The Long Nineteenth Century in Latin America

Introduction:
Many Latin American specialists have argued that the current division of Latin American history into colonial and modern periods does not reflect the realities of the region’s history. Were movements for independence in the early nineteenth century even revolutions? This course will examine the “middle period” of Latin America (1780-1930). We will look in-depth at the experiences of Brazil and Mexico by exploring the themes of slavery and race relations, roles of women, political representation and participation, and foreign views of Latin America. Ultimately, students will be able to determine whether the nineteenth century was a period of revolution and social change or a continuation of colonial institutions and policies.

Goals:
- Students will define, explore, and debate the usefulness of the concept of the Long Nineteenth Century in Latin America.
- Students will investigate several aspects of the Long Nineteenth Century, including race relations, the ongoing search for stability, nationalism, and revolution.
- Students will understand the effects of foreign ideas on local realities.

Course design:
This class is an exploration of the idea of the Long Nineteenth Century. As such, I envision that we will explore the ideas together. I suspect we will all bring individual approaches to the problem, and my hope is that our combined inquiry will elicit thoughtful new insights into race relations, underdevelopment, and political instability in modern Latin America. This is a readings-heavy course. Expect to read 100-300 pages of analysis, first-hand accounts, or theoretical explorations per week. While some lecture will be necessary to establish context, for the most part the class will rely on engagement with the assigned readings. You are expected to have completed the readings by the date they are assigned on this syllabus and come to class ready to discuss, debate, and define the topic of the day.

Assignments:
Participation:
As mentioned above, I will expect that you will come to each class ready to discuss the readings of the day. Through small-group work, in-class writing assignments, and reaction to questions posed by me you will have ample opportunity to engage with the readings and make connections between various ideas raised by the readings and your classmates.
Document analysis (2-3 pages):
After reading all of Slave Revolution in the Caribbean you will choose one document (or a series of related documents) to analyze in detail. You will be given a series of questions to guide your analysis.

Short papers (4-6 pages):
You will read two primary documents in this course (Life in Mexico and The Slum). You will write two short reaction papers based on questions provided closer to the due dates.

Sectional exams:
After sections II and IV you will take an in-class exam that assesses your understanding of the main themes in the preceding sections. You will be asked to explore general ideas through specific examples.

Final exam:
We will discuss the final exam in class closer to the date of the exam.

Assessment:
- Participation: 15%
- Document analysis: 10%
- Short papers: (10% each) 20%
- Sectional exams: (15% each) 30%
- Final exam: 25%

Required reading:

Books for purchase:
- Calderon de la Barca, Frances. Life in Mexico, (Kessenger, 2004).

Articles (on e-reserve unless noted otherwise):


Bolivar, Simon. “War to the Death” (Blackboard)


  o 1.3 “A Portuguese doctor describes the suffering of black slaves in Africa and on the Atlantic voyage” (1793).
  o 1.4 “A young black man tells of his enslavement in Africa and shipment to Brazil about the middle of the nineteenth century”
  o 1.6 “‘It was the same as pigs in a sty’: A young African’s account of life on a slave ship” (1849)
  o 10.11 “‘Hours of bitterness and terror’: A planter’s account of the ending of slavery in São Paulo,” (1888).
  o 9.15 “‘Insubordination, Assassinations, Rebellions, Conspiracies, and Runaways: A report of the Minister of Justice’” (1854)

Da Cunha, Euclides. Rebellion in the Backlands (excerpts)


Mullin, Michael “Slave Resistance in an Era of War and Revolution: 1768-1805,” Africa in America: Slave Acculturation and Resistance in the American


- Reed, John Insurgent Mexico (excerpts)


- Select readings on caudillos (Blackboard)


**Class Schedule**

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<th>Tuesday, January 30</th>
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<td>Introduction to the course</td>
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<tr>
<td>Colonial background</td>
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**Section I:**

Colonialism and Slavery
Colonial background continued

Slavery
Conrad, *Children of God’s Fire*
- 1.3 “A Portuguese doctor describes the suffering of black slaves in Africa and on the Atlantic voyage” (1793).
- 1.4 “A young black man tells of his enslavement in Africa and shipment to Brazil about the middle of the nineteenth century”
- 1.6 “It was the same as pigs in a sty’: A young African’s account of life on a slave ship” (1849)

Haitian Revolution: Atlantic World revolutions
Knight “The Haitian Revolution”
Mullin “Slave Revolution”

Haitian Revolution
Dubois *Slave Revolution*

**Section II:**
**Independence**

Late colonial era
Kinsbuner, *Independence in Spanish America* Chapters 1-3
Document analysis due

Independence I
Kinsbuner, *Independence in Spanish America* Chapter 4

Independence II
Kinsbuner, *Independence in Spanish America* Chapter 5

Independence III
Kinsbuner, *Independence in Spanish America* Chapters 6-8
Lynch “The Reckoning”
Tuesday February 27
Independence IV
Anderson “Creole Pioneers”
Chasteen “Introduction
Guerra “Forms of Communication”

Thursday March 1
Post-independence: Slavery after Independence
Reis “Hard Times”
Mattoso “The Manumitted Slave”

Tuesday March 6
Post-independence: Search for stability
Caudillos excerpts

Thursday March 8
Sectional Exam

Section III:
Latin American Seen from Abroad

Tuesday March 13
Travelers’ Accounts: Theoretical approaches
Pratt “Reinventing America
Arbalaez “Introduction”

Thursday March 15
Travelers’ Accounts: A Gendered View
Arbalaez “Women Travelers in Mexico”

Tuesday March 20
Spring Break

Thursday March 22
Spring Break

Tuesday March 27
Travelers’ Accounts: View from afar
Pike “Wild People”
Calderón Life in Mexico
Travelers’ Accounts: View from afar
   Calderón *Life in Mexico*
   Reaction paper due

Section IV: Progress and Neocolonialism

Neocolonialism: Introduction
   Burns *Poverty of Progress* Chapter 1
   Valenzuela “Modernization and Dependency”

Neocolonialism
   Burns *Poverty of Progress* Chapters 2-5
   Start reading Azevedo *The Slum*

Neocolonialism
   Burns *Poverty of Progress* Chapters 6-7
   Continue reading Azevedo *The Slum*

Neocolonialism
   Discuss Azevedo *The Slum*
   Reaction paper due

Neocolonialism
   Sabato, “Introduction”
   Sabato, “Buenos Aires”

Scientific racism and progress
   Da Cunha *Rebellion in the Backlands* excerpts
   Viotti da Costa “Myth of Racial Democracy”

Section V: Revolution

Sectional exam
<table>
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<tr>
<th>Date</th>
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| Thursday, April 26 | Mexican Revolution  
Start reading Gonzales *The Mexican Revolution* |
| Tuesday, May 1   | Mexican Revolution  
Continue reading Gonzales *The Mexican Revolution*  
Reed *Insurgent Mexico* excerpts |
| Thursday, May 3   | Mexican Revolution  
Discuss Gonzales *The Mexican Revolution* |
| Tuesday, May 8   | Classes End |
| Thursday, May 10  | Final Exam |