

# *Latin America, 1750-1910*

History 381, CRN 23088  
Winter 2022, T/Th 10-11:20 McK 240A

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Office Hours, via Zoom:  
Th 2-4pm  
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, these reforms generally did not succeed. For several decades the region was plagued by war, upheaval, and instability. Some fifty after independence, when the countries finally achieved lasting stability, most of the governments were authoritarian and repressive. Why didn't these glorious ideas of democracy and civil rights work better? Why did the pursuit of freedom and equality tear society apart? Across the century and a half that brackets independence, this course will investigate the region's political, economic, and social structures. In addition, we will illuminate 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 through the campus bookstore.

- Bundled items:
  - *Latin America in the Modern World*. Eds Virginia Garrard, Peter Henderson, Bryan McCann. Oxford University Press, 2019.
  - *Sources for Latin America in the Modern World*
    - These two come to the campus bookstore as a combined volume at discounted price. If you buy somewhere other than the campus store, you may not get the discounted price, and sure to get both volumes.
- Course Packet [Available only at the campus bookstore, nowhere else.]

**Note:** Get the course packet from the campus bookstore as soon as possible, as our readings for the first few weeks all come from the course packet. *Latin America in the Modern World* and *Sources for...* are not yet available in the bookstore (supply chain issues), and should be available during week 2.

## EVALUATIONS

Map Quiz (Jan 13)	2%
Reading Notes	9%
Lecture Notes	9%
Primary Source Quizzes	9%
Essays (51%)	
Link Essay (Jan 23)	10%
Skeleton Essay 1 (Feb 6)	10%
Skeleton Essay 2, Draft 1 (Feb 20)	10%
Peer Edit of Skeleton Essay 2 (Feb 27)	3%
Skeleton Essay 2, Final Draft (Mar 6)	15%
Revision Statement (Mar 6)	3%
Final Exam (Wednesday March 6 8:00am):	20%
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	100%

Note: Find a description of these assignments in Canvas >> Supplementals >> “Assignments – Description”

- 1) Due dates:
  - a) Reading/Lecture Notes are due before every class by 9:30am.
  - b) Essays are due on Sunday 11:59pm.
- 2) Essays
  - a) The Essays include six separate assignments: Link Essay, Skeleton 1, Skeleton 2, Peer Edit, Skeleton 2 Final Draft, Revision Statement.
  - b) You must complete all six of these assignments in order to receive credit for any of them. If you fail to submit any of the six Essay assignments, you will receive a 0 on all of the parts (which will result in a failing grade in the course).
- 3) Final exam: Will be comprehensive, based on both reading and lecture materials. The format will imitate that of the “Link” essay and will include an regular essay.

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+.

## 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.
  - a) I hope that you will question me, the reading, and each other, as doing so is essential to the learning process. We should do so in an environment that is safe and respectful of our varied opinions. Let's challenge each other based on ideas, analysis, and evidence, and not based on insults or personal attacks.
  - b) All enrolled students are warmly welcome in this course, regardless of gender, ethnicity, immigration status, national origin, religion, class, race, disability, etc.
  - c) No side conversations, listening to music, or reading outside materials in class.
  - d) Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GE have the right to answer any in-class calls or messages that you receive.
3. **Computers:** Do *not* use a computer during class time.
  - a) Computers are wonderful, powerful machines. Unfortunately, they are also very distracting and can reduce our ability to think and learn. Numerous studies have found that, during class, students spend most of the time using the computer for activities unrelated to the class, which distracts them and nearby students.
    - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
  - b) Numerous studies have also found that students learn more when they take notes using pen and paper than when they use a computer.
    - a. Articles on the subject: [Article 1](#); [Article 2](#); [Article 3](#)
  - c) I will make exceptions to this policy for students that have specific, documented need to use a computer in class. In this circumstance, you should sit at the back of the class in order to distract fewer other students.
4. Late assignments:

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.). Contact your professor or GE to request an extension. Snowboarding on Mt. Bachelor is not a legitimate reason.
5. 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.

