

Latin America, 1750-1910

History 381, CRN 22868
Winter 2017, TR 8:30-9:50am, McKenzie 229

Professor Reuben Zahler
rczahler@uoregon.edu, 346-5907
Office: McKenzie 307

Office Hours:
W 1-2pm; F 2:30-3:30pm
or by appointment

GRADUATE TEACHING FELLOW (GTF)

Marc Carpenter, 541-346-5940, marcc@uoregon.edu
Office hours: McKenzie 350D; T/Th 12:00-1:30pm or by appointment

COURSE DESCRIPTION

In 1750, the Spanish and Portuguese empires were among the largest empires in the world history and included most of the Americas. These societies were very diverse, with great ethnic, racial, and economic variation. However, these American empires became independent in the 1820s, after a decade of costly warfare (for Spanish America). The leaders of the newly independent republics embarked upon an extremely ambitious path. Inspired by Enlightenment thought and models from the North Atlantic (France, Britain, and the US), they set out to transform their former colonies into sovereign republics with such modern features as legal equality, civil rights, elected government, and capitalistic economies. Abandoning custom, they wanted to transform a political culture in which legitimacy flowed from tradition, the king, and the Church, to one in which legitimacy resided in public opinion, representative government, and a free-market economy. Though these plans appeared rational at the time, violence, repression, and poverty plagued these republics for decades after independence. Why didn't these glorious ideas work better? Across the century and a half that brackets independence, this course will investigate not only political, economic, and social structures, but also the less tangible cultural features that undergird a society and affect its attempts to "develop." We will investigate these issues through a combination of original and scholarly sources. Through exploring the perspectives of numerous peoples (men and women, rich and poor, ethnic and racial groups) we will attempt to understand why freedom, equality, and democracy can be such complicated, dangerous ideas.

READINGS:

Books: The following books are available for purchase in the campus bookstore.

- *Textbook: Hist 381: Latin America.* Cheryl Martin and Mark Wasserman. Custom Edition for History 381, Pearson Longman 2013.
- *Documenting Latin America.* Erin O'Connor and Leo Garofalo. Custom Edition for History 381, Pearson Longman 2013.
- Course Packet

Top Hat: In this course, we will use the digital app TopHat (found at tophat.com, our course join code is 728098). You should receive an email from TopHat that invites you to join and provides instructions. Each student will need to purchase this app to use on a mobile device (smart phone, tablet, or laptop).

The cost is \$24/term or \$36/year.

EVALUATIONS

Map quiz (Jan 26)	2%
Participation	5%
Reading Quizzes	10%
Reading Links (Weeks 2, 4, 7)	10%
Papers	
Skeleton 1 (Feb 2)	10%
Full Paper (43%)	
Skeleton 2 (Feb 17)	10%
Draft 1 (March 3)	10%
Peer review of Draft 1 (March 6)	4%
Draft 2 (March 13)	15%
Draft 2's revision statement (March 13)	4%
Final Exam (Tues March 21 8:00am)	20%

NOTE: Find a description of these assignments in Canvas >> Reading and Writing >> Description of Assignments

- 1) Map Quiz: Identify the names and capitols of all the countries of mainland Spanish and Portuguese America plus Cuba (not other islands or the Guyanas).
- 2) Links: weeks 2, 4, 7; due Thursday by 7:30am
 - i) Post to Canvas a paragraph on the week's reading. See prompts and where to post in Canvas >> Modules >> Links.
- 3) Reading Quizzes
 - a) Multiple choice quizzes on the reading, every class
 - b) There are no make-up quizzes.
 - c) We will drop 10% of your quiz answers that are wrong or missing.
- 4) Papers:
 - a) The Full Paper is composed of 5 separate assignments: Skeleton 2, Draft 1, Peer review, Draft 2, Revision Statement.
 - b) You must complete all 5 of these assignments in order to receive credit for any of them. If you fail to submit any of the 5 parts of the Full Paper, you will receive a 0 on all of the parts (which will result in a failing grade in the course).
- 5) Final exam: Will be comprehensive, based on both reading and lecture materials.

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

For a description of the what difference letter grades mean, see

<http://history.uoregon.edu/undergraduate/>

COURSE POLICIES

1. Attendance: You are expected to attend each class, to have finished the reading

- assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating, talking, listening to music, or reading the newspaper in class.
 - a. Cell phones: Turn off your cell phones before class starts; Professor Zahler has the right to answer any in-class calls or texts that you receive.
 - b. Computers: You may use a computer during class time for taking notes but not for extraneous activities; computer users should sit in the front of the class.
 3. Late assignments: Reading quizzes have a firm deadline and will not be accepted late. You can submit other assignments late and you will lose points on late assignments at a rate of 10pts/24-hours. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence. Snowboarding on Mt. Bachelor is not a legitimate reason.
 4. You may not sell class notes to other students. You may not use Canvas for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

ACADEMIC INTEGRITY:

Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites.

