution in the Atlantic World*, pp. 112-34.

***Document:** City Council of Caracas, "Pardos in the Colony and Their Place," in John Lynch, *Latin American Revolutions, 1808-1826: Old and New World Origins* (Norman: University of Oklahoma Press, 1994), pp. 181-187.

Week 3, Feb. 3-7- Competing Citizenships at the Center of Empire : The Great Andean Civil War vs. Mexican *Ayuntamientos*

Reading: *Alberto Flores Galindo, "The Rebellion of Túpac Amaru," in Orin Starn, Carlos Iván Degregori and Robin Kirk (eds.), *The Peru Reader: History, Culture, Politics* (Durham: Duke University Press, 1995), pp. 147-56.

*Karen D. Caplan, "The Legal Revolution in Town Politics: Oaxaca and Yucatán, 1812-1825," *Hispanic American Historical Review*, 83:2 (May 2003), pp. 255-93.

* **Document:** José Antonio de Areche, "All Must Die!", in Starn et al., *Peru Reader*, pp. 157-61.

Week 4, Feb. 10-14- Independence at the Margins of Empire

Reading: *George Reid Andrews, "The Black Legions," Ch. 7 in *The Afro-Argentines of Buenos Aires, 1800-1900* (Madison: University of Wisconsin Press, 1980), pp. 113-137.

*Peter Blanchard, "The Language of Liberation: Slave Voices in the Wars of Independence," *Hispanic American Historical Review*, 82:3 (August 2002), pp. 499-524.

*Aline Helg, "Simón Bolívar and the Spectre of *Pardocracia*: José Padilla in Post-Independence Cartagena," *Journal of Latin American Studies*, Vol. 35 (2003), pp. 447-471.

Week 5, Feb. 17-21- 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.

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

Week 6, Feb. 24-28- 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.

*Ada Ferrer, "A Raceless Nation," reproduced in John Chasteen and James Wood, *Problems in Modern Latin American History: Sources and Interpretations* (Lanham, MD: SR Books, 2005), pp. 142-48.

***Document:** José Martí, "My Race (April 1893)," in *The America of José Martí: Selected Writings of José Martí*, Translated from the Spanish by Juan de Onís (New York: The Noonday Press, 1953), pp. 308-12.

******Paper on Unit I is due Friday, Feb. 28, at 5 p.m.******

Week 7, Mar. 3-7-Whose Nation? Competing Visions of Citizenship

Reading: *James E. Sanders, "'Citizens of a Free People': Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia," *Hispanic American Historical Review*, 84:2 (May 2004), pp. 277-314.

*Rebecca C. Earle, "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America," *Journal of Latin American Studies*, Vol. 34 (2002), pp. 775-805.

Week 8, Mar. 10-14- Growth vs. Development? The Negotiation of Markets and Subsistence

Reading: *John Tutino, "The Revolution in Mexican Independence: Insurgency and the Renegotiation of Property, Production, and Patriarchy in the Bajío, 1800-1855," *Hispanic American Historical Review*, 78: 3 (August 1998), pp. 367-418.

***Document:** Juan Bautista Alberdi (Argentina), Ponciano Arriaga (Mexico), José Manuel Balmaceda (Chile): Three 19th century visions of development, in Benjamin Keen (ed.), *Latin American Civilization: History and Society, 1492 to the Present* (Boulder, CO: Westview Press, 1986), pp. 256-264.

******SPRING BREAK, MARCH 15-23******

Week 9, Mar. 24-28- Elites Justify Their Version of Development: Eugenics and Positivism

Reading: * Martin S. Stabb, "The Sick Continent and Its Diagnosticians," in Stabb, *In Quest of Identity: Patterns in the Spanish American Essay of Ideas, 1890-1960* (Chapel Hill: University of North Carolina Press, 1967), pp. 12-33.

*Alejandra Bronfman, "'En Plena Libertad y Democracia': *Negros Brujos* and the Social Question," *Hispanic American Historical Review*, 82:3 (August 2002), pp. 551-87.

Week 10, Mar. 31-Apr. 4- Export Production, Foreign Investment, and Neocolonialism

** Documents Discussed in Class:

- T. Esquivel Obregón, "Labor, Its Problems and Their Solution in Latin America," in Marrion Wilcox and George Edwin Rines (eds.), *Encyclopedia of Latin America* (New York: The Encyclopedia Americana Corporation, 1917), pp. 40-54.
- Luis Para y Pardo, "Porfirio Díaz, Viceroy of Mexico," in Benjamin Keen (ed.), *Latin American Civilization: History and Society, 1492 to the Present*, Fourth Ed. (Boulder, CO: Westview Press, 1986), pp. 290-95.

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

Week 11, Apr. 7-11- Renewed Radicalisms: The Mexican Revolution

Reading: *José Vasconcelos, *The Cosmic Race* (Orig. Ed. 1925), trans. Didier T. Jaén (Baltimore: The Johns Hopkins University Press, 1997), pp. 3-40, 81-97.

Week 12, Apr. 14-18- Alternative Popular Solutions? The Mexican Revolution in Latin American Context

Reading: Christopher R. Boyer, *Becoming Campesinos: Politics, Identity, and Agrarian Struggle in Postrevolutionary Michoacán, 1920-1935* (Stanford, CA: Stanford University Press, 2003), pp. 1-79.

*****Paper on Unit II due on Friday, Apr. 18, at 5 p.m.*****

Week 13, Apr. 21-25- Were small producers ever a viable alternative and if so, under what conditions?

Reading: Christopher R. Boyer, *Becoming Campesinos*, pp. 79-114, **to be discussed in class with:** “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, Ministerio de Tierras y Colonización, Providencias 1956, Vol. 18, N°6704, ff. 1-1v, 12-12v, 15-20, in Xerox Packet.