## COMMUNICATIONS AND TECHNOLOGY

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

At the beginning of each week, I will post a recording called "Starting Week 2," "Starting Week 3," etc. In this video I will provide information about upcoming assignments, give important class announcements, review any necessary information, etc.

Your GE and professor will host scheduled "live" office hours through Zoom each week, and you can also contact us directly to request a meeting. Get in touch with us to ask about assignments, course content, something in the reading or lecture you want to discuss further, or just to let us know how you're doing.

### Using Canvas

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page:

<https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635>

Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote:

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263>

### **ACCESSIBILITY**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).”

### **ACADEMIC INTREGRITY:**

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://dos.uoregon.edu/conduct>

Student Conduct Code and Procedures:

<https://dos.uoregon.edu/code-procedures>

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 discuss socially-sensitive topics such as race, gender, sex, and violence in a respectful manner that promotes learning and inquiry.
- How to participate in a discourse with dissenting opinions in a manner that is respectful and intellectually productive, whether those opinions come from historical actors, scholars, or fellow classmates.
- How to use critical questions and evidence-based analysis to investigate 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

Complete readings, and the Reading and Lecture assignments, before the class for which they are assigned, in the order listed.

## Reading Codes:

Readings in the syllabus will be marked as follows:

LAMW: *Latin America in the Modern World*

Sources for LAMW: *Sources for Latin American in the Modern World*

“CP”: Course Packet

## **Late Colonial Period**

### Week 1: Spanish America’s Late Colonial Period

Jan 4: Introduction

Jan 6: Colonial structures

Lectures:

- Governance and Hegemony (11”)
- Race and Racism – LA (28”)

Reading

- LAMW xlv - 1
- CP: DLA v1 Ch 22 (politics of petty commerce)

### W2: Colonial honor and law

Jan 11: Honor and law

Lectures

- Imperial structures – Decentralized, fragmented (20”)
- Mercantilism – Imperial economics (25”)
- Honor, Society as a Body (35”)

Reading

- CP: Lyman Johnson, *The Faces of Honor* (1-17, 127-51)

Jan 13: Law and honor

- CP: DLA v1 Ch 21 (Caracas, 1796)
- CP: *Colonial Lives*, Ch21 (Louisiana, 1795)

\* Map Quiz (in class)

### Week 3: Twilight of Colonial Rule

[Notes: Lots of online lecture this week, though no textbook reading. For both days this week, you will need to provide notes and a quiz.]

Jan 18: Late Colonial world – The Bourbon Reforms

Lectures

- Imperial Revitalization – Bourbon Reforms 1 (28’)
- Imperial Revitalization – Bourbon Reforms 2 (40’) = 68
- *Instructional*: How to do a Link Essay (7’)
- Writing: Active/Passive Voice (17’)

Reading

- CP: Laws of the Bourbon Monarchy (*Early Modern Spain* 225-232)
- CP: *The Mangy Parrot*, 11-15

Jan 20: Independence

Lectures

- Independence 1 (18’)
- Independence 2 (21’)
- Independence 3 (27’) = 66 minutes

Reading

- CP: *Latin American Independence*, Ch 17 (María Bolívar)
- CP: *Latin American Independence*, Ch 18 (Simón Bolívar *Angostura Address*)

❖ Jan 23 11:59pm: Link 1

## **Early Republican Period (1820s through ~ 1860s)**

### Week 4: Independence and its Discontents

Jan 25:

[Note: There is repetition between textbook and lecture. When reading the TB, look for the broad strokes, particularly to get a sense of the main trends as well as the diversity of experiences within those trends. However, you don’t need all the details about each country.]