Student Conduct Code for Academic Misconduct:

<https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>

<https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconductatUO.aspx>

Plagiarism Guide for Students:

<http://researchguides.uoregon.edu/citing-plagiarism>

LEARNING OBJECTIVES

In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:

- Major political, economic, and social trends of Latin America, from the late colonial period through the nineteenth century.
- Why independence from colonial rule and the process of modernization in Latin America did not promptly generate stable, prosperous, and democratic republics.
- How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
- How to use critical questions and analysis of evidence to understand complex situations
- Improved communication skills: how to write a clear essay with an evidence-based argument and (hopefully) how to answer/ask questions in public

SCHEDULE

A brief note on the reading assignments:

- Complete readings before the class for which they are assigned, in the order listed.
- Look at the Readings Suggestions (Canvas>>Modules>>Course Documents) before you start the weekly readings for background and context.

Reading Codes:

Readings in the syllabus will be marked as follows:

“M&W” for Martin and Wasserman’s *Hist 381: Latin America*

“DLA” for *Documenting Latin America*

“CP” for Course Packet

Late Colonial Period

Week 1: Spanish America’s Late Colonial Period

Jan 10: Introduction

Jan 12: Colonial structures

- M&W: Chapter 1: “A New People and Their World”

W2: Colonial honor and law

Jan 24: Honor

- CP: Lyman Johnson, *The Faces of Honor* (1-17, 127-51)
- DLA: v1 Introduction (xix-xxxiv); pp175-77; Chapter 20

Jan 26: Law

- CP: Colonial court cases: (*Colonial Lives*: 185-200, 269-78)
 - These are cases from Ecuador, 1768 and Louisiana, 1795

❖ Link 1 posted by 7:30am

❖ Map Quiz (in class)

Week 3: Bourbon Rule

Jan 17: Late Colonial world

- M&W: Chapter 2: “The Shifting Fortunes of Colonial Empires”
- CP: Laws of the Bourbon Monarchy (*Early Modern Spain* 225-232)

Jan 19: Society and Bourbon rule

- DLA: v1 Chapters 21, 22
- CP: *The Mangy Parrot*, 11-15

❖ Skeleton 1 posted by 7:30am

Independence

Week 4: Independence

Jan 31:

- M&W: Chapter 3: “The New Nations of Latin America”
- Declarations of Independence:
 - [Venezuela](#), 1811 [Click on web link]
 - CP: Argentina, 1816
 - [Mexico](#), 1821 [Click on web link. First part is in Spanish, must scroll down for English]

Feb 2:

- CP: Simón Bolívar’s “Address to the Congress of Angostura”
- ❖ Link 2 posted by 7:30am

Early Republican Period (1820s through ~ 1880s)

Week 5: The Troubles with Independence

Feb 7:

- M&W: Chapter 4: “Regionalism, War, and Reconstruction”
- CP: Bolívar: “Message to the Convention of Ocaña”

Feb 9:

- CP: Articles by Mexican Conservatives and Liberals, 1840s (*Mexico Reader*, 220-38)

Week 6: Gender, Family, Law

Feb 14:

- CP: Sarah Chambers, “To the company of a man like my husband”
- CP: Rossana Barragán, “The ‘spirit’ of Bolivian laws”

Feb 16:

- DLA: v2 pp79-82, Chapters 10, 11, and 12

❖ Feb 17: Skeleton 2 posted by 2pm

Week 7: Civilization and Barbarism

Feb 21:

- M&W: Chapter 5: “Everyday Life in an Uncertain Age, 1821-1880”
- DLA: v1 Chapter 29; v2 pp37-39, Chapter 7

Feb 23:

- DLA: v2 Chapter 5

- CP: “The Slaughterhouse,” *Argentina Reader*

❖ Link 3 posted by 7:30am

Stability, progress, and Neo-colonialism (~ 1880s – ~1910)

Week 8: Neo-colonial society, politics, economics

Feb 28:

- M&W: Chapter 6: “Economic Modernization, Society, and Politics, 1880-1920”

March 2:

- CP: *The Mexico Reader* (pp 273-84)
- CP: *The Argentina Reader* (pp182-92)

❖ March 3: Draft 1 posted by 2pm

Week 9: Neo-colonial society, politics, economics

❖ March 6: Peer edits to Draft 1 posted by 5pm

March 7: Neo-Colonial politics and economics

- DLA: Chapter 13, 15

March 9: Neo-colonial society

- No reading Assignment

Week 10: Race and imperialism

❖ March 13: Draft 2 posted by 5pm

❖ March 13: Revision statement posted by 5pm

March 14:

- CP: Euclides da Cunha, *Rebellion in the Backlands*: 66-67, 86-93, 404-411, 424-44
- DLA: Chapter 14

March 16:

- Wrap up and Review
- ❖ Reading Quiz (in class)

Final Exam:

Official time: Tuesday March 21, 8:00am – 10:00am, Location TBA