Campesinos. Twentieth-Century Rural Latin America

Code: HIS 363K (39880), LAS 366 (40585)                  Dr. Matthew Butler
Semester: Spring 2011                                      Office: Garrison 3.414
Time: TTH 3:30-5:00 [4:45] PM                             Office hours: TTH 5:00-6:00 PM
Venue: MEZ 1.120                                           Phone: 512-475-7972
Prerequisite: upper division standing                      Email: mbutler@mail.utexas.edu

Course description

This intensive writing course focuses on some of the main topics that have affected rural Latin American society in the later nineteenth to mid-twentieth centuries, with a view to understanding the causes of some of the tensions and conflicts affecting Latin America today. Using selective national case studies from the Andes and Central and North America, the course will discuss the social and agrarian relationships linking landlords and peasants (campesinos); the role of the state and the impact of official ideologies and constructs embracing (or constraining) indigenous people (indigenismo, agrarismo, the ejido); the role of religion and the Catholic Church; the history of rural institutions, such as the hacienda, and Latin America’s slow transition to rural capitalism; and the success or failure of the land reforms enacted in countries such as Guatemala and Mexico. Our focus throughout will be on understanding the different ways in which Latin American peasants have been active and creative protagonists in, not merely passive witnesses to, the histories of the countries and countrysides in which they live. During the course, we will examine a recent selection of secondary readings, articles, and films. By the end of the course you will have read five books covering countries as diverse as Ecuador, Bolivia, Guatemala, and Mexico, and half a dozen separate articles. As this is a small seminar with a Writing Flag, the course will follow an open seminar, as opposed to strict lecture, format: the emphasis throughout will fall on researching and crafting written assignments in consultation with the instructor and in dialogue with the group; there will also be elements of peer review, in which students will engage critically with the work of other members of the group. Students will be expected to participate actively in class through responses to readings or presentations. Extra credit may be given for other participation (e.g. attending Latin American lectures outside class).

Set texts

All set texts have been ordered by the UT Co-Op and are also held as 24-hour loan on-site reserves in the Benson Latin American Collection. It is essential that you obtain/read copies and bring relevant texts/notes to class. Starred texts (*) are also available through the UT library catalog pages as electronic resources.

Friedrich, Paul. Agrarian revolt in a Mexican village (Chicago: University of Chicago, 1977)
Lyons, Barry. Remembering the hacienda: religion, authority, and social change in highland Ecuador (Austin: University of Texas Press, 2006)*

**Other relevant/classic readings on peasants (available on Blackboard):**


**Select country-by-country background reading:**

(1) General surveys

Duncan, Kenneth, and Rutledge, Ian (eds.). *Land and labour in Latin America: essays on the development of agrarian capitalism in the nineteenth and twentieth centuries* (Cambridge: CUP, 1977)

(2) Ecuador


Thurner, Mark. “Peasant politics and Andean haciendas in the transition to capitalism: an ethnographic history,” Latin American Research Review 28, no. 3 41-82


Williams, Derek. “Popular liberalism and Indian servitude: the making and unmaking of Ecuador’s antilandlord state, 1845-1868,” HAHR 83, no. 4 (2003): 697-733


(3) Bolivia


Pearse, Andrew. “Peasant and revolution: the case of Bolivia, part I,” and “Peasant and revolution: the case of Bolivia, part II,” in Economy and Society 1, no. 3 (1972): 255-80, and 1, no. 4 (1972), 399-424, respectively


(4) Mexico


Eiss, Paul. In the name of el pueblo: place, community, and the politics of history in Yucatán (Durham: Duke University Press, 2010)

González y González, Luis. San José de Gracia: Mexican village in transition (Austin: University of Texas, 1974)


Kouri, Emilio. A pueblo divided: business, property, and community in Papantla, Mexico (Stanford: Stanford University Press, 2004), esp. chs. 4, 5, 6


(5) Guatemala


Forster, Cindy. The time of freedom: campesino workers in Guatemala’s October Revolution (Pittsburgh: University of Pittsburgh, 2001)