Lectures

- Early Rep 1: Instability (24’)
- Early Rep 2: Ideologies (31’)
- Early Rep 3: Libs vs Cons (20’)
- Early Rep 4: Examples Mexico and Venezuela (23’) = 98

Reading

- LAMW: 55-61, 64-71, 89-96 (Topics: Intro, Bolivar & GC, Mexico, Regionalism and Caudillos)

- LAMW: 99-102, 102-08, 119-22 (Topics: Intro, Liberal and Conservative Visions, struggles in Colombia, Chile, Ecuador, Church-State issues)

Jan 27:

Reading

- Sources for LAMW 2.1 Simón Bolívar writings
- CP: *Latin American Independence*, Ch 30 [Lucas Alaman's History]
- CP: Articles by Mexican Conservatives and Liberals (from *Mexico Reader*, 220-38)

### Week 5: Gender in the early republic

Feb 1:

Lecture

- Patriarchy & Republicanism (14")
- Women's Rights and Status (37") = 51
- *Instructional*: How to do a Skeleton Essay (9")

Reading

- LAMW 126-128, 173-76
- CP: Sarah Chambers, "To the company of a man like my husband"

Feb 3:

Reading

- CP: DLA v2 Chapters 10, 11, 12

❖ Feb 6 11:59pm: Skeleton Essay 1

### Week 6: Race and class in the early republic

Feb 8:

Lectures

- Controlling the Rural Poor 1 (24")
- Controlling the Rural Poor 2 (14")
- Early Rep Pd 5 – Argentina (24") = 62

Reading

- LAMW 143-151, 167-73, 79-84 (Topics: indigenous become citizens, land issues; popular classes respond to Liberalism; Argentina, Rosas)

Feb 10:

Reading

- *Sources for LAMW 2.2: Domingo Faustino Sarmiento*
- CP: LASI: Esteban Echeverría, *The Slaughterhouse*, pp58-71

- *Sources for LAMW 3.4 Gorriti: The Dead Man's Fiancé*
- CP: Juana Manuela Gorriti, *The Mazorquero's Daughter*

## **Stability, progress, and Neo-colonialism (~ 1870s – ~1910)**

### Week 7:

Feb 15:

#### Lectures

- Neo-col'n Pd 1 – Order and Progress (22")
- Neo-col'n Pd 2 – Definition (36") = 58"

#### Reading:

- LAMW: 193-202 (Topics: Intro, Ideology, Argentina and Mexico)

Feb 17:

#### Reading:

- LAMW: 205-25 (Topics: foreign investment; exports: beef, wheat, bananas; RR in Brazil, Mexico, Andes; Other technology: refrigeration, telegraph)

❖ Feb 20 11:59pm: Skeleton Essay 2, Draft 1

### Week 8: Neo-colonial society, politics, economics

Feb 22:

#### Lecture

- Neo-col'n Pd 3 – Features (21")
- Neo-col'n Pd 4 – Mexico (21")
- BBC Podcast, click the link: "[Cold Chain](#)" (9") = 51"
- *Instructional*: How to do a Peer Edit/Review (9")

#### Reading

- Canvas PDF: *DLA* v2, Ch 15 (Cayapa)
- Canvas PDF: *DLA* Ch 9 (Brazil Free womb law, 1871)

Feb 24:

#### Reading

- CP: *The Mexico Reader* ("Scenes from a lumber yard")
- *Sources for LAMW 5.7*: Mayan workers in Yucatan
- *Sources for LAMW 5.8*: Abuses in the Peruvian Rubber Industry

❖ Feb 27 11:59pm: Peer Edits of Skeleton Essay 2

Week 9: Neo-colonial society, politics, economics

Mar 1: Neo-Colonial politics and economics

Lectures

- End of Slavery and Empire (10’)
- Invention of LA (20’)
- Paternalism, Racism, US Imperialism (23’) = 53

Reading

- LAMW: 225-32 (Immigration); 239-42 (Intro); 243-55 (US growing presence)

Mar 3: Neo-colonial society

Reading

- CP: *The Argentina Reader* (pp182-92, Immigrants)
- Canvas PDF: *DLA* v2 Chapter 14 (José Martí)

❖ Mar 6 11:59pm: Skeleton Essay 2, Final Draft

Week 10: The rise of feminism

Mar 8:

Lectures

- Feminism in the neo-col’n period (21’)

Reading

- LAMW 232-35
- CP: Soledad Acosta de Samper, Intro and “The Mission of the Woman Writer in Spanish America, pp67-76 (1895)
- *LAMW Sources 5.4: Concerning the Education of women, 1898*

Mar 8: Wrap up and Review

- No assignments

Final Exam: Wednesday March 16, 8:00am – 10:00am