

FLORIDA INTERNATIONAL UNIVERSITY  
Department of History

LAH 5905: Readings in Latin American History  
**Citizen, Authority, State, Nation in Latin America**  
DM 370, Tuesdays 5:00-7:40 pm  
Prof. Mark D. Szuchman

Office: DM-445 -- Phone: 305.348.2038 -- e-mail: [szuchman@fiu.edu](mailto:szuchman@fiu.edu)  
course web site: [www.fiu.edu/~szuchman/palmnotabene04](http://www.fiu.edu/~szuchman/palmnotabene04)

Physical Office Hours (for course content issues only): Tuesdays, 3:00-4:30 pm  
Virtual Office Hours (for tech issues exclusively): Wednesdays, 8:00-9:00 pm, Saturdays, 9:30-1030 am

### **Introduction**

“Citizen, Authority, State, Nation in Latin America” is a reading seminar aimed at exploring the matrix of relationships between the peoples of Latin America and perceived icons of authority—legitimate and illegitimate. The coverage will include the broad scope of the colonial and national periods. Emphasis will be given to the transition from the ancien régime to the modern nation-state. Among the topics to be covered are: notions of community and regionalism, bases for regal and popular authorities, shifting constitutionalisms, competing representations, the roles of race and ethnicity, the mystical nation, political consequences of economic projects, and the idea of justice.

The seminar contains special technological components designed to train students in methods of digital data entry and qualitative analysis. Students are required to use and master technology in the form of equipment (Palm Pilots and keyboards, provided for the duration of the semester) and PC desktop software designed for academic research and writing (*Nota Bene*). Students are expected to enter all reading notes initially with the use of the Palm Pilots and related software, and all subsequent writing and research with the use of PC’s and *Nota Bene*.

Attendance at four software training sessions is a mandatory component of the course. Software training will take place during the first four Saturdays of the semester from 9:00 am to noon in PC 322.

Technical support will be provided communally, which means through a discussion group — or “chat room”—especially reserved for members of this course. *You will have received e-mail sent to your FIU e-mail account prior to the first day of class giving you instructions dealing with this feature. The virtual office hours listed at the beginning of this syllabus are reserved for technical support issues exclusively. Because it is likely that one person’s problems are also experienced by someone else, technical questions to me will be conducted in this public forum so that all members of the seminar may benefit.* But in addition, the discussion group will remain open and available to everyone 24 hours a day, 7 days a week (assuming the computer is running as expected). Thus, anyone can pose questions or issues at any point, even while I am not available; for example, any group of individuals may agree to meet virtually at any time and use the discussion board. Please use this facilitator responsibly and limited to matters associated with the course. I am the discussion board’s owner (“Master” in the lingo of this computer application) and I will remove anyone who uses it improperly or for issues not dealing with the course.

**At the end of the semester, students who complete the course successfully—defined as receiving a “B” or better and no “Incomplete”—will receive their own licensed version of *Nota Bene* to keep and to continue using in their endeavors. The Palm Pilots and keyboards will be returned to me in perfect working order.**

### **Preliminaries**

*General background in Latin American History.* Students who do not have a general knowledge of Latin American history are urged to read introductory surveys in preparation for the more discrete monographic readings in the seminar, which will thus be better contextualized. The following titles are recommended:

Burkholder, Mark A., and Lyman L. Johnson. *Colonial Latin America*. New York: Oxford University Press, 1990.

Burns, E. Bradford. *Latin America: A Concise Interpretive History*. Englewood Cliffs, N.J: Prentice-Hall, 1986.  
Voss, Stuart. *Latin America in the Middle Period, 1750–1929*. Wilmington, DE: Scholarly Resources, 2001.

*Computers*. You will need a Windows PC (Mac owners will need PC emulation software or hardware to run the Windows applications).

**Course requirements (keys to success)**

*Humility*. Above all else, you will need to be humble about your abilities to handle the amount of time and effort needed for the course, not because it is especially more onerous than other reading seminars in the Department, but because of the rich evidence for students' underestimation, on the one hand, of how long it takes to do a good job of reading and understanding the material, and overestimation, on the other, of how effectively they manage their time to handle graduate-level obligations.

*Hunger*. You have to be hungry for new information, new modes of analysis, new modes of data gathering. You have to have thirst for accumulating literature, gathering titles, ordering their value and context. You have to have a sense of self-doubt, but as motivator, not inhibitor (“*am I doing enough? have I followed the right leads? have I articulated arguments clearly? am I afraid to ask questions?*”).