Week 14, Apr. 28-May 2-City vs. Countryside in 20th Century Latin America

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

Week 15, May 5-9- The Legacies of Export Production: The State, Policymaking, and Obstacles to Change

Reading: Jacques Chonchol, “Land Tenure and Development in Latin America,” in Claudio Veliz (ed.), *Obstacles to Change in Latin America* (New York: Oxford University Press, 1965), pp. 75-90.

*****Paper on Unit III is due latest by May 15th at noon. There is no blue book exam in this class.*****

LIST OF READINGS IN XEROX PACKET

- 1) David Brion Davis, "Impact of the French and Haitian Revolutions," in David P. Geggus (ed.), *The Impact of the Haitian Revolution in the Atlantic World* (Columbia: University of South Carolina Press, 2001), pp. 3-9.
- 2) Laurent Dubois, "The Promise of Revolution: Saint-Domingue and the Struggle for Autonomy in Guadeloupe, 1797-1802," in Geggus (ed.), *The Impact of the Haitian Revolution in the Atlantic World*, pp. 112-34.
- 3) City Council of Caracas, "Pardos in the Colony and Their Place," in John Lynch, *Latin American Revolutions, 1808-1826: Old and New World Origins* (Norman: University of Oklahoma Press, 1994), pp. 181-187.
- 4) Alberto Flores Galindo, "The Rebellion of Túpac Amaru," in Orin Starn, Carlos Iván Degregori and Robin Kirk (eds.), *The Peru Reader: History, Culture, Politics* (Durham: Duke University Press, 1995), pp. 147-56.
- 5) José Antonio de Areche, "All Must Die!", in Starn et al., *Peru Reader*, pp. 157-61.
- 6) Karen D. Caplan, "The Legal Revolution in Town Politics: Oaxaca and Yucatán, 1812-1825," *Hispanic American Historical Review*, 83:2 (May 2003), pp. 255-93.
- 7) George Reid Andrews, "The Black Legions," Ch. 7 in *The Afro-Argentines of Buenos Aires, 1800-1900* (Madison: University of Wisconsin Press, 1980), pp. 113-137.
- 8) Peter Blanchard, "The Language of Liberation: Slave Voices in the Wars of Independence," *Hispanic American Historical Review*, 82:3 (August 2002), pp. 499-523.
- 9) Aline Helg, "Simón Bolívar and the Spectre of *Pardocracia*: José Padilla in Post-Independence Cartagena," *Journal of Latin American Studies*, Vol. 35 (2003), pp. 447-471.
- 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.
- 11) Florencia E. Mallon, "Comas and the War of the Pacific," in Starn et al., *Peru Reader*, pp. 168-86.
- 12) Ada Ferrer, "A Raceless Nation," reproduced in John Chasteen and James Wood, *Problems in Modern Latin American History: Sources and Interpretations* (Lanham, MD: SR Books, 2005), pp. 142-48.
- 13) José Martí, "My Race (April 1893)," in *The America of José Martí: Selected Writings of José Martí*, Translated from the Spanish by Juan de Onís (New York: The Noonday Press, 1953), pp. 308-12.

- 14) James E. Sanders, "'Citizens of a Free People': Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia," *Hispanic American Historical Review*, 84:2 (May 2004), pp. 277-313.
- 15) Rebecca C. Earle, "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America," *Journal of Latin American Studies*, Vol. 34 (2002), pp. 775-805.
- 16) John Tutino, "The Revolution in Mexican Independence: Insurgency and the Renegotiation of Property, Production, and Patriarchy in the Bajío, 1800-1855," *Hispanic American Historical Review*, 78: 3 (August 1998), pp. 367-418.
- 17) Juan Bautista Alberdi (Argentina), Ponciano Arriaga (Mexico), José Manuel Balmaceda (Chile): Three 19th century visions of development, in Benjamin Keen (ed.), *Latin American Civilization: History and Society, 1492 to the Present* (Boulder, CO: Westview Press, 1986), pp. 256-264.
- 18) Martin S. Stabb, "The Sick Continent and Its Diagnosticians," in Stabb, *In Quest of Identity: Patterns in the Spanish American Essay of Ideas, 1890-1960* (Chapel Hill: University of North Carolina Press, 1967), pp. 12-33.
- 19) Alejandra Bronfman, "'En Plena Libertad y Democracia': *Negros Brujos* and the Social Question," *Hispanic American Historical Review*, 82:3 (August 2002), pp. 549-87.
- 20) T. Esquivel Obregón, "Labor, Its Problems and Their Solution in Latin America," in Marrion Wilcox and George Edwin Rines (eds.), *Encyclopedia of Latin America* (New York: The Encyclopedia Americana Corporation, 1917), pp. 40-54.
- 21) Luis Para y Pardo, "Porfirio Díaz, Viceroy of Mexico," in Benjamin Keen (ed.), *Latin American Civilization: History and Society, 1492 to the Present*, Fourth Ed. (Boulder, CO: Westview Press, 1986), pp. 290-95.
- 22) José Vasconcelos, *The Cosmic Race* (Orig. Ed. 1925), trans. Didier T. Jaén (Baltimore: The Johns Hopkins University Press, 1997), pp. 3-40, 81-97.
- 23) "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, and Related Documents," Province of Cautín, Chile, January 1954. Ministerio de Tierras y Colonización, *Providencias* 1956, Vol. 18, N°6704, ff. 1-1v, 12-12v, 15-20.
- 24) Jacques Chonchol, "Land Tenure and Development in Latin America," in Claudio Veliz (ed.), *Obstacles to Change in Latin America* (New York: Oxford University Press, 1965), pp. 75-90.