

## HSTR 585: READINGS IN LATIN AMERICAN HISTORY

### *Latin America in the World: Modes of Comparative, Transnational, and Global History*

The University of Montana; Fall 2018

W, 1-3:50 pm; LA 250

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| Professor Jody Pavilack  | (cel) 406-830-7392             |
| <a href="mailto:jodypav@gmail.com">jodypav@gmail.com</a> ;<br><a href="mailto:jody.pavilack@umontana.edu">jody.pavilack@umontana.edu</a> | office hrs: Tu, Th, 12:30-1:30 |



*Colton's map, 1852*

### **COURSE DESCRIPTION**

Historians of Latin America continually wrestle with questions about the cultural, political, ethnographic, and geographical boundaries of our area of study—what is “Latin America”? Forged through conquest and colonization, divided along lines of language, culture, and politics by European imperial powers, about thirty-five sovereign states emerged in the Western Hemisphere over the course of the nineteenth and twentieth centuries. Two of these countries—Canada and the United States—gained a level of industrialization, affluence, and global power to become part of the twentieth century’s “first world”—the West— while the thirty-three states south of the Río Grande (after 1848) became “Latin America and the Caribbean”—a region of the “third world,” also known as the “global south”

Yet, viewed from a deeper historical perspective, especially before the apparently ordained divergence in the 19<sup>th</sup> and 20<sup>th</sup> centuries, the northern and southern halves of the western hemisphere might well be seen to have a shared, intertwined, or unified story—a story of the New World discovered and colonized by the Old. This is a story of migration, genocide, enslavement, and exploitation; a story of colonial insertion in global mercantilism/capitalism; and, of elite-dominated wars for independence leading to liberal republics. Such a singular history of “the Americas” would cover the totality of the continents of North and South America, which make up most of the landmass in the Earth’s western hemisphere.

A strong advocate of this view of the Americas, which would break down divisions among Canadian, U.S., and Latin American historians, was 1930s president of the American Historical Association (AHA) Herbert Eugene Bolton. His 1932 AHA conference address, boldly titled “The Epic of Greater America,” generated considerable debate, at the heart of which

was the question posed by Lewis Hanke in response to Bolton's thesis: "Do The Americas Have a Common History?"<sup>1</sup>

For those who have refuted the notion of a shared Pan-American or Western Hemisphere history, the next question is where the most salient divergences lie. Is the critical historical division between British versus French/Spanish/Portuguese colonies and post-colonial states (Anglo/Saxon America versus "the romantic nations")—that is to say, Canada and the United States versus Latin America? This was the view of revolutionary Cuban poet José Martí who, back in 1891, warned that the imperial aspirations of the United States made it critical to understand North and South America as having distinct cultural, racial, political, and economic histories. Pan-Americanism, whether as a series of continental meetings and agreements, or as a cultural, scholarly, and institutional promotion of "the Americas," could prove disastrous for Latin America, Martí warned. In the midst of Cuba's war for independence from Spain, he wrote, "there is yet another danger" which comes from "the difference in origins, methods and interests between the two halves of the continent. The hour is fast approaching when our America will be confronted by an enterprising and energetic nation seeking close relations, but with indifference and scorn for us and our ways."<sup>2</sup>

Martí called on his fellow Cubans and on all his compatriots "from the Rio Grande to the straits of Magellan . . . to sow the seed of the new America through the romantic nations of the continent and the sorrowful islands of the sea!"<sup>3</sup> Martí's call for a distinctly Latin unity against the encroaching Anglo colossus raises the question as to what binds the disparate regions and diverse peoples south of the Rio Grande into a cohesive, unitary "our America"? Or, as Marshall Eakin asked, playing off the Bolton/Hanke debate: "Does Latin America Have a Common History?"<sup>4</sup> Mexico, Puerto Rico, Brazil, Guadeloupe. . . Do they share enough culture and history to warrant sweeping syntheses of local, regional, and nation-state histories?

And, when/if we do find meaningful, empirically-based master narratives of Latin American history, we must ask how they fit with dominant narratives of western civilization? In a recent survey of Latin American history, a respected historian declared that his intent was to chart the region's "entry" into the "Western" world, and to retell the story of the region without "the rhetoric of exoticism, oral history and memory." In other words, he aimed to show that Latin America is part of the West. The title of his book--*The Other West: Latin America from Invasion to Globalization*--nonetheless suggests that, if Latin America is Western, it is only so in a qualified, "other" way. In this course, we will explore the ways that in Latin America "Western and non-Western spheres exist simultaneously and overlap."<sup>5</sup> What did the historian mean when he said the region's history had been dominated by "exoticism, oral history, and memory"? What is "the West," anyway?