___, “Coffee and class: the structure of development in liberal Guatemala,” HHR 56, no. 3 (1976): 438-60


**Novels of possible interest:**


**Alegria, Ciro.** *Broad and alien is the world* (*El mundo es ancho y ajeno* [Peruvian Andes]).

**Asturias, Miguel Angel.** *Men of maize* (*Hombres de maíz* [Guatemala]).

**Hamsun, Knut.** *The growth of the soil*. World’s greatest (Norwegian!) peasant novel?

**Icaza, Jorge.** *The villagers* (*Huasipungo* [Ecuador]).

**Rulfo, Juan.** *The burning plain and other stories* (*El llano en llamas* [Mexico]).

**Grading policy**

There is no final exam for this course. Instead, each student will complete up to **eight short reading reviews**, which are spread across the semester; a **mid-term paper**, which is due in the second week before spring break (there will be no readings given that week to help you); and a **final paper**, due towards the end of semester (again, there will be no writing the preceeding week). In the final two weeks, students will deliver short **presentations** in which they present the findings of their final papers to the group and answer questions.

**PROMPTS FOR ALL ASSIGNMENTS, INCLUDING GUIDANCE & DEADLINES, WILL BE POSTED ON BLACKBOARD UNDER THE ASSIGNMENTS TAB**

**1. Responses to reading assignments (8 x 1-2 pp. double-spaced papers @ 5% = 40%)**

From week to week, these will usually take the form of single-question short essays. These papers are to ensure critical reading and also to stimulate classroom discussion. Doing this involves a commitment as much from you (writing) as from me (grading). My commitment is that I will normally undertake to return all papers within seven days.

NB: you are allowed **one freebie reading review**: that is, you may elect to omit one of the eight reviews with no penalty. In this case, I will simply duplicate the grade from the highest other review that you complete across the semester.

You must notify me before the relevant deadline that you will be exercising this option.

**2. Mid-term paper (6 pp. double-spaced, 20%)**

The mid-term paper will focus on a topic related to Lyons, *Remembering the hacienda*.

**3. Final paper (10 pp. double-spaced, 30%)**

For the final paper, you may choose from a variety of topics: you may, for example, compare aspects of the agrarian reforms in Mexico and Guatemala with another Latin American country not covered on the course (e.g. Chile, Nicaragua, Peru, Venezuela); or, if you prefer, you may research *indigenista* policy in a Latin American country (e.g. Mexico, Bolivia, Peru); or you carry out a more detailed investigation of a specific problem relating to rural society in Latin America of your choosing, provided this is done in consultation with me. More detailed instructions on finals will be given near the time.
4. Presentation/viva (10%)

The final 10% of the grade will be given for presenting the findings of the final paper and then leading a question and answer session (of some 15 mins. total). Again, more detailed instructions on the format for presentations will be given as the semester develops.

Grading scale

The grading scale used in this course reflects +/- variations and will be as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>90-92%</td>
<td>A-</td>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>80-82%</td>
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<td>60-62%</td>
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<td>&lt; 60%</td>
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Provisional course schedule

The course is roughly divided into three thematic/geographical parts. In Part One (Weeks 1-3), we will consider some established and newer approaches to peasantries and make brief historical overviews of specifically Latin American peasantries. In Part Two (Weeks 4-6, 8-9) we will be focusing on the hacienda, hegemony, and peasant politics in two Andean settings (Ecuador and Bolivia). In Part Three (Weeks 10-13), we will study peasant agency and agrarian in the main land reforms in two Central/North American countries (Mexico and Guatemala) during the course of those countries’ respective revolutions.