*Software training/mastery*. Four mandatory Saturday morning sessions are reserved for software training. Because the software component is a fundamental part of the course, this is not an optional matter. Software support will be available throughout the semester.

*Notes*. You will take notes on the weekly reading assignments. These notes will be “live” documents in the sense that you will be referring to them and refining them throughout the term and well beyond. The dynamic nature of your note-taking is a key element in their long-term usefulness. The notes will be given to me electronically at the end of each seminar meeting. You are free to exchange your notes with your classmates. You will receive training in the notes-taking component of the software and you will use it in your research and paper. Your notes form an essential component of my evaluation of your work.

*Bibliography accumulation*. You will have training in — and use of — database software designed to accumulate and manage bibliographies. While I will not be evaluating this aspect of your work, it will necessarily show in the required paper.

*Discussions and participation*. The scope and nature of your notes will, in part, determine the quality of your participation in seminar discussions. Each student will be expected to frame the class discussion of the readings at least once during the term. Students will be evaluated for the quality of their presentations, their notes and their overall participation during class meetings. Participation represents 50% of the grade.

*Paper*. A paper covering the review of the literature (a.k.a. state of the literature paper or historiographical paper) of 4500 to 5000 words in length. This syllabus lists several articles of this sort. Because there is nothing obvious or easily “teachable” about how to craft this type of paper, you are encouraged in the strongest manner to read a couple of them. We will also discuss during class how to go about writing the paper. The paper represents 50% of the grade. The topic of your paper will be approved by me.

*Purchases*. All readings are available in the Green Library Reserve. You are required to purchase a software application. **WordSmith**, which you will download via the Web, as indicated in the course web site, from:

[www.bluenomad.com](http://www.bluenomad.com)

**Modus operandi**. The weekly seminar meetings will involve the following routine:

- Students are required to bring their digital notes on their weekly reading assignments taken in their Palm Pilots, with the aid of the Palm keyboards. *There are no exceptions to this requirement, as the skills and practices in taking notes represent an essential component of the course.*

- Students are required to bring their Palm Pilots, with their notes, and their keyboards to every class meeting.
- Students may share their notes with seminar members (simply by beaming them).
- Students will make oral presentations on their readings, and the process of discussions will, in turn, serve to add and refine notes on the Palm Pilots in real-time, that is, as the discussions take place.
- Students will subsequently transfer their Palm-based notes to *Nota Bene* and incorporate the notes into their individual *Orbis* textbases.
- Students will enter all bibliographic materials they come across in the course and in their reading assignments into *Ibidem* and build their electronic libraries.

REQUIRED PROCEDURES FOR NOTE-TAKING ON READINGS USING **WORDSMITH** ON THE PALM PILOT (*you will not* want to miss following these rules)

Your notes on the assigned readings represent an essential component of this course's instruction and learning process. Infrastructural issues beyond your own individual note-taking are, similarly, fundamental in the oversight and evaluation of your note-taking activities, and they require that you take simple but specific steps in initiating your activities. By following the steps below, you will achieve the following objectives:

- you will be credited with your note-taking for each title
- your file for each title will be correctly identified
- there will be a record of each week's note-taking

The steps in **WordSmith** are easy but you must follow them for each item in your reading assignment:

1. tap on New
2. in New Name: type—**without any spaces**—your last name and first initial, then the author's last name, followed by first significant word of the title; e.g., szuchmanruggierowives
3. in the body of the document, the first line must start with your last name, followed by your first name, then the word "week" and the number of the week listed in the syllabus for the item.

**NOTE: The number of the week must be indicated by spelling it out, do not use numerical indicators.** In subsequent lines, you will type the bibliographic item and your notes. For example,

Szuchman, Mark week four

Ruggiero, Kristin. "Wives on 'Deposit': Internment and the Preservation of Husbands' Honor in Late Nineteenth-Century Buenos Aires." *Journal of Family History* 17, no. 3 (1992):253-70.

4. make sure that you include text that is italicized or bolded or underlined.

5. save the document (you will be alerted that the document will be saved in WordSmith format, which is really RTF: agree to it).

That's all there is to it. You will then be able to bring your RTF documents taken in WordSmith to *Nota Bene*, where they will be indexed into the *Orbis* textbase (**yours and mine**).

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#### **KEY DATES:**

- First day of class: Tue, Jan 6
- Software training sessions: Saturdays, January 10, 17, 24, 31 (9-noon), PC 322
- Spring break: Mar 22-27
- Final class mtg: Tue., April 13
- Papers due: Tue., April 20

#### **Topics and reading assignments**

NOTE: Articles or chapters will be found through the FIU libraries' full-text retrieval mechanisms. Among these are JSTOR, PROJECT MUSE, and OCLC FIRST SEARCH. To retrieve the electronic versions of articles via the FIU library from a remote site, point your browser to the FIU Libraries, and then click on the link to "Connect from Off Campus." Follow instructions to use the proxy server. Then follow the library navigation to get to the electronic journals, as appropriate.