Latin American history textbooks, both colonial and modern, frequently rest on generations of scholars who have focused on the nation-state or equivalent territorial levels. These scholars offer rich studies of processes of nation-state building, the international relations

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<sup>1</sup> Hanke, Lewis, ed. *Do the Americas Have a Common History? A Critique of the Bolton Theory*. Alfred A Knopf, 1964.

<sup>2</sup> José Martí, "Our America," in *José Martí: Writings*, p. 149.

<sup>3</sup> *Ibid.*, p. 151.

<sup>4</sup> Eakin, Marshall. "Does Latin America Have a Common History?" *Vanderbilt e-Journal of Lusio-Hispanic Studies* (2004), pp. Frederik Schulze, "Global History of Knowledge from a Latin American Perspective: Overcoming the West-Rest Dichotomy," in TRAF0—Blog for Transregional Research, 17.05.2018, <https://trafo.hypotheses.org/997729-49>.

<sup>5</sup> Frederik Schulze, "Global History of Knowledge from a Latin American Perspective: Overcoming the West-Rest Dichotomy," in TRAF0—Blog for Transregional Research, 17.05.2018, <https://trafo.hypotheses.org/9977>

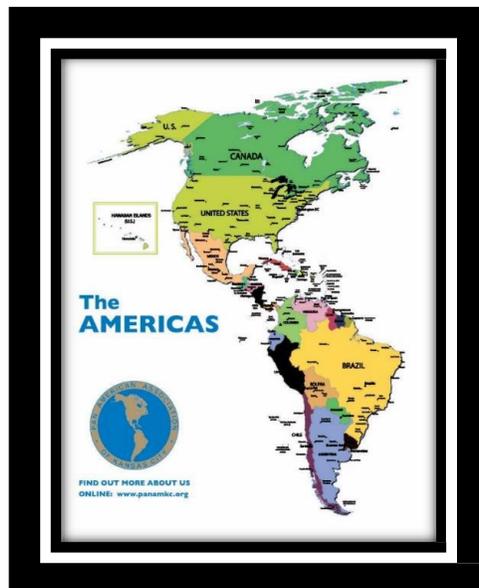
history of individual states, and the history of the state's relations with its own citizens or inhabitants (via laws; exercise of force; education; etc.). Within the paradigm of history focused on the nation-state, many historians have made rich use of comparative techniques and perspectives. Some of these, especially in the heyday of subaltern studies and "history from the bottom up" have especially highlighted local and regional comparisons within and across nation-states.<sup>6</sup> In more recent decades, innovative scholars, both junior and senior, have been developing new understandings and practices of "transnational history," history that does not simply compare across borders—or erase borders altogether. These works instead show the continual movement of people, goods, and ideas across national borders.

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As its organizing principle, this graduate readings course highlights different conceptual frameworks for studying Latin America in the World—from national and comparative to transnational and global histories. What are the logics, methodologies, and implications of different spatial and geographic paradigms (local, regional, national, comparative, transnational, and global) for historical research, interpretation, and teaching?

The study of Latin American history serves many University of Montana graduate students as a basis for teaching fields, whether as a component of world history, a point of comparison or connection with U.S. or European history, or as a teaching field in its own right. This course thus emphasizes critical reading, writing, and oral discussion with an eye to teaching more than to research. We begin the semester discussing a Latin American history textbook, and in our discussions of scholarly monographs, we will discuss how those subjects might be incorporated into classes on U.S. or World history.

This graduate course involves substantial reading and discussion of scholarly texts, and a few primary sources, addressing specific episodes, themes, periods, and countries in Latin American history—all in some way or another reflecting on modes of comparative, transnational, and/or global history. We will work to comprehend the content and context of each of our readings, as well as their methodological and theoretical underpinnings, especially in relation to significant historiographic debates.



<sup>6</sup> See, for example, Olssen, *Agrarian Crossings*, early comparative chapters.