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Class topic</th>
<th>Readings</th>
<th>Provisional Deadlines</th>
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<tbody>
<tr>
<td>1.</td>
<td>Tue. 18 Jan.</td>
<td>Introduction</td>
<td>Syllabus</td>
<td>REVIEW 1</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td></td>
<td>Thu. 3 Feb.</td>
<td>Mythical conservatives?</td>
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<td>4.</td>
<td>Tue. 8 Feb.</td>
<td>Peasants &amp; liberalism (i) 19C. Ecuador</td>
<td>Larson, <em>Trials of Nation Making</em>, 103-40</td>
<td>REVIEW 4</td>
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<td>5.</td>
<td>Tue. 15 Feb.</td>
<td>The Latin American <em>hacienda</em>: Ecuador</td>
<td>Lyons, <em>Remembering the hacienda</em>, 1-69</td>
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<td>7.</td>
<td>Tue. 1 Mar.</td>
<td><strong>Film</strong>: <em>El violín</em> (Mexico, 2006)</td>
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<td></td>
<td>Thu. 3 Mar.</td>
<td>Film conclusion</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>8</td>
<td>Tue. 8 Mar.</td>
<td>Peasant revolution in indigenous Bolivia?</td>
<td>Gotkowitz, Revolution for our rights, 17-42</td>
<td>REVIEW 5</td>
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<tr>
<td></td>
<td>Thu. 10 Mar.</td>
<td>Peasant revolution in indigenous Bolivia?</td>
<td>Gotkowitz, Revolution for our rights, 43-100</td>
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<td>9</td>
<td>Tue. 22 Mar.</td>
<td>Peasant revolution in indigenous Bolivia?</td>
<td>Gotkowitz, Revolution for our rights, 131-63</td>
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<tr>
<td>10</td>
<td>Tue. 29 Mar.</td>
<td>Peasants &amp; liberalism (iii): 19C. Mexico</td>
<td>Friedrich, Agrarian Revolt, 1-42</td>
<td>REVIEW 6</td>
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<tr>
<td></td>
<td>Thu. 31 Mar.</td>
<td>Agrarian revolution in 1920s-1930s Mexico</td>
<td>Friedrich, Agrarian Revolt, 43-57</td>
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<td>11</td>
<td>Tue. 5 Apr.</td>
<td>Agrarian revolution in 1920s-1930s Mexico</td>
<td>Friedrich, Agrarian Revolt, 58-78</td>
<td>REVIEW 7</td>
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<tr>
<td></td>
<td>Thu. 7 Apr.</td>
<td>Agrarian revolution in 1920s-1930s Mexico</td>
<td>Friedrich, Agrarian Revolt, 78-142; Dwyer, Agrarian dispute, 44-102</td>
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<td></td>
<td>Thu. 14 Apr.</td>
<td>Rural revolutionaries in 1940s Guatemala</td>
<td>Handy, Revolution in the countryside, 1-76</td>
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<tr>
<td>13</td>
<td>Tue. 19 Apr.</td>
<td><strong>Film</strong>: El silencio de Neto / La Ley de Herodes</td>
<td>Handy, Revolution in the countryside, 78-110</td>
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<tr>
<td></td>
<td>Thu. 21 Apr.</td>
<td><strong>Film</strong> conclusion</td>
<td>Handy, Revolution in the countryside, 112-67</td>
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### Classroom policies and attendance

**Attendance.** You are allowed up to four unexcused absences. Each additional unexcused absence will carry a 5% penalty applied to the final course grade. If you arrive late, it is your responsibility at the end of class to ensure that you are marked as “present” for that day. For medical absences to be excused, a doctor’s statement/evidence is usually required. If you miss class, consult with me about catch-up procedures/materials for that day.

**Late work.** Please hand in completed assignments for start of class on the due day. For work submitted late, and without demonstrably good cause, there will be a penalty of one letter grade per day, up to a maximum of three days (including weekends). Work submitted more than three days late will be given a zero. I do not accept work by email attachment, except by agreement.

**Extensions** will be granted only by prior agreement: they are exceptional, not guaranteed. Extensions can only be granted before work is due: no ex post facto extensions will be given.

**Email.** I will try to answer reasonable email queries within a couple of days. Please check your email regularly for course announcements. Assignments should be submitted as hard copy with a spare copy submitted by email. All assignments must be completed. Late assignments will not be accepted without good, demonstrable cause. All assignments must be completed in order to pass the course. An incomplete will only be awarded when a student is unable to submit an assignment because of illness/other non-academic reasons. A doctor’s statement/evidence is required. If you miss class, consult with me about catch-up procedures for that week.

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**Other syllabus information required by the Provost’s Office:**

**Policy on Scholastic Dishonesty drafted by Student Judicial Services (SJS)**
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the
University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services website: http://deanofstudents.utexas.edu/sjs.

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Documented Disability Statement
If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
o Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

o If you require assistance to evacuate, inform me in writing during the first week of class.

o In the event of an evacuation, follow my instructions or those of class instructors.

o Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.