

HILA 101: NINETEENTH-CENTURY LATIN AMERICA

Professor Benjamin Cowan (bacowan@ucsd.edu)
Monday and Wednesday, 17:00-18:20, SOLIS 110
Office Hours: Wednesday, 13:00-15:00

This class traces the stories that shaped what today we call Latin America—a name that, as we will learn, emerged in the nineteenth century. This was a critical period for people inhabiting the countries that we see neatly drawn on present-day maps. Beginning with the upheaval of the Age of Revolutions and its impact, we will explore the broad forces that determined the course of history and demographics in the region—slavery, warfare, imperialism, revolutions, international trade—as well as local and national cultures, and the experiences of everyday people. Our exploration will focus on the issues of identity, race, gender, sexuality, faith, and social relations generated by the events and phenomena we follow. Based on readings of primary documents from the period, students will seek to answer the following questions, among others: How did nation-states emerge in the Americas? Who and what created them, and how were they envisioned? How did the newly independent societies look? How did they differ from the European colonies they had been? How were they the same? What were people's lives like at independence, and who played a role in shaping the new nations? How did they change over the course of decades, coming to resemble the Latin America we see today? What were the religious, economic, ethical, and sociological forces that shaped evolving societies? How should we conceive of ideas like “independence,” “liberty,” “democracy,” and “equality” in the Americas?

REQUIREMENTS AND GRADING:

1. Attendance, Readings and Discussion (45%): Students are expected to attend all class meetings. Students must come to each class having read or watched the assigned material corresponding to that particular date and must be prepared to participate actively in discussion. Learning to read and respond to such material in a timely fashion is one of the objectives of this course; students who find it difficult to complete readings on time should feel free to visit me during office hours for additional assistance. All hard-copy readings will be available in the bookstore and on reserve at the library; electronic readings will be available by library e-reserve (denoted by “Reserves”) or via access to online publications. Films are on reserve at the library.
 - Books Available for Purchase (Abbreviated Citations):
 - John Charles Chasteen and James A. Wood, *Problems in Modern Latin American History*, 4th Edition (Rowman and Littlefield, 2014)—referred to below as “PMLAH.”
 - John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 4th edition (Norton, 2016)—referred to below as “BBF”
 - João José Reis, *Slave Rebellion in Brazil* (Hopkins, 1995)
 - Gabriela Nouzeilles and Graciela Montaldo, *The Argentina Reader: History, Culture, Politics* (Duke, 2002)—referred to below as “AR”
 - Mark Harris, *Rebellion on the Amazon: The Cabanagem, Race, and Popular Culture in the North of Brazil, 1798-1840* (Cambridge, 2010)
 - Rómulo Gallegos, *Doña Bárbara*, trans. Robert Malloy (Chicago, 2012)
 - José de Alencar, *Iracema*, trans. Naomi Lindstrom (Oxford, 2000)
2. Weekly Responses (15%): Students will be responsible for submitting responses to each week's reading. Every week, each student must submit a one-sentence response to each reading. That response (one sentence per reading) should answer the appropriate questions from the following:
 - a. If the reading is a secondary source, the sentence should answer the question: “What is the central or most important question this scholar seeks to answer in this text?”
 - b. If the reading is a primary source, the sentence should answer the question “What is an example of something this document can tell us about the past?”

These responses should be submitted to Prof. Cowan via email by Saturday evening at 7pm. The sentences should be numbered and indicate which reading each sentence is addressing. Should you need

to include documentation, use Chicago (footnote) style from the Chicago Manual of Style. These assignments will not be letter-graded.

3. Midterm (10%): A take-home midterm will cover material from the first half of the course. This midterm will be in essay format.
4. Papers (30%): Each student will submit a ten- to twelve-page historiographical essay on the relevant topic of the student's choice. This means that students will do comprehensive research on a particular topic and write an essay describing the state of scholarship on the subject and potential avenues for future research. We will discuss potential topics and strategies during our first meeting. Students must consult books; web-based sources alone are not acceptable. An annotated bibliography for this project must be submitted in week seven, so students should plan their research accordingly.

Students should keep in mind that their papers will not be accepted should they fail to conform to the following standards: word-processed; double-spaced; in 12-point, Times New Roman or Cambria font with standard (1-inch and 1.25-inch) margins; and proofread until free of spelling and grammar errors. Citations should be in Chicago (footnote) format. Except in the case of an extreme emergency or with an extension granted by me in advance, late papers will be penalized one full letter grade (A to B) for each day they are late. If you fear that your work will be late for any reason, please contact me within the first two weeks of the semester. Plagiarism will not be tolerated under any circumstances. Any material, idea (transcribed or paraphrased), or turn of phrase that has come from someone else's work must be properly documented. Ignorance of the exact definitions of plagiarism will not be considered an excuse. Should you have questions about what constitutes plagiarism, do not fail to consult the university's resources on academic ethics, available—among other places—at:

- <https://academicintegrity.ucsd.edu/>
- https://treebeard.ucsd.edu/files/pdf/PlagiarismBrochure_May2014.pdf

SCHEDULE OF READINGS AND ASSIGNMENTS (Subject to Change)

- **WEEK 1: THE END OF EMPIRE?**
 - 8 JAN: Intro, Colonial Legacies
 - [OPTIONAL]: BBF, Chapter 3
 - 10 JAN: Haitian Independence
 - Michel-Rolph Trouillot, "An Unthinkable History: The Haitian Revolution as a Non-event," in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 70-107. (Reserves)
 - Documents from the Haitian Revolution:
 - Excerpt from Toussaint L'Ouverture's 1801 *Constitution of the French Colony of Saint-Domingue* (Reserves)
 - Charles Victoire Emmanuel Leclerc's 1802 Proclamation in Saint-Domingue, available at http://thelouvertureproject.org/index.php?title=Leclerc_Saint-Domingue_proclamation
- **WEEK 2: LIBERTY FOR WHOM? "INDEPENDENCE," PART I**
 - 15 JAN—NO CLASS! (READING DAY)
 - 17 JAN—Spanish American Independence
 - PMLAH:
 - Simón Bolívar, "War to the Death," 5-7
 - George Reid Andrews "Independence and Slavery," 12-15
 - Enrique Krause, "The Vision of Father Morelos," 7-10
 - [OPTIONAL]: BBF, Chapter 4
 - [OPTIONAL]: Eric Van Young, "Islands in the Storm: Quiet Cities and Violent Countrysides in the Mexican Independence Era," *Past and Present*, 118 (1988): 130-55
- **WEEK 3: LIBERTY FOR WHOM? "INDEPENDENCE," PART II**

- 22 JAN: Brazil: Independence and Empire
 - Act of Acclamation of Dom Pedro I, Emperor of Brazil (Reserves)
 - Documents on Brazilian Slavery (Reserves)
 - Photographs of Brazilian Slavery at:
 - <http://brasilianafotografica.bn.br/?tag=escravidao> (in portuguese, scroll down for photos)
 - <https://www.npr.org/2015/09/12/439257489/brazil-enslaved>
- 24 JAN: Slavery in 19th-Century Latin America
 - Eduardo Silva, *Prince of People: the life and times of a Brazilian Free Man of Colour* (London and New York: Verso, 1993)
 - “Little Africa” (pp. 60-63) (Reserves)
 - [OPTIONAL]: Remainder of Chapter 4
 - Katia M. de Queirós Mattoso, *To be a Slave in Brazil, 1550-1888* (New Brunswick, NJ: Rutgers, 1986)
 - Introduction (1-3) and Chapter 4 (85-106) (Reserves)
 - [OPTIONAL]: Chapter 9 (194-212)
 - PMLAH:
 - Esteban Montejo, “A Cuban Slave’s Testimony,” 30-35
 - *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*, available at <http://www.slaveryimages.org/>
 - (Browse as much or as little as you would like; choose at least one image and be prepared to share it with the class. What struck you about it?)
- **WEEK 4: LIBERTY FOR WHOM? BLACK, BROWN, AND THE CONTRADICTIONS OF FREEDOM.**
 - 29 JAN—Slaves, Rebellion, and Loyalty
 - Michele Reid Vazquez, “Empire, Loyalty, and Race: Militiamen of Color in 19th-Century Cuba,” in *Documenting Latin America: Gender, Race, Empire*, ed. Erin E. O’Connor and Leo J. Garofalo, vol. 1 (Boston: Prentice Hall, 2011), 258-264 (Reserves)
 - David Geggus, “The influence of the Haitian Revolution on Blacks in Latin America and the Caribbean,” in *Blacks, Coloureds and National Identity in Nineteenth Century Latin America* (London: Institute of Latin American Studies, 2003), 38-59 (Reserves)
 - João José Reis, *Slave Rebellion in Brazil*
 - Preface to the Brazilian edition (xiii-xv); Chapters 5-6 (93-128)
 - [OPTIONAL]: Chapter 3-4 (40-92)
 - 31 JAN—Indigenous peoples and the new nations
 - **MIDTERM PROMPT DISTRIBUTED**
 - “‘The Whites Began It’: Jacinto Pat’s Letter on the Origins of the Caste War,” in *Maya Wars: Ethnographic Accounts from Nineteenth-Century Yucatan*, ed. Terry Rugeley (Norman: University of Oklahoma Press, 2001), 51-52 (Reserves)
 - “The Mayas Make their Caste War Demands (1850),” in *Mexican History: A Primary Source Reader*, ed. Nora E. Jaffary, Edward W. Osowski, and Susie S. Porter (Boulder, CO: Westview Press, 2010), 228-232 (Reserves)
 - Jens Andermann, “Argentine Literature and the ‘Conquest of the Desert,’ 1872-1896,” available at <http://www.bbk.ac.uk/ibamuseum/texts/Andermann02.htm>
 - AR:
 - Alfred Ebélot, “One Hundred Leagues of Trench,” 126-132
 - [OPTIONAL]: Lucio V. Mansilla, “An Expedition to the Ranquel Indians”
 - [OPTIONAL]: “Chief Joseph Speaks,” available at <http://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>

- (Background: Hin-mah-too-yah-lat-kekt (Hinmatóowyalahtq̓it), more widely known as Chief Joseph led the Wal-lam-wat-kain (Wallowa) band of Nez Perce, a Native American tribe in the Pacific Northwest of the United States. Under threat of forced removal by the United States Federal Government, Joseph and his people fought a war to retain their way of life. They surrendered in 1877; Joseph gained fame for several key speeches he made on behalf of his people's welfare.)
 - [OPTIONAL]: Terry Rugeley, "The Imponderable and the Permissible. Caste Wars, Culture Wars, and Porfirian Piety in the Yucatán Peninsula," in *Building Nineteenth-Century Latin America. Re-Rooted Cultures, Identities, and Nations*, ed. William G. Acree Jr., and Juan Carlos González Espitia (Nashville: Vanderbilt University Press, 2009), 177-201.
- **WEEK 5: MAKING NATIONS**
 - **MIDTERM DUE BY THE BEGINNING OF CLASS**
 - 5 FEB—Caudillos
 - AR:
 - Juan Manuel de Rosas, "The Caudillo's Order," 75-79.
 - PMLAH:
 - Domingo Faustino Sarmiento, "Ribbons and Rituals," 58-61.
 - Antonio López de Santa Anna, "Protagonist on a National Stage," 61-64.
 - 7 FEB—Liberalism and State Consolidation
 - PMLAH:
 - "Liberalism and the Catholic Church," 65-66
 - Frank Safford, "A New Generation of Liberals," 67-71
 - Francisco Bilbao, "Generational Warrior," 79-84
 - Justo Sierra, "The Triumph of Reform," 84-89
 - Juan Bautista Alberdi, "Foundations and Points of Departure for the Political Organization of the Republic of Argentina (1853)," *Nineteenth-Century Nation Building and the Latin American Intellectual Tradition: A Reader*, ed. Janet Burke and Ted Humphrey (Indianapolis: Hackett, 2007), 199-219.
- **WEEK 6: LIBERTY FOR WHOM? GENDER AND SEXUALITY.**
 - 12 FEB: Women, Femininity, and the New Republics.
 - PMLAH:
 - Sarah C. Chambers, "What Independence Meant for Women," 15-20
 - TAR:
 - Juana Manuela Gorriti, "Women in the Fatherland," 73-74
 - Teresa González de Fanning, "Concerning the Education of Women," in *Confronting Change, Challenging Tradition: Women in Latin American History*, ed. Gertrude M. Yeager (Wilmington, DE: Scholarly Resources, 1994), 30-39 (Reserves)
 - Film: *Camila* (María Luísa Bemberg) (Reserves)
 - 14 FEB—Gender and Sexuality in the Republics
 - Christopher Conway, "Birds of a feather: Pollos and the nineteenth-century prehistory of Mexican homosexuality" in *Building Nineteenth-Century Latin America: Re-Rooted Cultures, Identities, and Nations*, ed. William G. Acree Jr. and Juan Carlos González Espitia (Nashville: Vanderbilt, 2009): 202-226 (Reserves)
 - Lara Putnam, "Work, Sex, and Power in a Central American Export Economy at the Turn of the Twentieth Century" in *Gender, Sexuality, and Power in Latin America since Independence*, ed. William E. French and Katherine Elaine Bliss (Reserves)
- **WEEK 7: MAKING NATIONS, PART II: RACE AND NATIONAL IDENTITY**
 - 19 FEB—NO CLASS!
 - **ANNOTATED BIBLIOGRAPHY DUE VIA EMAIL BY 1PM.**
 - 21 FEB—Raza, Raça, and the Specter of Degeneration

- Peter M. Beattie, “The House, the Street, and the Barracks: Reform and Honorable Masculine Social Space in Brazil, 1864-1945” *The Hispanic American Historical Review* 76, no. 3. (Aug., 1996): 439-473
- Dain Borges, “‘Puffy, Ugly, Slothful, and Inert’: Degeneration in Brazilian Social Thought, 1880-1940” *Journal of Latin American Studies* 25, no. 2 (May 1994): 235-256
- TAR:
 - Domingo Faustino Sarmiento, “Civilization versus Barbarism,” 80-90
- PMLAH:
 - Aluísio Azevedo, “Brazilianization,” 100-103
- Mark Harris, *Rebellion on the Amazon: The Cabanagem, Race, and Popular Culture in the North of Brazil, 1798-1840*
 - Chapter 6 (176-205)
 - [OPTIONAL]: Introduction, Chapter 1
- **WEEK 8: MAKING NATIONS, PART III: EMPIRE AND IMMIGRATION**
 - 26 FEB—Neocolonialism
 - Latin America and the United States in Cartoons, excerpted from *Problems in Modern Latin American History*, ed. John Charles Chasteen and James A. Wood, 3rd ed. (Rowman, 2009), 156-159 (Reserves)
 - William Eleroy Curtis, “A U.S. Official Interprets Latin America,” in *Latin America and the United States: A Documentary History*, ed. Robert H. Holden and Eric Zolov (Oxford, 2000), 47-49.
 - The Teller Amendment, available at <http://www.historyofcuba.com/history/teller.htm>
 - The Platt Amendment, available at <http://www.historyofcuba.com/history/platt.htm>
 - 28 FEB—Immigration and Urbanization
 - José C. Moya, “The Positive Side of Stereotypes: Jewish Anarchists in Early-Twentieth-Century Buenos Aires,” *Jewish History* 18, no. 1 (2004): 19-48
 - TAR:
 - Juan Batista Alberdi, “Immigration as a Means of Progress,” 95-101
- **WEEK 9: MAKING NATIONS, PART IV: LATIN AMERICA SEEN FROM WITHIN AND WITHOUT**
 - 5 MAR: Neocolonialism, Part II: Latin American Seen from Abroad
 - Hugh Raffles, *In Amazonia: A Natural History* (Princeton, 2002), 114-149 (E-book available via UCSD Library)
 - 7 MAR: Foundational Fictions, National Heroes
 - Doris Sommer, *Foundational Fictions: The National Romances of Latin America* (Berkeley and Los Angeles: University of California Press, 1991), 7-29 (E-book available via UCSD Library)
 - Choose one of the following (or more, if you just can’t get enough!) If you choose, you may write an extra credit essay on your choice, drawing on primary and secondary sources from the syllabus to answer the question: How does this text reflect, or not reflect, the historical realities of the societies we have studied in the emergent nation-states of Latin America? If you wish to do this assignment, please consult the professor.
 - *Iracema*
 - *Donã Bárbara*
 - *The Guarany* (available at http://www.literaturabrasileira.ufsc.br/_documents/0006-03108.html)
 - Jorge Isaacs, *María* (available via Google Books or archive.org)
- **WEEK 10: THE LONG NINETEENTH CENTURY (-1930): REFORM AND REVOLUTION**
 - 12 MAR—BRAZIL FROM EMPIRE TO REPUBLIC
 - “Speech of Getulio Vargas at Commemorations of Labor Day, 1 May 1939” (Reserves)

- 14 MAR—MEXICAN REVOLUTION
 - OPTIONAL (EXTRA CREDIT) ESSAY ON FOUNDATIONAL FICTIONS DUE VIA EMAIL
 - Francisco Madero, “Plan de San Luís Potosí” (Reserves)
 - Emiliano Zapata, “Plan de Ayala” (Reserves)
 - Lázaro Cárdenas, “Speech to the Nation” (Reserves)
 - [OPTIONAL]: BBF 239-249

ALL FINAL ESSAYS DUE (IN WORD *AND* PDF FORMAT) 19 MARCH VIA EMAIL.