## ASSIGNMENTS & GRADING

### Participation (40%):

#### *Attendance and Engagement:*

As in most graduate seminars, active student participation and preparation is the core of the course. On most weeks you will be submitting discussion questions and notes or presenting on the reading. ***For all weeks, you should to come to class fully prepared to discuss the reading***—its content, source base, methodology, context, and relevant historiographic or theoretical debates. Read as many reviews of the works as possible, and read and think about your classmates questions. Also, be prepared to refer to specific passages and/or page numbers, as appropriate.

#### *Discussion Questions:*

Students' written discussion questions will anchor our seminar discussions. In preparation for each class, students should contribute 1-2 thoughtfully written and edited discussion questions about that week's reading (14 weeks). Students should read and think about their classmates questions before class. Post your questions on Moodle and/or circulate via email before Tuesday 6 pm. Since these questions are vital for our class discussion, *no late questions will be accepted.*

Good discussion questions should:

- keep in mind the diversity of backgrounds and interests of everyone in the class
- address the central meaning, significance, or methodology of the reading
- provoke lively classroom conversation
- link the work to broader historiographical or theoretical discussions (ie. in relation to other course readings)
- promote discussion of the reading itself or of subjects that can be addressed from the reading (in other words, not wild speculation or lengthy discussions of other subjects)
- raise comparisons only with readings or cases about which everyone in the class is informed (ie. readings or cases covered previously in this class)
- refer to specific passages and/or page numbers as appropriate

### Written Notes (20%):

For any 7 of the 14 weeks of class (after the 1<sup>st</sup>), I also invite you to submit 2-3 pages of notes on the reading, following the template given to you in a separate handout.

### Class Presentations (20%):

For 2 class periods, you are invited to prepare a short presentation (10-15 mins; 20 max) to introduce our reading and then to begin our discussion. You may or may not be working with a partner. You are strongly encouraged to provide us with a handout that will serve for later use in activities such as field exams or syllabus preparation. Use of the white board, powerpoint, or other media is also great.

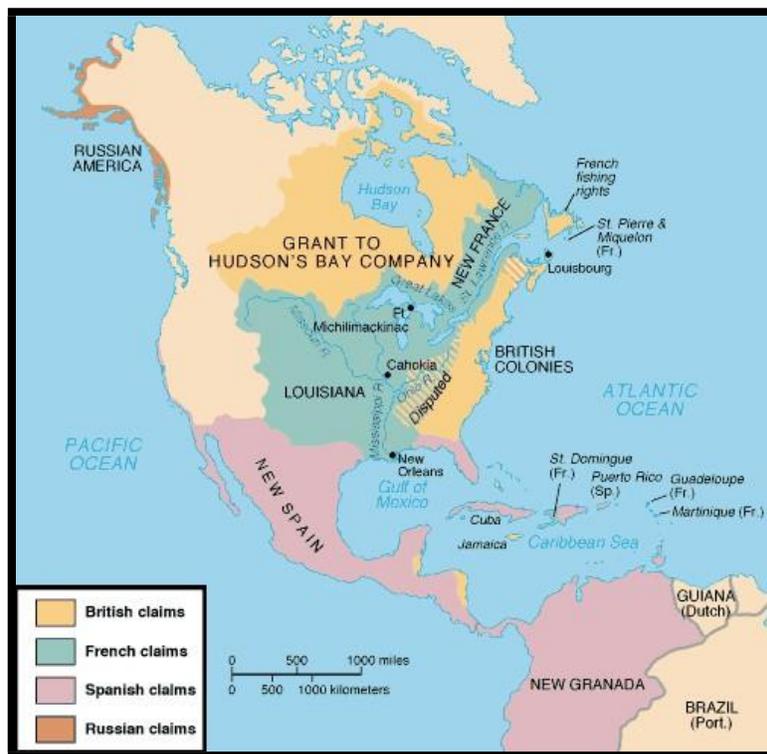
All presentations should introduce the author(s) and conditions of the work's production; outline its main arguments and significance; and briefly summarize its content and organization. With whatever time you have left, share with us a little something more, something you think interesting and relevant for a discussion of that reading. You might provide a more in-depth look at the author's biography or lifework; you might offer a sketch of the historiographic field or an

introduction to one or more comparable works; you might highlight certain features of the methodologies and sources used or discuss the text's reception and significance, etc. Whenever possible try to focus your presentation on ways this work connects with the central course themes about Latin America history in comparative, transnational, and/or global perspective. This will likely involve a small amount of research and reading beyond the assigned text(s). Again, other scholars' reviews should help you identify salient and interesting aspects of our readings, which you can then investigate a bit further.

End your presentation with a clear, succinct statement of what you see to be the most interesting and important question or questions to discuss about this reading or set of readings. In other words, think carefully before class about how you would lead a discussion about these readings, keeping in mind the content of the reading, the author's methodology or positions on historiographic debates, relation of this text to others, etc. Be sure to consider the questions contributed by your classmates (uploaded by 6 pm on Tues), though don't feel compelled to use them if you want to go in a different direction.

### Syllabus Topics and Reflection on Course Design (20 %):

Over the course of the semester, work to design a set of 10-12 themes that can serve as the basis for a syllabus at an academic level of your choice (high school, lower or upper div undergraduate course, or graduate course). This syllabus may be in Latin American history; history of the Americas; history of comparative Empires and Colonies; world history; western civ; or any cognate field. But, the syllabus must do the following: (a) cover a large sweep of Latin American history (b) problematize or raise questions about the concept of "Latin America", and (c) assemble themes into a narrative account that students can latch onto, preferably with some chronology. *Submit the themes (sketch of a syllabus) and accompanying essay of 2-3 pages by Mon, Dec 10.*



## **SCHEDULE OF READINGS:**

- Books are available at the UMT Bookstore and online, used & new. Articles and book chapters are available as PDFs on the course Moodle site.
- The schedule below includes some texts and even a few whole sessions identified as REC. This means they are recommended subjects and readings, not required. I may discuss them a bit in class, but I do not expect you to do much, or any, of this reading. You may want to look at them to fill in gaps in your draft syllabus.

### **Aug 29: Course Introduction**

UCLA Department of English “Keywords” for Imperial, Transnational, Postcolonial (ITP) Studies. <http://itp.english.ucla.edu/keywords.php>

### **Sept 5: “Latin American History” Narratives**

Carmagnani, Marcello. *The Other West: Latin America from Invasion to Globalization*, U of California P, 2011.

Tomlinson, Edward. “Introduction,” in *The Other Americans: Our Neighbors to the South*. Charles Scribner’s Sons, 1943, pp. 1-6.

Eakin, Marshall. “Does Latin America Have a Common History?” *Vanderbilt e-Journal of Luso-Hispanic Studies* (2004), pp. 29-49.

**REC:** Chasteen, John Charles. *Born in Blood & Fire: A Concise History of Latin America*, fourth ed. (W.W. Norton, 2016).

### **Sept 12: “The Americas”: Theoretical Considerations**

Hanke, Lewis, ed. *Do the Americas Have a Common History? A Critique of the Bolton Theory*. Alfred A Knopf, 1964. SELECTIONS:

Hanke, Lewis. “Introduction,” pp. 3-50.

Bolton, Herbert Eugene. “The Epic of Greater America,” pp. 67-100.

O’Gorman, “Do the Americas Have a Common History, pp. 103-111.

Elliott, J. H. *Do the Americas Have a Common History? An Address by J. H. Elliott*. John Carter Brown Library, 1998, pp. 5-46.

Gutierrez, Ramón A. and Elliott Young. “Transnationalizing Borderlands History,” *Western Historical Quarterly*, vol. 41, no. 1 (2010): pp. 26-53.

Sacerio-Garí, Enrique. Introduction to his translation of José Martí, “Our America,” in *The Heath Anthology of American Literature, Volume C: Late 19<sup>th</sup> Century*, Paul Lauter, et. al. eds (Cenage Learning, 2010).

Marti, Jose. "Our America," *The Heath Anthology of American Literature* (2010), pp. 295-303. [attached to the Saciero- Gari pdf on Moodle].

**REC:** Whitaker, Arthur P., "The Americas in the Atlantic Triangle," in Lewis Hanke, ed. *Do the Americas Have a Common History?*, pp. 141-164.

------. *The Western Hemisphere Idea: Its Rise and Decline*. Cornell UP, 1954.

Hurtado, Albert L. Bolton and Turner: The Borderlands and American Exceptionalism," *Western Historical Quarterly*, vol. 44 (2013): pp. 5-20.

Joseph, Gilbert M. "Close Encounters: Toward a New Cultural History of U.S.-Latin American Relations," in *Close Encounters of Empire: Writing the Cultural History of U.S.- Latin American Relations*, ed. Gilbert M. Joseph, Catherine C. LeGrand, and Ricardo D. Salvatore. Duke UP, 1998, pp. 3-46. [nb: text, pp. 3-22; endnotes, pp. 23-46].

## **Sept 19: "Latin America" in World History: Theoretical Considerations**

Forum: Placing Latin America in World History, *Hispanic American Historical Review*, vol. 84, no. 3 (2004). SELECTIONS:

Vaughn & Weinstein, eds. Intro to the Forum, pp. 391-92.

Langer, Erick D. "Introduction: Placing Latin America in World History," pp. 393-98.

Adelman, Jeremy. "Latin American and World Histories: Old and New Approaches to the Pluribus and the Unum," pp. 399-410.

Besse, Susan. "Placing Latin America in Modern World History Textbooks," pp. 411-22.

Benton, Lauren. "No Longer Odd Region Out: Repositioning Latin America in World History," pp. 423-30.

Moya, José C. "Introduction: Latin America—The Limitations and Meaning of a Historical Category," in *The Oxford Handbook of Latin American History*, edited by Jose C. Moya. Oxford UP, 2011, pp. 1-24.

Brown, Matthew. "The global history of Latin America," in *Journal of Global History*, vol. 10 (2015), pp. 365-86.

Schulze, Frederik. "Global History of Knowledge from a Latin American Perspective: Overcoming the West-Rest Dichotomy," in TRAF0—Blog for Transregional Research, 17.05.2018, <https://trafo.hypotheses.org/9977>.

## **[REC: Latin America in Global Economic History]**

Galeano, Eduardo. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, 25th anniversary edition. Trans. Cedric Belfrage,. Monthly Review Press, 1997. [Spanish orig. *Las venas abiertas*, 1971]

Chirot, Daniel and Thomas D. Hall, "World-System Theory," *Annual Review of Sociology*, vol 8 (1982), pp. 81-106.

## Sept 26: Exploration and Encounters (Tampa Bay to Gulf of California)

Reséndez, Andres. *A Land So Strange: The Epic Journey of Cabeza de Vaca, The Extraordinary Tale of a Shipwrecked Spaniard Who Walked across America in the Sixteenth Century* (New York: Basic Books, 2007).

**REC:** Nuñez Cabeza de Vaca, Alvar. *Castaways: The Narrative of Alvar Núñez Cabeza de Vaca*, Ed. Enrique Pupo-Walker; Trans. Frances M. López-Morillas, U of California P, 1993 [or any copy of Cabeza de Vaca, *Nafragios* and *Comentarios*, Valladolid, 1555]

Gutiérrez, Ramón. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*. Stanford UP, 1991.

## Oct 3: Comparative Empires and Colonies (Britain & Spain)

Elliott, J. H. *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*. Yale UP, 2007. [first ½] [[free online copy at archive.org](#)]

**REC:** Cañizares-Esguerra, Jorge. "The Devil in the New World: A Transnational Perspective," Ch. 2 in Jorge Cañizares-Esguerra and Erik R. Seeman, eds. *The Atlantic in Global History, 1500-2000*, pp. 22-40.

----- . *Puritan Conquistadors: Iberianizing the Atlantic, 1550-1700*. Stanford UP, 2006.

López Lázaro, Fabio. "Pirates of the Caribbean: Early Modern Spain and Latin America as Part of the Atlantic World," *Bulletin of the Association for Spanish and Portuguese Historical Studies*, vol. 33, no. 2 (2008).

----- . *The Misfortunes of Alonso Ramírez: The True Adventures of a Spanish American with 17<sup>th</sup>-Century Pirates*. U of Texas P, 2011.

Kupperman, Karen Ordahl. *The Atlantic in World History*, Oxford UP, 2012.

Miller, ed. Joseph C. *The Princeton Companion to Atlantic History*, Princeton UP, 2015.

## Oct 10: Comparative Empires and Colonies (Britain & Spain)

Elliott, J. H. *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*. Yale UP, 2007. [second ½]

## Oct 17: Enlightenment in "the Other West" (Mexico, Peru, & Spain)

Premo, Bianca. *The Enlightenment on Trial: Ordinary Litigants and Colonialism in the Spanish Empire*, Oxford UP, 2017.

**REC:** Uribe-Uran, Victor M., "The Great Transformation of Law and Legal Culture: 'The Public' and 'the Private' in the Transition from Empire to Nation in Mexico, Colombia, and

Brazil, 1750-1850," Chapter 3 in Esherick, Joseph, Hasan Kayali and Eric van Young, eds, *Empire to Nation: Historical Perspectives on the Making of the Modern World*. Rowman and Littlefield, 2006, pp. 68-105.

## **[REC: Slave Emancipation and Revolution in the Caribbean: Atlantic World Transformations]**

Dubois, Laurent. *A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean, 1787-1804*. U of North Carolina P, 2004.

------. *Avengers of the New World: The Story of the Haitian Revolution*, Harvard UP, 2004.

Ferrer, Ada. *Freedom's Mirror: Cuba and Haiti in the Age of Revolution*. Cambridge UP, 2014.

## **Oct 24: Building American Republics and a Pan-American Hemisphere: Theoretical Considerations**

Anderson, Benedict. Ch. 1, "Introduction," and Ch. 4, "Creole Pioneers," in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso, 1983.

Chasteen, John Charles, "Introduction: Beyond Imagined Communities," in Sara Castro-Klaren and John Charles Chasteen, eds. *Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America*. Johns Hopkins UP, 2003, pp. ix-xxv.

Gobat, Michel. "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race," *The American Historical Review*, vol. 118, no. 5, December 1, 2013, pp. 1345-1375.

Sheinin, ed. David. *Beyond the Ideal: Pan Americanism in Inter-American Affairs*, Praeger, 2000. Chapters 1-3.

**REC:** Guerra, Francois-Xavier, "Forms of Communication, Political Spaces, and Cultural Identities in the Creation of Spanish American Nations," Chapter 1 in Sara Castro-Klaren and John Charles Chasteen, eds. *Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America*. Johns Hopkins UP, 2003.

Centeno, Miguel A. and Agustin E. Ferraro, "Republics of the Possible: State Building in Latin America and Spain," Chapter 1 in Miguel A. Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain: Republics of the Possible*, Cambridge UP, 2013, pp. 3-24.

Safford, Frank, "The Construction of National States in Latin America, 1820-1890," Chapter 2 in Miguel A. Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain: Republics of the Possible*, Cambridge UP, 2013, pp. 25-55.

## **Oct 31: Mid-19<sup>th</sup> Century Social, Environmental, and Economic Connections (Chile-California)**

Dallam Melillo, Edward. *Strangers on Familiar Soil: Rediscovering the Chile-California Connection*. Yale UP, 2015.

### **[REC: From “Inside the Monster”: José Martí’s Revolutionary Nationalism and anti-Imperialism]**

Colon, Jesús. “Introduction,” in Carlos Rafael Rodrigues, *José Martí and Cuban Liberation*, NY: International Publishers, 1953, pp. 3-7.

Rodrigues, Carlos Rafael. “Marti and Cuban Liberation,” in *José Martí and Cuban Liberation*, NY: International Publishers, 1953, pp. 8-24.

Foner, Philip S., “Introduction,” in *José Martí, Our America: Writings on Latin America and the Struggle for Cuban Independence*, Trans. By Elinor Randall, Ed. By Philip S. Foner, Monthly Review P, 1977, pp. 11-68.

Martí, José. *Our America: Writings on Latin America and the Struggle for Cuban Independence*, Trans. By Elinor Randall, Ed. By Philip S. Foner, Monthly Review P, 1977.

Or, any other collection of Marti writings; some available online, as at: [historyofcuba.com](http://historyofcuba.com); [Digital Library of the Caribbean](http://Digital Library of the Caribbean); [Internet Archive](http://Internet Archive)

## **Nov 7: Transnational Anarchism (Mexico-US)**

Lomnitz, Claudio. *The Return of Comrade Ricardo Flores Magón*. The MIT P, 2014. [First ½]

## **Nov 14: Transnational Anarchism (Mexico-US)**

Lomnitz, *The Return of Comrade Ricardo* [Second ½]

## **Nov 21: US Imperialism and the Rise of anti-US Sentiment (Nicaragua)**

Gobat, Michel. *Confronting the American Dream: Nicaragua under U.S. Imperial Rule*, Duke UP, 2005.

## **Nov 28: Connections between Rural Reform Projects (Mexico-US South)**

Olsson, Tore. *Agrarian Crossings: Reformers and the Remaking of the US and Mexican Countryside*. Princeton UP, 2017.

## **Dec 5: Before the Wall (Mexico-US)**

Foley, Neil. *Mexicans in the Making of America*. Harvard UP, 2014.

**REC:** Cohen, Deborah. *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*. U of North Carolina P, 2011.

Martínez, Oscar. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. Verso, 2014.