

The Emergence of Latin America in the 19th Century

Instructor: Dr. Del Castillo

Spring 2014

HIS 350L (39910) Cross-listing: LAS 366 (40934)

Flags: Wr & II

Class Meeting Time and Place: M&W 3:30-5pm Garrison 0.120

Office Hours: Fridays 2-5 pm in Garrison 3.126

Course Description

This course interrogates the geographical category of “Latin America” by examining the kinds of trends and forces of the 19th century that contributed to its conceptual emergence and to its political, economic, and cultural significance on the global stage. Latin America as a term referring to this specific geopolitical region itself dates back to at least the mid-nineteenth century. English-language scholarship tends to attribute the term’s coining to pan-Latinist intellectuals close to Napoleon III who wished to justify French intervention in Mexico in the 1860s. More recently, scholars have demonstrated that influential intellectuals from places including Nicaragua, New Granada (the 19th century country that included today’s Colombia and Panama), Chile, and the Dominican Republic, frequently adopted the terms “América Latina,” and “latinoamericano” a decade prior to the French intervention. They did so in order to refer to a united geopolitical entity distinct from (rather than an extension of) the Latin nations of Europe, and in opposition to the growing influence (and worrisome territorial expansion) of the United States. Debates among and between European, North American, Latin American, and Caribbean scholars and politicians over what countries should be included in -- and excluded from -- the Latin American region, and for what political, social, cultural, ethnic, economic, and historical reasons, have continued well into the 21st century. This course therefore takes into consideration perspectives offered by 19th-century historical actors from the region and outside it, and by scholars interested understanding region’s emergence and historical significance.

Keeping debates over periodization in mind, the course adopts a long nineteenth century (roughly 1760s-1930s) as its historical timeframe, and will proceed somewhat chronologically, but more importantly, thematically. Each week we will examine a historical theme that will help us better think through how to conceptualize “Latin America” geographically and temporally. Students individually and in groups will read and analyze a combination of articles, chapters from books, and primary sources to better understand the implications of major regional trends (and exceptions) including: the Bourbon Reforms; the transnational causes and local effects of Independence; the US-Mexican War; slavery, manumission, and emancipation; processes of republican territorial nation-state formation as linked to changing racial, ethnic, class, labor, and gender relations; the emergence of international trade networks; urbanization; and health and hygiene campaigns.

Texts:

Course Reader (Divided into secondary and primary sources) available on CANVAS.

Assessment

Attendance, active participation, and in-class presentation = 10%

5 Answers to prompts (250-500 words) 6 points each= 30% total

3 Critical analyses of primary sources (750-1500 words each) 20 points each = 60% total

Note: All students have the option to re-write their first Critical Analysis of primary sources.

Students have the option to re-write **ONLY ONE** of their subsequent 2nd or 3rd Critical Analyses.

Overview of Deadlines and Explanation of Assignments:

Wed. Jan. 22 @ 11:59 pm: **All students:** 1st Answer to prompt on 2ndry sources
Wed. Jan. 29 @ 11:59 pm: **1/3 class:** 2nd Answer to prompt on 2ndry sources
Wed. Feb. 5 @ 11:59 pm: **1/3 class:** 2nd Answer to prompt on 2ndry sources
Wed. Feb. 12 @ 11:59 pm: **1/3 class:** 2nd Answer to prompt on 2ndry sources
Fri. Feb. 14 @ 11:59 pm: **ALL STUDENTS:** 1st Primary Source critical review
Wed. Feb. 19 @ 11:59 pm: **1/3 class:** 3rd Answer to prompt on 2ndry sources
Wed. Feb. 26 @ 11:59 pm: **1/3 class:** 3rd Answer to prompt on 2ndry sources
Wed. Mar. 5 @ 11:59 pm: **1/3 class:** 3rd Answer to prompt on 2ndry sources
Fri. Mar. 7 @ 11:59 pm: **½ of Class:** 2nd Primary Source critical review
Wed. Mar. 19 @ 11:59 pm: **1/3 class:** 4th Answer to prompt on 2ndry sources
Wed. Mar. 26 @ 11:59 pm: **1/3 class:** 4th Answer to prompt on 2ndry sources
Wed. Apr. 2 @ 11:59 pm: **1/3 class:** 4th Answer to prompt on 2ndry sources
Fri. Apr. 4 @ 11:59 pm: **the “other” ½ of Class:** 2nd Primary Source critical review
Wed. Apr. 9 @ 11:59 pm: **1/3 class:** 5th Answer to prompt on 2ndry sources
Wed. Apr. 16 @ 11:59 pm: **1/3 class:** 5th Answer to prompt on 2ndry sources
Wed. Apr. 23 @ 11:59 pm: **1/3 class:** 5th Answer to prompt on 2ndry sources
Fri. Apr. 25 @ 11:59 pm: **ALL STUDENTS** OPTIONAL FIRST DRAFT OF 3th Primary Source critical review.

Week 16: **All students:** In-Class Presentation on significance of Latin America’s 19th century.

Fri. May 10 @ 10pm: **ALL STUDENTS:** FINAL DRAFT of 4th Primary source review.

Participation: 10 points (but could go up to 13)

Attendance & Participation: 7 points

Since you cannot participate if you are absent, attendance is mandatory. For each unexcused absence, students will LOSE .25 points on their final average. This does not seem like much, but it quickly adds up (to 7 points total for attending the entire semester). Please note, however, that missing more than ½ the class due to unexcused absences means that that student has failed the class. Showing up is not enough. **All** students must come to class prepared to participate by completing the readings assigned for each day BEFORE class begins. If I call on you and you have not done the readings for that day, you will lose .25 points.

Oral Presentation: 3 points

During the last week of class, students will choose one primary source document from their research and explain how it allows us to better understand a significant aspect of 19th-century Latin American history.

Bonus Points: up to 3 points

Students can gain up to 3 bonus participation points this semester by sharing current audio-visual material with the class that resonates with the theme of the week (no more than 5 minutes, please, and no more than 2 people per class; first come, first serve – please let me know at least 1 hour before class starts if you will be sharing materials). Bonus points will be awarded as follows: 1 Point for bringing audio-visual material; 1 point for identifying its relevance for the week’s theme; 1 point for keeping total presentation under 5 minutes.

3 Critical Analyses of Primary sources (750-1500 words), 20 points each (60 total):

Students will write 3 critical analyses of primary sources over the course of the semester. The critical review needs to analyze primary sources in light of the secondary literature covered in class. All students must write their first critical analysis on the primary and secondary sources assigned for section II. They can choose just one primary source, or several, depending on how they want to structure their paper. Students then select which section (III or IV) they want to write their 2nd Critical Analysis for. All students must write their third critical analysis for section V. See attached rubric for how these critical analyses will be evaluated.

NOTE ON RE-WRITES: Students have one week from the day they get feedback from the professor to turn in an optional rewrite for the first Critical Analysis. They may also choose to turn in ONE additional re-write for **either** their 2nd, **OR** 3th Critical Analysis. The highest grade of the two will be recorded. In order to qualify for the re-write option, your first draft must receive at least 10 points according to the rubric. If you turn in a careless, sloppy, unfinished, and/or poorly written first draft that demonstrates little if any serious work on it (9 points or less out of 20) you MAY NOT do a rewrite.

5 Answers to Discussion Question Prompts, 6 points each:

The professor will provide students with weekly discussion questions on assigned primary and secondary source readings. All students will submit their answers to the first discussion question prompt by Jan. 22. That prompt covers readings for section I of the class (weeks 1 & 2). For the subsequent prompts for sections II-V, students will sign up to submit their answers for one of the 3 weeks worth of readings for each section (no more than 1/3 of the class per section). So, for instance: for section II, students will sign up to submit their answers to the prompt for **either** week 3, 4, OR 5; for section III, students will submit their answers to the prompt for **either** week 6, 7, OR 8; and so forth, for a total of 5 answers to prompts per student over the course of the semester.

Keep in mind:

- 1) Just because you have not signed up to submit your answers for a particular week does not mean you are not responsible for the readings. ALL students are responsible for ALL readings when it comes time for in-class discussion and will be evaluated accordingly.
- 2) Make sure your submitted answers are well written. 1 point of 6 is awarded for grammar and mechanics. For each grammatical or stylistic mistake, .2 will be deducted up to a maximum of 5 mistakes (1 full point). More than 5 mistakes should be a red flag to students that they need to go to the writing center for help with their writing, especially for their critical analyses of primary sources.

Course Schedule

I. INTRODUCTION: QUESTIONS OF SPACE AND TIME

Week 1	Geographical – Historical categories
Jan. 13	Introduction
Jan. 15	Latin America as a historical-geographical category Reader:

José Moya, "Introduction: Latin America – The Limitations and Meaning of a Historical Category"

Week 2

Questions of Time

Jan. 20

No class MLK day

Jan. 22

Alternate Periodizations of the 19th century for Latin America

Reader:

1) Elizabeth Dore, "One Step Forward, Two Steps Back" from *Hidden Histories of Gender and the State*

2) Guardino and Walker, "The State, Society, and Politics in Peru and Mexico in the Late Colonial and Early Republican Periods"

3) James Dunkerley, "A Little Time (and Space)" from *Americana*

DEADLINE Wed, Jan. 22 by 11:59pm: **ALL students** - First Prompt Covers Weeks 1 & 2

II. Dissolution of Empire

Week 3

The late 18th century, or, Bourbon Reforms, Enlightenment, & Demographic Change

Jan 27

Reader:

1) Gabriel Paquette, "The Dissolution of the Spanish Atlantic Monarchy"

Jan 29

Primary sources:

1) Selections from *Atlas of the Transatlantic Slave Trade*

<http://www.slavevoyages.org/tast/index.faces>

2) City Council of Caracas, "Informe que el ayuntamiento de Caracas hace al rey de España..." trans. John Lynch, in *Legacies of Colonialism*.

3) A source from Tupac Amaru Rebellion

DEADLINE: Wed. Jan. 29 @ 11:59 pm: **1/3 class**: 2nd prompt on Week 3 readings

Week 4

Napoleonic Invasion in the Age of Revolutions

Feb. 3

Reader:

1) Jeremy Adelman, "Iberian Passages: Continuity and Change in the South Atlantic," in *The Age of Revolutions in Global Context, c. 1760-1840*

2) David Geggus, "The Caribbean in the Age of Revolution,"

Feb. 5

Primary Sources:

1) Haiti constitution of 1805

<http://www2.webster.edu/~corbetre/haiti/history/earlyhaiti/1805-const.htm>

2) Cadiz Constitution of 1812

http://www.cervantesvirtual.com/servlet/SirveObras/02438387547132507754491/p0000001.htm#I_1

DEADLINE Wed. Feb. 5 @ 11:59 pm: **1/3 class**: 2nd prompt on Week 4 readings

Week 5

Independence wars in a transnational context

Feb. 10

Reader:

1) Rafe Blaufarb, "The Western Question"

2) Rebecca Scott, "Paper Thin: Freedom and Re-enslavement"

Feb. 12

Primary Sources:

1) Selections from "Colombia"

DEADLINE Wed. Feb. 12 @ 11:59 pm: **1/3 class:** 2nd prompt on Week 5 readings

***** ALL STUDENTS*****:

DEADLINE: **Friday, Feb. 14** : 1st Critical Analysis of “Primary Sources”

III. Early National State Formation and Questions of Race

Week 6 Caudillos: Focus on Juan Manuel de Rosas

Feb. 17

Reader:

- 1) Letter by O’Gorman to Rosas <https://chnm.gmu.edu/cyh/primary-sources/69>
- 2) “Caudillos” in Problems in Modern Latin American History
- 3) Maria Luisa Bemberg, “Being an Artist in Latin America” *An Argentine Passion*, 216-23.

Feb. 19

In-class movie: *Camila*

DEADLINE: Wed. Feb. 19 @ 11:59 pm: **1/3 class:** 3rd Answer to prompt on Week 6

Week 7 Independent Indians and the US-Mexican War

Feb. 24

- Reader: 1) Brian Delay “Independent Indians & the US-Mexican War”
2) Brian Delay “Epilogue: Article 11” in *War of a Thousand Deserts*

Feb. 26

Primary sources:

- 1) “Data on Comanche-Mexican Violence, 1831-48”
- 2) Guadalupe Hidalgo Treaty, Article 11
- 3) Gadsden Treaty, Article 2
- 4) Antonio García Cubas, *Carta General de la República*, 1858

DEADLINE: Wed. Feb. 26 @ 11:59 pm: **1/3 class:** 3rd Answer on week 7 readings

Week 8 The Invention of Latin America

Mar. 3

Reader: 1) Michael Gobat, “The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race”

Mar. 5

Primary sources:

- 1) Photographs in “Mexico: From Empire to Revolution”
http://www.getty.edu/research/tools/guides_bibliographies/mexico/fla sh/english/index.html
Those by Claude-Joseph-Désiré Charnay and those from 1857-1867
- 2) Francisco Bilbao “Iniciativa de la América. Idea de un Congreso Federal de las Repúblicas,” 22 June 1856
<http://www.filosofia.org/aut/002/fbb1285.htm>

DEADLINE: Wed. Mar. 5 @ 11:59 pm: **1/3 class:** 3rd Answer on week 8 readings

***** 1/2 of Class *****

Due Friday March 7 **Second Critical Review** of Primary Sources

Week 9 Spring Break

Mar. 10

No class

Mar. 12

No class

IV. Tracing impressions/effects of mid-late 19th century Popular Politics, Commodities trade, and Urban Transformations through newspapers

- Week 10** **Popular politics, race, and class conflicts**
- Mar. 17 1) Peter Guardino, “Barbarism or Republican Law?: Guerrero’s Peasants and National Politics, 1820-1846”
2) James Sanders, “ ‘Citizens of a Free People’: Popular Liberalism and Race in Nineteenth-century Southwestern Colombia” HAHR
3) Rebecca J. Scott, “Defining the Boundaries of Freedom in the World of Cane”
- Mar. 19 Primary Sources:
Find and analyze at least 3 relevant/related articles through “World Newspaper Archive” available at <http://infoweb.newsbank.com>
- DEADLINE: Wed. Mar. 19 @ 11:59 pm: **1/3 class**: 3rd Answer on week 10 readings

- Week 11** **Urban growth**
- Mar. 24 1) Pablo Ben, “Plebian Masculinity and Sexual Comedy in Buenos Aires, 1880-1930”
2) Emily Wakild, “Naturalizing Modernity: Urban Parks, Public Gardens, and Drainage Projects in Porfirian Mexico City
- Mar. 26 Primary Sources:
Find and analyze at least 3 relevant/related articles through “World Newspaper Archive” available at <http://infoweb.newsbank.com>
- DEADLINE: Wed. Mar. 26 @ 11:59 pm: **1/3 class**: 3rd Answer on week 11 readings

- Week 12** **Commodities and Enclave Economies**
- Mar. 31 1) Marixa Lasso, “Nationalism and Immigrant Labor in a tropical enclave: The West Indians of Colón City, 1850-1936”
2) John Soluri, “The Eco-social Dynamics of Export Banana Production in Honduras, 1875-1950”
- Apr. 2 Primary Sources:
Find and analyze at least 3 relevant/related articles through “World Newspaper Archive” available at <http://infoweb.newsbank.com>
- DEADLINE: Wed. Apr. 2 @ 11:59 pm: **1/3 class**: 3rd Answer on week 12 readings