Electronic access of the reading materials — whether you get articles and chapters through the libraries' electronic reserves, full-text retrieval sites, or through the course's web site — is often provided in PDF format and is readable with Adobe Acrobat Reader, which is freely downloadable (if you don't already have it in your computer) via the World Wide Web. To download Adobe Acrobat Reader, go to the course web site for the link:

[www.fiu.edu/~szuchman/palmnotabene04](http://www.fiu.edu/~szuchman/palmnotabene04)

**Week/Date/Theme**

*1. Jan. 6: Introduction*

1a. Jan 10, 9-12: software training PC 322

2. *Jan. 13: Natural law, community, corporation, contested citizenry; continuities:*

Brading, David A. *The First America: The Spanish Monarchy, Creole Patriots, and the Liberal State, 1492–1867*. New York: Cambridge University Press, 1991. Chapters 2, 6, 9, 10, 24-29.

Adelman, Jeremy. "Introduction: The Problem of Persistence in Latin American History." In *Colonial Legacies: The Problem of Persistence in Latin American History*, edited by Jeremy Adelman, 1-13. New York: Routledge, 1999.

Chiaromonte, José Carlos. "Fundamentos iusnaturalistas de los movimientos de independencia." *Boletín del Instituto de Historia Argentina "Dr. Emilio Ravignani"* Tercera serie, no. 22 (2do semestre 2000): 33–71. F2801 .B96

2a. Jan 17, 9-12: software training PC 322

*3. Jan. 20: Identities; affinities; communities:*

Caplan, Karen D. "The Legal Revolution in Town Politics: Oaxaca and Yucatán, 1812–1825." *Hispanic American Historical Review* 83, no. 2 (May 2003): 255–93.

Grandin, Greg. "A More Onerous Citizenship: Illness, Race, and Nation in Republican Guatemala." In *Reclaiming the Political in Latin American History: Essays from the North*, edited by Gilbert M. Joseph, 205–30. Durham: Duke University Press, 2001.

Hingson, Jesse. "Savages into Citizens: Families, Political Purge and Remission in Early Republican Córdoba, Argentina." Unpublished dissertation. Miami: Florida International University, 2003.

3a. Jan 24, 9-12: software training, PC 322

*4. Jan. 27: Regions*

Hamnett, Brian R. *Roots of Insurgency : Mexican Regions, 1750–1824*. Cambridge, Eng.: Cambridge University Press, 1986.

4a. Jan. 31, 9-12: software training, PC 322

*5. Feb. 3: The State: Ancien Régime and Modernity*

Garavaglia, Juan Carlos. "La apoteosis del Leviathán: El estado en Buenos Aires en la primera mitad del siglo XIX." *Latin American Research Review* 38, no. 1 (February 2003): 135–68.

Earle, Rebecca. "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America." *Journal of Latin American Studies* 34, pt. 4 (2002): 771–803.

Earle, Rebecca A. *Spain and the Independence of Colombia, 1810–1825*. Exeter: University of Exeter Press, 2000.

Chiaramonte, José Carlos. *Ciudades, provincias, Estados: Orígenes de la Nación Argentina (1800–1846)*. Buenos Aires: Ariel, 1997. Documentos: 1, 2, 8, 15, 18, 28-32, 43, 56, 64-65, 66a-d.

6. Feb. 10: *The propertied and the humble*

Warren, Richard A. *Vagrants and Citizens: Politics and the Masses in Mexico City from Colony to Republic*. Wilmington, DE: Scholarly Resources, 2001.

Piccato, Pablo. *City of Suspects: Crime in Mexico City, 1900–1931*. Durham: Duke University Press, 2001.

7. Feb. 17: *Looking in, looking far*

Gootenberg, Paul. *Between Silver and Guano: Commercial Policy and the State in Postindependence Peru*. Princeton: Princeton University Press, 1989.

Thurner, Mark. *From Two Republics to One Divided: Contradictions of Postcolonial Nationmaking in Andean Peru*. Durham; London: Duke University Press, 1997.

8. Feb. 24: *The Tentative State*

Fuente, Ariel de la. *Children of Facundo: Caudillo and Gaucho Insurgency During the Argentine State-Formation Process (La Rioja, 1853–1870)*. Durham: Duke University Press, 2000.

Szuchman, Mark D. *Order, Family, and Community in Buenos Aires, 1810–1860*. Stanford: Stanford University Press, 1988.

9. Mar. 2: *An alternative model*

10. Mar. 9: *Politicians*

Sábato, Hilda. *The Many and the Few: Political Participation in Republican Buenos Aires*. Stanford: University Press, 2001.

Rock, David. *State Building and Political Movements in Argentina, 1860–1916*. Stanford: University Press, 2002.

11. Mar. 16: *The mystical nation:*

Earle, Rebecca. "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America." *Journal of Latin American Studies* 34, no. pt. 4 (2002): 771–803.

Delaney, Jean H. "Imagining *El Ser Argentino*: Cultural Nationalism and Romantic Concepts of Nationhood in Early Twentieth-Century Argentina." *Journal of Latin American Studies* 34, no. part 3 (August 2002): 625–58.

Ferrer, Ada. *Insurgent Cuba: Race, Nation, and Revolution, 1868–1898*. Chapel Hill: University of North Carolina Press, 1999.

Mónica Quijada, "Imaginando la homogeneidad: la alquimia de la tierra," in *Homogeneidad y nación con un estudio de caso: Argentina, siglos XIX y XX*, ed. and comp. Mónica Quijada, Carmen Bernand, and Arnd Schneider (Madrid: CSIC, 2000). (photocopy and PDF on Reserve)

12. Mar. 23: SRING BREAK

13. Mar. 30: Whose nation?

Karush, Matthew B. *Workers or Citizens: Democracy and Identity in Rosario, Argentina (1912–1930)*. Albuquerque: University of New Mexico Press, 2002.

Klubock, Thomas Miller. "Nationalism, Race, and the Politics of Imperialism: Workers and North American Capital in the Chilean Copper Industry." In *Reclaiming the Political in Latin American History: Essays from the North*, edited by Gilbert M. Joseph, 231–67. Durham: Duke University Press, 2001.

14. Apr. 6: PRESENTATIONS

15. Apr. 13: PRESENTATIONS; FINAL CLASS MEETING

16. Apr. 20: PAPERS DUE (no later than 5:00 pm)

Recommended Reading  
(works of a historiographical nature / sample state-of-lit reviews)

Bonnell, Victoria E. "The Uses of Theory, Concepts and Comparison in Historical Sociology." *Comparative Studies in Society and History* 22, no. 2 (1980): 156-73.

Campbell, Leon G. "Recent Research on Andean Peasant Revolts, 1750-1820." *Latin American Research Review* XIV, no. 1 (1979): 3-50.

Chasteen, John Charles. "Fighting Words: The Discourse of Insurgency in Latin American History." *Latin American Research Review* 28, no. 3 (1993): 83-111.

Collier, Simon. "The Historiography of the *Portalian* Period (1830-1891) in Chile." *Hispanic American Historical Review* 57 (November 1977): 660-90.

Gelman, Jorge, and María Inés Schroeder. "Juan Manuel de Rosas contra los estancieros: Los embargos a los 'unitarios' de la campaña de Buenos Aires." *Hispanic American Historical Review* 82, no. 3 (August 2003): 487-520.

Hunt, Lynn. "Charles Tilly's Collective Action." In *Vision and Method in Historical Sociology*, edited by Theda Skocpol, 244-75. Cambridge, England: Cambridge University Press, 1984.

Kuznesof, Elizabeth A., and Robert Oppenheimer. "The Family and Society in Nineteenth-Century Latin America: An Historiographical Introduction." *Journal of Family History* 10 (Fall 1985): 215-34.

Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91, no. 5 (December 1986): 1053-75.

Skocpol, Theda, ed. *Vision and Method in Historical Sociology*. Cambridge, England: Cambridge University Press, 1984.

Trimberger, Ellen Kay. "E. P. Thompson: Understanding the Process of History." In *Vision and Method in Historical Sociology*, edited by Theda Skocpol, 211-43. Cambridge, England: Cambridge University Press, 1984.

Weinstein, Barbara. "The Decline of the Progressive Planter and the Rise of Subaltern Agency: Shifting Narratives of Slave Emancipation in Brazil." In *Reclaiming the Political in Latin American History: Essays from the North*, edited by Gilbert M. Joseph, 81-101. Durham: Duke University Press, 2001.

Van Young, Eric. "Recent Anglophone Scholarship on Mexico and Central America in the Age of Revolution (1750-1850)." *Hispanic American Historical Review* 65, no. 4 (November 1985): 725-44.