

History 393:
State, Citizen, and Nation in Modern Latin America

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Office Hours: **T, Th, 3-4pm, and by appt.**

Spring Semester 2011
T, Th, 9:30-10:45 pm
Croft 107

COURSE CONTENT

This course examines the history of Latin America from the 1820s to the present day. The focus will be on the transformation of economically and ethnically fragmented postcolonial societies into politically unified nation states. The central theme for the 19th century is ‘state-building.’ Specific topics include colonial legacies and independence; rebellions and civil wars; the end of African slavery; and Latin America’s (re)integration into world markets. The central theme for the 20th century is ‘nation-building.’ Issues include race and cultural nationalism; industrialization and economic nationalism; urbanization, populism and social revolution; military coups and dirty wars; neo-liberal reforms and social movements, as well as drugs, violence, and poverty.

Despite the efforts at ‘state-building’ and ‘nation-building’, the promise of ‘citizenship’ – guaranteed individual rights as well as economic, social, and cultural integration - remains unfulfilled for the majority of Latin Americans. The course will illuminate the sub-continent’s long history of race- and class-based inequality, and it will attempt to explain why these patterns of social exclusion persist to this day.

Lectures and readings use country examples to illustrate thematic points. The focus is on Spanish- and Portuguese-speaking Latin America, and the largest countries (Brazil, Mexico) receive the most attention.

LEARNING OBJECTIVES

Students will get an overview of the course of events and major interpretations of the last 200 years of Latin American history. Students will also refine their analytical writing skills in the long papers and sharpen critical thinking skills, the latter above all in the short exercises (source analysis; summarizing an argument as outline; concise presentation of information).

GRADING

1) Map Quiz	80 points (8 %)
2) Short assignments (3 @ 50 pts. each)	150 points (15%)
3) In-class midterm	150 points (15%)
4) Two papers (4-5 pages) @ 150 pts. each	300 points (30%)
5) Class Participation	70 points (7%)
6) Final exam	250 points (25%)
TOTAL	1,000 points

For the final grade, 900 to 1000 points is an A, 800-899 a B, 700-799 a C, 600-699 a D, and less than 600 points an F. History majors may not count a grade lower than "C" toward the 33 hour requirement.

PREREQUISITES

There are no prerequisites. No previous knowledge of Latin America history is assumed. All course materials are in English.

COURSE POLICIES

Map Quiz: A map quiz will be given in the second week of class (Thursday, Feb.3). You will receive a list of geographic features (countries, mountain ranges, rivers, and cities) in Latin America that you need to know well enough to place them on a blank map.

Exams: There will be an in-class midterm and a final. Both include essays and identifications.

(NOTE on **Exams and Quizzes:** There will be no make-up quizzes or exams other than in cases of medical emergencies *documented with a doctor's note.*)

Short Assignments (-Reading Quizzes): There will be * three * short assignments over the course of the semester. Each counts 50 points, for a total of 150 points. The plan is for these to be written assignments. *However*, if class participation is not satisfactory because students are not doing the reading, I will substitute pop quizzes for written assignments – and experience shows that grades in quizzes are much lower. It's simple: do the reading, and you'll get to do interesting assignments with a chance to earn good grades.

Papers: You are required to write * two * longer papers. They will both be due on a Friday. Late papers will be accepted until the following Tuesday in class, but they will be dropped one full grade (15 points). For a paper that you turn in at least 24 hours early, you will receive a 10-point bonus.

Plagiarism: Plagiarism is when you represent the writings or ideas of another person as your own. It is always unethical, frequently illegal, and raises serious doubt about the personal integrity of the offender.

Common examples for plagiarism include (a) copying or paraphrasing information from a book, article, website, or other source without acknowledging the source of the quote or original idea. (Minor alterations to the copied or paraphrased text will not resolve the problem; it is still plagiarism!) (b) Letting someone else write your paper or part of your paper.

Avoid plagiarism by using quotation marks *every time* you use words from a source and by providing citations after quotes and paraphrased ideas.

A plagiarized assignment will automatically receive 0 points. The student will also forfeit any extra credit opportunity (attendance bonus; early submission) for the entire course. I reserve the right to impose further penalties (e.g. an automatic 'F' for the course) and/or report cases of plagiarism to the college.

Communication: E-mail is the main means of communication between the instructor and students. I will sometimes send study questions over e-mail, I will let you know about changes to the regular course schedule over e-mail, and I will communicate with you individually about assignments, grades, or class attendance over e-mail. Therefore, I expect (a) that you check your e-mail very regularly, (b) that you make sure to keep your Inbox from overflowing, and

(c) that you make sure that your e-mail addresses registered in BlackBoard and MyOleMiss are current. I get very irritated if messages to student accounts start bouncing back to my account, and I do not accept "Oh, I did not receive that e-mail" as an excuse.

Attendance: Class attendance is expected. Roll will be taken, and students are responsible for signing the attendance sheet. Absences due to *documented* emergencies will be considered *excused* (i.e. do not count as absences for the attendance bonus/penalty). Bonus points and penalties will be allocated as follows based on the number of unexcused absences over the course of the semester:

0 absences	30-point bonus (Note: No more than <i>two</i> excused absence.)
1 absence	15-point bonus (Note: No more than <i>two</i> excused absence.)
2-3 absences	No bonus, no penalty
4 absences	20-point penalty
5 absences	40-point penalty
6 absences	60-point penalty
7 absences	80-point penalty
8 absences	100-point penalty

**** More than 8 unexcused absences will earn you an automatic F for the course. ****

READINGS

The required books are available for purchase at the University Bookstore. Other readings are available in a course packet (marked with ** in the syllabus). The books are also on reserve at the main library.

You are expected to complete the assigned readings *before* the respective class period and have to be prepared to discuss them in class.

Books (required)

- 1) **Mariano Azuela**, *The Underdogs: A Novel of the Mexican Revolution*.
- 2) **Zephyr Frank**. *Dutra's World: Wealth and Family in Nineteenth-Century Rio de Janeiro*.
- 3) **Alma Guillermoprieto**. *Looking for History: Dispatches from Latin America*.
- 4) **Jay Kinsbruner**. *Independence in Spanish America: Civil Wars, Revolutions, and Underdevelopment*. (2nd Edition, 2000)

The SYLLABUS is subject to change. Readings might be added; others might be substituted or omitted. Changes will be announced in class and on Blackboard.

SCHEDULE

Colonial Legacies

- Jan. 25 ** Maps (in preparation for map quiz on Feb. 3). No readings
Jan. 27 ** Gary Prevost/Harry Vanden, "Latin America: An Introduction," chapter 2 - "Early History", 19-44.

Crisis of Empire and Independence

- Feb. 1 1) Kinsbruner, 1-71.

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- Feb. 3 1) ** Simon Bolivar, "Reply of a South American to a Gentleman of this Island [Jamaica]";
 2) Kinsbruner, 72-129.
 *** MAP QUIZ ***

Politics and Society in Spanish America after Independence

- Feb. 8 1) ** Domingo Sarmiento, "The Country Commandant";
 2) Kinsbruner, 130-157.
Feb. 10 1) ** Peter Guardino, "Barbarism or Republican Law? Guerrero's Peasants and National
 Politics, 1820-1846," *The Hispanic American Historical Review (HAHR)* 75:2 (May 1995),
 185-213;
 2) ** James E. Sanders, "Citizens of a Free People": Popular Liberalism and Race in
 Nineteenth-Century Southwestern Colombia," *HAHR* 84:2 (May 2004), 277-313.
 ** SHORT ASSIGNMENT #1 Due (Outline of Article/Chapter) **

Slave Society in the 19th Century

- Feb. 15 Frank, *Dutra's World*, 1-69.
Feb. 17 Frank, *Dutra's World*, 70-170.

*** Friday, Feb. 18 @ 12noon - PAPER #1 DUE (on Dutra's World) ***

Economic and Political Consolidation after 1850

- Feb. 22 ** Bushnell & Macaulay, "The Heyday of Liberal Reform in Spanish America (1850-
 1880)," sections on Mexico and Argentina, in *The Emergence of Latin America in the
 Nineteenth Century*, 193-209 and 221-234.
Feb. 24 ** Arnold Bauer, "Modernizing Goods," in *Goods, Power, History: Latin America's
 Material Culture*, 129-164.

Migration, Industrialization, and New Social Questions

- Mar. 1 ** Magnus Mörner, "Mass Immigration," in *Adventurers and Proletarians*, chapters 3 and
 4, 35-66.
Mar. 3 ** Eduardo Zimmermann, "Racist Ideas and Social Reform: Argentina, 1890-1916,"
 HAHR 72:1 (Feb.1992), 23-46.

The Mexican Revolution I

- Mar. 8 *** MIDTERM EXAM ***
Mar. 10 1) Film (in class): "Let's Join Pancho Villa"
 2) ** Skidmore/Smith/Green, "Modern Latin America", 52-61.

*** SPRING BREAK (March 14 to March 18) ***
(start reading Azuela, *The Underdogs*, over break)

The Mexican Revolution II

- Mar. 22 1) Azuela, *The Underdogs*, entire book (1-161);
 2) ** Photos of Murals by Diego Rivera and José C. Orozco (in class).
Mar. 24 1) ** John Womack, Jr., "The Mexican Revolution," selections;
 2) ** Alan Knight, *The Mexican Revolution*, selections.