*****The “OTHER” ½ of CLASS *****
Friday, April 4: Second Primary Source Critical Review

V. Interventions and Revolution: late 19th-early 20th centuries Find your own archival sources

- Week 13** **US Military Interventions, Prostitution, and Pan Americanism**
- Apr. 7 Reader:
1) Greg Grandin, “Your Americanism and Mine”
2) Laura Briggs “Sex and Citizenship: The Politics of Prostitution in Puerto Rico, 1898-1918”
- Apr. 9 Primary Sources from:
1) Benson Collection Rare Books

- 2) Briscoe Center
- 3) Harry Ransom Center

Week 14 In whose interest: Drugs and Medical interventions of the late 19th - early 20th centuries

- April 14 1) Gootenberg, “A Forgotten Case of Scientific Excellence on the Periphery”
 2) Stephen Palmer, Introduction and Chapter 1 from *Launching Global Health*
- April 16 Primary Sources from UT Special Collections
 Benson Collection Rare Books
 Briscoe Center
 Harry Ransom Center

Week 15 Mexican Revolution implications

- Apr. 21 Reader:
 1) Robert McCaa, “Missing Millions: The Demographic Costs of the Mexican Revolution”
 2) Enrique R Lamadrid, “ ‘El Corrido de Tomóchic’ : Honor, Grace, Gender and Power in the First Ballad of the Mexican Revolution”
 3) Jeffrey Bortz, “The Revolution, the Labour Regime and Conditions of Work in the Cotton Textile Industry in Mexico, 1910-1927”
 4) Sandra Kuntz Ficker, “The Export boom of the Mexican Revolution: Characteristics and Contributing Factors”
- Apr. 23 Primary Sources from UT Special Collections
 Benson Collection Rare Books
 Briscoe Center
 Harry Ransom Center

Fri. Apr. 25 @ 11:59 pm ALL STUDENTS OPTIONAL 1st draft of 3th critical review due

Week 16 Presentations of “your own” archival sources

- Apr. 28
 Apr. 30

THIRD CRITICAL REVIEW DUE FRIDAY MAY 9th at 10pm (Date/time of final exam)

Final Average Grade Scale (based on University website)

A=	4.0 =	93-100% range on final average
A-=	3.67 =	84-92% range on final average
B+ =	3.33 =	76-83% range on final average
B =	3.0 =	68-75% range on final average
B- =	2.67 =	59-67% range on final average
C+ =	2.33 =	51-58% range on final average
C =	2 =	43-50% range on final average
C- =	1.67 =	34-42% range on final average
D+ =	1.33 =	26-33% range on final average
D =	1 =	18-25% range on final average
D- =	0.67 =	1-17% range on final average
F= 0 =		more than ½ the class missed due to unexcused absences

Further Useful Info and links:

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Independent Inquiry Flag

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

Excused absences

Excused absences will result in no penalty for late papers nor will be counted against your final grade. Reasonable accommodations will be made for students to turn in missed work under these circumstances. What constitutes an excused absence: 1) documented student illness or hospitalization. 2) 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. 3) A university-organized or university-sponsored event.

Undergraduate Writing Center located at FAC 211. Call 512-471-6222 and see website for details.

<http://www.uwc.utexas.edu/students/appointment>

Students with Disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities [512-471-6259](tel:512-471-6259)

<http://www.utexas.edu/diversity/ddce/ssd/>

UT 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. As such, plagiarism (passing off the work of others as your own, regardless of where you acquired it) will not be tolerated. For more information definitions and consequences of plagiarism other forms of academic dishonesty, see: <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

Emergency evacuation

Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns Advice Line (BCAL): 512-232-5050

Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency