

HILA 168/HIGR 268: Latin America in the Nineteenth Century (a colloquium/graduate seminar)
Winter 2015

Tuesday 9 a.m.-12 p.m., Ruiz Room (HSS 5086)

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Office hours: Tuesday, 2-4 p.m., and by appointment

(Most of the following has been cut and pasted from the fall-quarter part of this seminar, HILA167/HIGR267, and adapted to the winter-quarter part. For those of you who are continuing from that class, this will be familiar; for those of you new to the enterprise, not. For ease of communication among the seminar members I have included at the end of this syllabus the e-mail addresses of all those enrolled, and the auditors.)

There is no assigned reading in advance of the first seminar meeting since despite official registration data there is no assurance of who or how many will be in the seminar. This is also because Prof. Van Young has had some surgery during December and wants to be on top of his game in the first substantive meeting. Since the reading calendar is quite full and there is a good deal of writing required (at least 35 pages for the graduate students, 30 for the undergraduates), there will be no end-of-quarter presentations of the student essays required for the course, as there are in some seminars.

Seminar participants should come prepared to discuss the Benedict Anderson book at the first full meeting of the class on 10 January. Professor Van Young will supply something for each seminar to get your blood sugar up.

Course requirements:

The major work of the class will be an essay of **at least** 20 pages for graduate students, and 15 pages for undergraduates, due **no later** than Wednesday 20 March. In addition, four (4) weekly response papers of at least three pages in length will be expected of every student, due every other week beginning in week 2 (i.e., weeks 2, 4, 6, 8). There is no paper due for week 10, but a close reading of the assigned material and a robust class discussion is expected, nonetheless. For week 2, the paper must obviously be an analysis of Benedict Anderson's book; for week 4, you can pick either Scott or Habermas, although they are very different works; for week 6, Larson or Earle; and for week 8, de la Fuente, Beezley, or Craib. Prof. Van Young reserves the prerogative to distribute accompanying articles/book chapters in any given week.

The major essay is a historiographical discussion that may be longer, even a lot longer, but in no case shorter than the minimum lengths specified above. The essay will survey the historiography of one of the themes in the seminar reading list, or another theme of equivalent breadth of the student's choice (chosen in consultation with the instructor). If you are not sure what "historiography" means in this context, talk to the instructor early. Care should be taken with the writing, and consistent citation form and a bibliography at the end are expected. The instructor should **be consulted early** regarding choice of theme and approach. Although we are not doing any reading on them, themes related to Brazil and the Caribbean area are also acceptable. The essay will account for 80% of the final grade for both graduate and undergraduate students, and is **due without fail** at the end of the day on Thursday of exam week (19 March). No incompletes will be assigned except for serious medical or other compelling personal reasons. There will also be due, by the end of week 7 of the quarter (Friday, 19 February), a prospectus for this essay of **no less** than three pages in length, with an appended, annotated bibliography of **at least** a dozen works to be covered in the final essay. The prospectus will be worth 10% of the course grade. Given the substantial but not infinite holdings of the Central Library and heavy use by undergraduates for research papers, it is **strongly** recommended that you pick out your books/articles for this essay well ahead of time and check them out of the library. You are

wondering: what's the remaining ten per cent of the grade? It's an amalgam of class participation and the quality of the shorter papers.

A full and active participation in seminar discussions is expected of all students, so leave your inhibitions at the door. Participation will include making contributions on a consistent basis to seminar discussions, and co-presenting at least one book in the seminar (I am not sure the arithmetic works out here). The lead co-presentation should consist of a deep analysis of the book being read, of at most 20 minutes in length, encompassing aspects such as the content, the methodology, the theoretical/interpretive framework, and so forth. Speculation is okay here once the substance of the book and these other questions have been addressed, but rambling and lots of personal opinion are not acceptable. As with other requirements in the course, if students are in any doubt about how to make these presentations, they should consult with the instructor early. Seminar members other than the presenter(s) should bring to class some observations (not necessarily written, other than the papers due in weeks 2, 4, 6, and 8) on the material under discussion, rather than sit passively by waiting for something interesting to turn up or hiding behind a column in the seminar room. The essaylets should be submitted electronically by Sunday evening at the latest, but may be submitted earlier; these should be **distributed to all members of the seminar in advance of the meeting**. I sincerely hope you will read these, since divergent interpretations or evaluations of a work may provide the basis for an enhanced discussion in the seminar. These papers will not be graded formally, but if they demonstrate significant writing problems they will be corrected and handed back with comments.

Readings:

Since there are effectively nine class meetings, embracing nine published monographs and one work-in-progress, in one class (indicated in the calendar below) we will need to double up on the discussions and presentations. All the assigned books are available for purchase in paperback at the UCSD Bookstore and will also be on reserve in the Humanities and Social Sciences Library (Geisel). Judging by the preliminary class list, not enough books were ordered; but so many of you buy them used on Amazon or resort to other methods that this should not prove a problem. My advice is that students, especially graduate students in history, purchase all or most of these unless they feel purchase of the books presents an undue financial drain on them; but this is a matter for individuals to decide. The reason for this is so that people headed toward scholarly careers in the field can start to build a basic library of significant works. I know that the reading list is tilted somewhat toward Mexico; there are a number of reasons for this, which we can discuss in the seminar.

N.B.: This is a combined graduate/undergraduate seminar, a “colloquium.” Undergraduate students are expected to keep up with the reading, participate in the discussions, and submit their essays in just the same way as graduate students. Undergraduate students, of course, are welcome to talk with the instructor at any time about the class work.

Readings/dates

Week 1

6 January

Initial seminar meeting—no assigned reading

Week 2

13 January (nation formation)

Benedict Anderson, *Imagined Communities*

(3-page discussion paper on Anderson due, at latest, by Sunday evening)

Week 3

20 January (what states do, or think they do, or try to do)

James C. Scott, *Seeing Like a State*

Week 4

27 January (the public sphere)

Jürgen Habermas, *The Structural Transformation of the Public Sphere*

(3-page discussion paper on Scott **or** Habermas due, at latest, by Sunday evening)

Week 5

3 February (nation making in the Andes)

Brooke Larson, *The Trials of Nation Making*

Week 6

10 February (indigenous peoples in the new national imaginary)

Rebecca Earle, *The Return of the Native*

(3-page discussion paper of Larson or Earle due, at latest, by Sunday evening)

Week 7

17 February (Argentina; Mexico—first installment)

Ariel de la Fuente, *The Children of Facundo*

William Beezley, *Mexican National Identity: Memory, Innuendo...*

(Essay prospectus due on Friday, 19 February)

Week 8

24 February (Mexico—second installment)

Raymond Craib, *Cartographic Mexico: A History of State Fixations...*

(3-page discussion paper of de la Fuente, Beezeley, or Craib due, at latest, by Sunday evening)

Week 9

3 March (Latin America in general)

James Sanders, *The Vanguard of the Atlantic World*

Week 10

10 March

Selected chapters from Van Young, book ms. in progress, “*Alamán and Mexico: A Life Together, 1792-1853*”

Seminar members’ names with e-mail addresses:

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