HIST 175B
RESISTANCE AND REVOLUTION IN LATIN AMERICAN AND CARIBBEAN HISTORY

Brandeis University, Spring 2016
Professor: Greg Childs
Mon & Wed, 2:00pm-3:20pm

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Office Hours: M & W, 12:30-2 and by appointment

COURSE DESCRIPTION:
The history of Latin America and the Caribbean has been marked by unique interactions and exchanges between persons of African, European, and Indigenous descent. Such interactions and mixtures of people have frequently been cited as proof that Latin America and Caribbean societies have historically been more cordial and inclusive of non-whites than has the United States or Europe. Yet while it may be true that Latin American and Caribbean societies were forged through a mixture of Indigenous, African, and European elements, the fact remains that encounters between these three groups of persons has also been defined by intense conflict and uneven power dynamics. While European explorers and colonists may have accepted Indigenous and African cultural elements as part of the repertoire of everyday life, European actors and products still maintained a position of political, social, and economic dominance. Not surprisingly, this hierarchical configuration of society was not always willingly accepted and was sometimes vigorously contested by those not in a position of dominance. Thus alongside multicultural interactions and exchanges, the history of Latin America and the Caribbean has also been shaped in important ways by episodes of resistance and revolution.

In this course we will examine this history of resistance on the part of subaltern populations. The course begins with the "Age of Revolution" from 1750-1850 and ends in the twentieth century. In addition to important events like the Mexican Revolution of 1910 and the Cuban Revolution of 1959, we will also cover the Tupac Amaru Rebellion and the Haitian Revolution, both products of the late eighteenth century. We will also focus on rebellions that took place after the period of national independence in the nineteenth century, and as well as rebellions against attempts at urbanization and modernization in the twentieth century.

COURSE OBJECTIVES:
1) Our goal will be to better understand the many factors underlying the long history of resistance and rebellion in Latin America.
2) Particular attention will be given to investigating points of commonality and points of difference between incidences of resistance by persons of African and Indigenous descent.
3) Students will also be asked to develop and demonstrate the ability to critically analyze AND discuss weekly readings and assignments.

ATTENDANCE:
As attendance and participation in class meetings is mandatory. You are allowed a maximum of three unexcused absences (excused absences are reserved for medical or family emergencies and must be accompanied by a signed note from a physician or responsible authority). