

HILA 101: Latin America, 1800-1920
 Winter 2012
 TuTh 2-3:20 p.m.
 Cognitive Science Bldg. 005

Latin American History, 1800-1920

Instructor: Dr. Eric Van Young

Office hours: TuTh 4-5 p.m., Muir HSS 5073, and **under rare circumstances**
 by appointment

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 substitute for coming to office hours)

SCOPE OF THE COURSE:

This course provides an introduction to the history of Latin America during the period from about 1800 to approximately 1920, or from about the eve of political independence from Spain and Portugal to some time between World War I (1914-1918) and the Great Depression (1929-), depending on how far I get. The preceding quarter of the sequence, HILA 100, deals with the colonial period, and the following quarter, HILA 102, with the 20th century. The emphasis this quarter will be on social, economic, and political developments within this very large and complex area, seeking particularly to explore the influence of the colonial heritage, the troubled emergence of national states, and the growth of links with dominant external economies. Following a brief treatment of the independence period (of which 2010 was sort of the consensual bicentennial in much of Spanish America, and 2012 marks another important bicentenary, the promulgation of the Constitution of Cádiz in Spain, 1812), the lectures and readings will focus on a number of significant themes common to the history of the Latin American states, and then on the specific histories of three nations—Mexico, Brazil, and Argentina—as illustrative of those themes.

COURSE FORMAT:

Nothing fancy; 2-1/2 hours of lecture per week; in-class discussion of assigned readings; questions and spontaneous discussion always welcome.

COURSE REQUIREMENTS:

Mid-term exam—essay and short answer, in class, 75 minutes long; 20% of grade
 Final exam—essay and short answer, in class, about 120-180 minutes long; 40% of grade
 Paper—an essay of **at least** ten pages in length on a relevant theme of the student's choice touching on the period (see attached guide sheet); consultation on topic and bibliography with instructor not mandatory but **strongly advised**; 40% of grade

REQUIRED READINGS (in order of use, and all paperback):

Richard A. Warren, *Vagrants and Citizens: Politics and the Masses in Mexico City from Colony to Republic* (Rowman and Littlefield, 2007)

Domingo F. Sarmiento, *Facundo: Or, Civilization and Barbarism* (Penguin Classics, 1998)

Hilda Sabato, *The Many and the Few: Political Participation in Republican Buenos Aires* (Stanford University Press, 2002)

Steven C. Topik and Allen Wells, eds., *The Second Conquest of Latin America: Coffee, Henequen, and Oil during the Export Boom, 1850-1930* (University of Texas Press, 1998)

Paul J. Vanderwood, *Disorder and Progress: Bandits, Police, and Mexican Development*, rev. and enl. ed. (Rowman and Littlefield, 1992)

Some notes regarding the course readings:

1) Discussion of the books in class will be limited in time, and restricted to problematic or particularly controversial aspects of the works. Since there is no T.A. and no section meetings, it is incumbent on the students to do the readings and think about what they say. In general, it is the student's responsibility to read the assigned material and integrate it intellectually into the rest of the course. These are all good books, by well known scholars in the field; they are not meant to be cut up in little pieces, like sausages, as more traditional "textbooks" are. Therefore, when there is an indication in the calendar below that you are to begin reading a certain book in relation to a certain theme, start reading it at that point and keep at it until you finish. You can be assured that whether or not a given book is discussed in class, there may well be an exam question on it on the mid-term or final.

2) The assigned books are available for purchase in the UCSD Bookstore, and will also be on reserve in the Central Library.

3) For those students who feel they need a textbook to follow in addition to the lectures and other readings, the instructor will have on reserve, as an optional reading, the latest edition of the textbook *Modern Latin America* by Thomas Skidmore and Peter Smith.

4) Five books do not constitute a particularly heavy reading load for an upper-division history course at a relatively elite university; I estimate there will be about 150 pages per week. Both the amount of reading and its spacing throughout the quarter have been adjusted to accommodate the work for the required research paper, so that reading in the last weeks of the course is relatively light.

