

**Emergence of Latin American Nations**  
**LAH 3100**  
**Fall 2016**

**Instructor:** Brian Hamm  
**Office Hours:** Tuesdays, 3-4 pm in Keene-Flint 009  
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**Classroom:** Turlington 2342  
**Class Meets:** MWF 10:40-11:30 am

This course examines the tumultuous history of Latin America during the eighteenth and nineteenth centuries, focusing especially on questions of imperialism, nationalism, and state formation. The first unit of the course analyzes the attempts by the Spanish and Portuguese Crowns to reform their empires according to the principles and values of the Enlightenment, as well as the often hostile responses of New World colonists to these efforts. The next section investigates the causes, developments, and outcomes of the independence movements that swept across Latin America during the first decades of the nineteenth century. The final part of the course deals with the heterogeneous (and often unsuccessful) ways that these new nations sought to achieve both economic prosperity and social stability amidst the uncertainties and tribulations of the new post-colonial era.

**Texts:**

There are no assigned textbooks for this course. You will access some of the readings through the UF Libraries website, while others will be made available by the professor.

**Grade Distribution:**

Response Papers (x5)	20%
Participation	20%
Exam #1	15%
Exam #2	20%
Final paper (8-12 pages)	25%

**Grading Scale:**

A	93-100	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	73-76
B	83-86	C-	70-72

D+ 67-69  
D 63-66

D- 60-62  
F <60

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit.

### **Assignments:**

Response Papers: Each student is required to submit five response papers over the course of the semester. The purpose of these short written responses is to offer opportunities for greater personal engagement with the material presented in the readings and lectures, as well as to facilitate in-class discussion during discussion periods. Each response paper is to be 2-3 pages in length, and will be due at the end of the discussion section. There are eight opportunities during the semester to submit a response paper on the readings for that particular week; you have the freedom to choose which five out of eight you wish to write.

Exams: There are two exams for this course. Both will have the same format: five short-answer questions and one essay. A study guide will be provided for each exam by the professor. Please bring your own “blue book.” Extras will NOT be provided.

Essay: In lieu of an in-class final exam, there will be an essay due at the end of the semester. The essay can be either a research paper (using primary sources) or a historiographical essay. All final papers must be 8-12 pages (excluding bibliography). Further information about the expectations for the essay will be provided at a later date.

**All papers are to be double-spaced, have one-inch margins, and written in an appropriate size and font. Late submissions will be penalized.**

### **Course Policies:**

Attendance: In order to ensure success in this course, it is imperative to attend all lectures and discussion sessions. Attendance will be recorded at the beginning of each class. More than three *unexcused* absences will result in a 1/3-letter-grade reduction to your final grade for each additional absence.

Participation: For this course, in-class participation is broadly conceived. Of course, contributing one’s own ideas and perspectives, especially during discussion sections, is an essential component, but it hardly exhausts the category. Paying attention during lecture, asking questions, taking notes, showing up to class, submitting assignments on time—all of these (and more) contribute to being an active participant in class, ensuring not only a better subjective grasp of the material in question, but also a more

collaborative and fruitful intellectual atmosphere for everyone involved. All of these components together contribute 20% of your overall grade in this course.

Academic honesty: Plagiarism constitutes intellectual theft and academic dishonesty. It is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. Keep in mind that material from the Internet is intellectual property and cannot be copied and pasted and presented as your own work. As you would with a source in hard copy, you must distinguish copied phrases from Internet sources with quotation marks, and you must make proper attribution to the original author. If you are at all worried that you might be in danger of plagiarism or any other honor code violation, you should ask the professor (not another student) in advance. The University of Florida's honesty policies regarding cheating and plagiarism and the consequences for violating those policies may be viewed at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. Consequences include a zero grade for the assignment, a failing grade for the course, and sometimes expulsion from school.

Accommodations for Students with Disabilities: Please do not hesitate to contact the professor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide that documentation to the professor when requesting accommodation.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Other Course Policies: All cell phones must be turned off at the beginning of class. Surfing the internet, texting, checking e-mail, or other tasks unrelated to lecture, discussion, or other course activities are not permitted.

## Course Schedule and Readings

### **Week 1: What is a “Nation”?**

- August 22: Introductions
- August 24: What is a “nation”?
- August 26: Discussion section (no response papers)
  - o Benedict Anderson, *Imagined Communities*, Introduction [Library e-book]
  - o Excerpts from Ernest Renan, Joseph Stalin, and Eric Hobsbawm [pdf]

### **Week 2: Early Modern Iberian Imperialism (16<sup>th</sup>-17<sup>th</sup> centuries)**

- August 29: Discoveries and conquests
- August 31: The “Habsburg Consensus” and attempted reforms
- September 2: Brazilian neglect and promise

### **Week 3: Bourbon and Pombaline Reforms**

- September 5: **NO CLASS (LABOR DAY)**
- September 7: The Rise of the Bourbons
- September 9: The Rise of Pombal
  - o Charles Walker, “The Upper Classes and their Upper Stories: Architecture and the Aftermath of the Lima Earthquake of 1746,” *Hispanic American Historical Review* 83:1 (2003): 53-82.
  - o Brian Larkin, “Liturgy, Devotion, and Religious Reform in Eighteenth-Century Mexico City,” *The Americas* 60:4 (2004): 493-518.

### **Week 4: Bourbon and Pombaline Reforms (cont.)**

- September 12: Economic reforms
- September 14: Political reforms
- September 16 – **Response Paper #1**
  - o Lance Grahn, “An Irresoluble Dilemma: Smuggling in New Granada, 1713-1763” [pdf]
  - o Allan Kuethe, “The Development of the Cuban Military as a Sociopolitical Elite, 1763-83,” *Hispanic American Historical Review* 61:4 (1981): 695-704.

### **Week 5: Precursors to Independence?**

- September 19: Creole patriotism
- September 21: Late colonial revolts
- September 23 – **Response Paper #2**

- Lyman Johnson, “Juan Barbarin: The 1795 French Conspiracy in Buenos Aires” [pdf]
- Juan Pablo Viscardo, “Letter to Spanish Americans” [pdf]
- Simón Bolívar, “Jamaica Letter” [pdf]

### **Week 6: Spanish American Independence**

- September 26 – **EXAM #1**
- September 28: The Napoleonic invasion of Spain
- September 30: Autonomy or Independence? (1808-1814)
  - Jaime Rodríguez, “From Royal Subject to Republican Citizen: The Role of the Autonomists in the Independence of Mexico” [pdf]
  - Eric Van Young, “Quetzalcóatl, King Ferdinand, and Ignacio Allende Go to the Seashore; or, Messianism and Mystical Kingship in Mexico, 1800-1821” [pdf]

### **Week 7: Spanish American Independence (cont.)**

- October 3: Military operations (1815-1830)
- October 5: The end of the colonial era
- October 7 – **Response Paper #3**
  - Peter Blanchard, “Miguel Garcia: Black Soldier in the Wars of Independence” [pdf]
  - José María Morelos, “Sentiments of the Nation” [pdf]
  - Argentine Declaration of Independence [pdf]

### **Week 8: Cuba: “The Ever Faithful Isle”**

- October 10: Why did Cuba remain a Spanish colony?
- October 12 – **Response Paper #4**
  - David Sartorius, *Ever Faithful: Race, Loyalty, and the Ends of Empire in Spanish Cuba*, ch. 2 (“Suspicious Affinities”) [Library e-book]
- October 14: **NO CLASS (HOMECOMING)**

### **Week 9: Brazilian Independence**

- October 17: The flight of the king
- October 19: Independence?
- October 21 – **Response Paper #5**
  - Kirsten Schultz, “Royal Authority, Empire, and the Critique of Colonialism: Political Discourse in Rio de Janeiro (1808-1821),” *Luso-Brazilian Review* 37:2 (2000): 7-31.

### **Week 10: Race and Slavery in the New Nations**

- October 24: Slavery in 19<sup>th</sup>-century Brazil
- October 26: Slavery in 19<sup>th</sup>-century Brazil (cont.)
- October 28: Race and the end of slavery in Spanish America
  - o Aline Helg, “Simón Bolívar and the Spectre of ‘Pardocracia’: José Padilla in Post-Independence Cartagena,” *Journal of Latin American Studies* 35:3 (2003): 447-471.
  - o Slavery excerpts [pdf]

### **Week 11: Economic Booms and Busts**

- October 31: Economic landscape of the new nations
- November 2: Development and dependency
- November 4 – **Response Paper #6**
  - o Paul Gootenberg, *Imagining Development: Economic Ideas in Peru’s Fictitious Prosperity of Guano, 1840-1880*, pp. 38-50, 89-111 (Ch. 3: “Industrial Movements” & “Guano into Factories?”; Ch. 4: “On a Railroad to Nowhere”) [Library e-book]

### **Week 12: Caudillos and Civilization**

- November 7: *Caudillismo*
- November 9: Conservatives vs. Liberals
- November 11: **NO CLASS (VETERANS DAY)**
  - o Santa Anna excerpt [pdf]
  - o Sarmiento excerpt [pdf]

### **Week 13: Caudillos and Civilization (cont.)**

- November 14: **NO CLASS**
- November 16: Church and State
- November 18 – **Response Paper #7**
  - o Anne Staples, “Clerics as Politicians: Church, State, and Political Power in Independent Mexico” [pdf]

### **Week 14: Thanksgiving Break**

- November 21: **EXAM #2**
- November 23-27: **NO CLASS (THANKSGIVING BREAK)**

### **Week 15: Foreign Relations**

- November 28: Great Britain and France
- November 30: The United States
- December 2 – **Response Paper #8**

- *Latin America and the United States: A Documentary History*, pp. 3-49 [pdf]

### **Week 16: The state of the national project by mid-century**

- December 5: The state of the national project by mid-century
- December 7: Discussion section (no response papers)
- December 9: **NO CLASS (READING PERIOD)**
  - Rebecca Earle, “Padres de la Patria’ and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America,” *Journal of Latin American Studies* 34:4 (2002): 775-805.

### **Week 17: Final Papers**

- December 16: **FINAL PAPERS DUE**