



## History 521.01E

### Seminar in Latin American History

#### “Marginalized Peoples, Violence, and State Formation in Latin America”

**Instructor:** Dr. Mark Moreno

**Class Meets:** Tuesday 7:20pm to 10:00pm, SS124

**Office Location:** Ferguson Social Sciences, #126

**Office Hours:** Tues.-Thurs., 2:15-3:15 p.m.

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#### COURSE INFORMATION

##### Course Description

This course covers the historical themes of race, class, gender as they pertain to the process of state-making in Mexico, Peru, Colombia, Cuba, and other regions of both Mesoamerica and South America. This process in many cases involved group violence, whether in support of states, in rebellion against them, or in taking sides during civil warfare. After forcibly becoming independent, the new republics of Mesoamerica and the Andes regions faced obstacles directly related to a monarchical, corporate past -- separate spheres of rights and privileges for different classes of people. National economies became dependent on Western powers, particularly Great Britain, and beholden to miners and large landowners, whose interests were often supported by the military and the Catholic Church. Latin America, as it would be called, still contained an overwhelming majority population of indigenous peoples who sought to retain communal lands and autonomous political economies. Such communities, or *pueblos*, would be necessary components of state-making, and also of fragmented armed groups fighting for national power. Women, who had various roles with various degrees of flexibility in colonial times, and protection under the Church, would lose legal privileges under the fledgling republicanisms of the new nation-states. Afro-Latinos and mixed-race populations sought rights and privileges formerly denied them. Struggles for autonomous space within Latin American nation-states carried on through the last decades of the 20<sup>th</sup> century. We will review and discuss seminal works in the history of marginalized groups and state formation in Latin America.

For the first week, there will be some background lecture and discussion on historical context. If students are somewhat unfamiliar with the material, feel free to order or obtain from the library

two books by John Charles Chasteen, *Americanos: Latin America's Struggle for Independence* and *Born in Blood and Fire: A Concise History of Latin America*. See also E. Bradford Burns et al., *Latin America: An Interpretive History*; Cheryl English Martin, *Latin America and Its People* (Vol. 2); and/or George Reid Andrews, *Afro-Latin America* (out of print).

### **Required Texts**

Guardino, Peter, *Peasants, Politics, and the Formation of Mexico's National State: Guerrero, 1800-1857* (Stanford University Press), ISBN: 978-0-8047-4190-3

Mallon, Florencia, *Peasant and Nation: The Making of Postcolonial Mexico and Peru* (University of California Press), ISBN: 978-0-520-08505-3

Purnell, Jennie, *Popular Movements and State Formation in Revolutionary Mexico: The Agraristas and Cristeros of Michoacán, 1<sup>st</sup> Ed.* (Duke University Press), ISBN: 978-0-8223-2314-3

Friedrich, Paul et al., *Agrarian Revolt in a Mexican Village* (University of Chicago Press), ISBN: 978-0-2262-6481-3

Helg, Aline, *Our Rightful Share: The Afro-Cuban Struggle for Equality, 1886-1912, 1<sup>st</sup> Ed.* (University of North Carolina Press), ISBN: 978-0-8078-4494-6

Dore, Elizabeth et al., *Hidden Histories of Gender and the State in Latin America* (Duke University Press), ISBN: 978-0-8223-2469-0

Palacios, Marcos, *Between Legitimacy and Violence: A History of Colombia, 1875-2002* (Duke University Press), ISBN: 978-0-8223-3767-6

Brown, Michael et al., *War of Shadows: The Struggle for Utopia in the Peruvian Amazon* (University of California Press), ISBN: 978-0-5200-7448-4

Heilman, Jaymie, *Before the Shining Path: Politics in Rural Ayacucho, 1895-1980* (Stanford University Press), ISBN: 978-0-8047-7094-1 (Pending)

Gorriti, Gustavo, *The Shining Path: A History of the Millenarian War in Peru* (University of North Carolina Press), ISBN: 978-0-8078-4676-6

### **Student Learning Outcomes**

By the end of this semester, students will understand important currents of scholarship pertaining to race, class, gender, and state formation in Latin America, from Independence through the 20<sup>th</sup> century. And they will have the ability to formulate their own analyses on these themes.

<b>COURSE REQUIREMENTS</b>
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**Participation and attendance:** As a graduate class, regular attendance and participation is expected. Students are expected to formulate individual analyses, to identify arguments and

divergences in the literature presented, be prepared to write book reviews, and also to present findings to the seminar group. All work in class is expected to be turned in on time.

**Plagiarism:** Taking work directly from other sources and presenting it as your own is a serious academic offense, and it is not expected that graduate student will attempt such actions. Papers may be periodically checked for plagiarism through Turnitin (instructions to follow).

**Assignments:** Each student will write two book reviews, one based on our reading list and one on an outside book or monograph. They will present their findings in class. Presenters will be designated on a revolving basis. Via email, students who are not writing and presenting will submit brief summaries on works to be discussed, and prepare at least two questions based on the historical material, or on the author's presentation of evidence, by 9 p.m. Monday night.

Students will also write a historiographical essay of at least twenty pages, focusing on an aspect of Latin American history outside of our reading list, or on Latina/o history in the U.S.

Examples of published book reviews on past and present works of scholarship on Latin America can be found in the *The American Historical Review*; the *Latin American Research Review*; *Hispanic American Historical Review*; *Mexican Studies/Estudios Mexicanos*; and, if you read Spanish, *Historia Mexicana*, among other journals. You are encouraged also to review academic articles in any of those journals for ideas on your historiographical essay.

Points system:

Attendance and Participation = 100 points

Book Reviews/Presentations = 100 points

Weekly Summaries and Questions = 100 points

Historiographical Essay = 100 points

Total = 400

<b>TECHNOLOGY REQUIREMENTS, ACCESS, and NAVIGATION</b>
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Required:

High-speed Internet access, a word processor, and a printer for some assignments

For eCollege, Windows operating systems (XP or newer) is suggested. Effective browsers are Internet Explorer 6.0, 7.0 or 8.0, Mac OS X, Safari 2.0 or Firefox 3.0.

This course is facilitated online with eCollege, the online system used by Texas A&M University-Commerce. You can get started at <https://tamuccommerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

All relevant course materials – including the syllabus – can be found in eCollege.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor

Email through the online learning system is the best way to contact the instructor outside of class and office hours. Students should expect a response within 24 hours on weekdays.

### Writing and Library Support

Writing well and correctly is monumentally important in the field of history, especially for entrance into a PhD program, and for future publications and employment. If you believe you need assistance, students are encouraged to make appointments with the University Writing Center:

<http://web.tamu-commerce.edu/http/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a Week:

**Chat Support:** Click on “Live Support” on the tool bar on our course homepage to chat with an eCollege Representative.

**Phone:** Call 1-866-656-5511 (Toll free) to speak with an eCollege Technical Support Representative.

**Email:** Send to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to request support with from an eCollege Technical Support Representative.

**Help:** Click on the “Help” button on the homepage toolbar for information regarding working with eCollege functions

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

*Electronic Devices:* No hand-held electronic gadgets -- smartphones or otherwise -- are allowed to be in use during class time, unless they are for purposes of recording discussions.

### University Specific Procedures:

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

*Student Conduct:* All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the “Code of Student Conduct” in *Student Guide Handbook*.)