*** Friday, Mar. 25 @ 12noon - PAPER #2 DUE (on Mexican Revolution) ***

Working-Class Politics and 'Populist' Leaders: Vargas and Perón

- Mar. 29 1) ** Getúlio Vargas, "New Year's Address, 1938" and "Suicide Letter"

2) ** Letters from Brazilians to Getúlio Vargas.

- Mar. 31 1) ** Juan Perón, “Justicialism”
2) ** Evita Perón, excerpts from “My Message”
3) Guillermprieto, 3-17

Latin America after WWII: Economic Development and U.S. Influence

- Apr. 5 ** Rosemary Thorp, “Growth and Emerging Disequilibria: 1945-73,” ch. 6 in *Progress, Poverty, and Exclusion: An Economic History of Latin America in the 20th Century*, 159-199.
Apr. 7 ** John F. Kennedy, “On the Alliance for Progress”.
** **SHORT ASSIGNMENT #2 Due (Primary Source Analysis)** **

The Cuban Revolution

- Apr. 12 1) ** Fidel Castro, “History will absolve me” (excerpts).
2) Guillermprieto, 72-86
Apr. 14 Guillermprieto, 126-152.

The Southern Cone: Military Regimes, Torture, and Memory

- Apr. 19 ** Brian Lovemann, "La Patria and the Cold War: From the Bay of Pigs to the Gulf of Fonseca", in "The Politics of Anti-Politics", 165-194 (ch.6).
Apr. 21 1) ** Archdiocese of São Paulo, “Torture in Brazil.”
2) ** Marguerite Feitlowitz, "A Lexicon of Terror" and "The Scilingo Effect."
** **SHORT ASSIGNMENT #3 Due (Response Paper)** **

Democratization, Neoliberal Reform, and Social Breakdown

- Apr. 26 Guillermprieto, 178-206, 224-238, 275-303 (selected chapters on Mexico in 1990s).
Apr. 28 Guillermprieto, 18-71.

Drug Wars, the Loss of U.S. Influence, and the ‘Pink’ Tide

- May 3 Film (in class): “News of a Private War”
May 5 ** Julia Sweig, "Latin America: The One-Fingered Wave."

*** FINAL EXAM (Thursday, May 12 @ 8 am; Croft 107) ***
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HISTORY OF LATIN AMERICA including Caudillos, World Wars and Depression, Juntas and cartels, Return to democracy. Resentment against an overbearing neighbour is one of the reasons why the Latin American nations remain largely uninvolved in World War I. Only eight of the twenty republics declare war on Germany. Only Cuba and Brazil provide active support for the allied cause. The war years bring economic benefits to the republics as the suppliers of raw materials, but the world-wide depression from 1929 has a correspondingly disastrous effect. The crisis, together with the influential example of fascism in Europe, brings to several of the Latin America nations a marked renewal of the caudillo tradition, no Latin America passed through one of its most important historical eras in the first half of the nineteenth century. In a tumultuous twenty-year span, from about 1806 to 1826, almost all of the Spanish and Portuguese colonies broke off from their colonizers and became independent nations. This was at the dawn of the long, and continuing, close relationship between the United States and the other nations in the Western Hemisphere. Tudor saw Bolívar as a tyrant and dictator rather than a democrat and republican. Read his description to see early U.S. stereotypes about Latin America. Native American History Timeline. As explorers sought to colonize their land, Native Americans responded in various stages, from cooperation to indignation to revolt. Author: History.com Editors. Buyenlarge/Getty Images. Years before Christopher Columbus stepped foot on what would come to be known as the Americas, the expansive territory was inhabited by Native Americans. Below are events that shaped Native Americans' tumultuous history following the arrival of foreign settlers. 1492: Christopher Columbus lands on a Caribbean island after three months of traveling. Believing at first that he had reached the East Indies, he describes the natives he meets as "Indians." On his first day, he orders six natives to be seized as servants. "This is the rare history of modern Latin America that does justice to the crucial political and economic trends of the last two centuries while exploring in-depth the social and cultural aspects of Latin American societies." Barbara Weinstein, New York University. From the Inside Flap. A History of Modern Latin America: 1800 to the Present examines the diverse and interlocking experiences of people of indigenous, African, and European backgrounds from the onset of independence until the present day. The book analyzes the major and minor political events that shaped Latin American history. Save for Later Save Race and Nation in Modern Latin America For Later. Create a List. Download to App. This collection brings together innovative historical work on race and national identity in Latin America and the Caribbean and places this scholarship in the context of interdisciplinary and transnational discussions regarding race and nation in the Americas. Moving beyond debates about whether ideologies of racial democracy have actually served to obscure discrimination, the book shows how notions of race and nationhood have varied over time across Latin America's political landscapes.