INSTRUCTOR'S POLICIES:

1) No "Incompletes" will be given except for compelling personal/medical reasons.

2) Papers must be typed; handwritten papers will not be accepted; late papers will be penalized.

3) Exams must be taken in blue books, which the students are expected to supply.

4) Roll is not taken, but regular attendance is strongly advised, since the lectures are in essence the textbook.

READING AND LECTURE TOPICS; CALENDAR:

Week of

- Jan 10-12 Introduction/overview
Independence
- Jan 17-19 Aftermath and legacy of independence
State- and nation-making
Begin reading Warren, *Vagrants and Citizens*
- Jan 24-26 Caudillismo and regionalism—strong men, weak states
Political ideology in the 19th century
Portrait of a conservative: Lucas Alamán of Mexico
Begin reading Sarmiento, *Facundo*
(Monday 17 January—Martin Luther King, Jr., holiday; doesn't affect us)
- Jan 31-Feb 2 Population, immigration, urbanization
Class, ethnicity, social structure, citizenship
- Feb. 7-9 The export economies
Begin reading Topik and Wells, *The Second Conquest*
- Feb 14-16 Foreign investment and railroads
Mid-term exam—Tuesday, 14 February, in class
N.B.: The date of the mid-term is subject to adjustment depending upon
where we are with lectures and readings at the time
- Feb. 21-23 Argentina
Begin reading Sabato, *The Many and the Few*
- Feb. 28-Mar 1 Mexico
Begin reading Vanderwood, *Disorder and Progress*
(Monday 20 February—Presidents' Day Holiday; doesn't affect us)
- Mar. 6-8 Brazil
- Mar. 13-15 Catch-up, summary, review
Papers due—Thursday, 15 March, by 5 p.m.

RESEARCH PAPER GUIDELINES:

1) The paper is meant to accomplish three things: a) it is an exercise in writing; b) it is an exercise in research—specifically in this case, historical materials and literature; c) it is meant to provide the student an opportunity to explore some aspect of 19th- and early 20th-century Latin American history in greater depth than the overall course format allows.

2) **It is strongly recommended** that the student consult with the instructor concerning the topic and sources for the essay, that topics be selected as early in the quarter as possible (say, by the second or third week), and that work on the research begin early to avoid difficulty with obtaining books in the library, etc. The instructor will be available to read and comment upon paper drafts, provided these are not submitted at the last minute.

3) The topic should be sufficiently broad so as to allow the student to do sufficient research—i.e., not so narrow or specialized that there is no historical or other writing on it—but not so broad as to be meaningless. Example of the former: “Simón Bolívar’s Bed-Wetting: Its Historical Influence” (well, if you could find sources, this might be interesting); example of the latter: “The Economy of Latin America in the Nineteenth Century.”

4) The essay should have a central idea, hypothesis, or argument—it should not just be a collection of odd facts thrown together.

5) The essay should reflect substantial thought and research in sources outside the course’s assigned texts, although these may also be used. At a minimum, “substantial” means at least six sources (books, documentary collections, journal articles, etc.) related to the topic. Wikipedia, although helpful and often amusing, is not an acceptable source. It is now possible that you may find primary documents (that is, original sources) on the Internet, or secondary sources (that is, by scholars); if you find such texts and use them, cite them carefully in the bibliography. Those students interested in working in primary (i.e., original) sources, in materials in languages other than English (e.g., Spanish, French, Portuguese, etc.), or on areas not covered in the course (e.g., the Caribbean) are welcome to do so, but should consult with the instructor first.

6) The following are also important aspects of the essay:

- a) considerable attention should be paid to style, grammar, spelling, and so forth; and the final product should be proof-read carefully for errors;
- b) the essay should be *at least* ten pages in length, though anything up to about 20 pages or so will be read with interest; don’t try to fudge the length by manipulating the margins or the font, please;
- c) the essay should have a title page, some consistent form of references (foot-notes, end-notes, or social science-style notes in the text), and a bibliography at the end with works properly cited; if you do not know how to cite works in a bibliography, or have doubts about how to do it, consult a style manual;
- d) the paper should be typed, double-spaced.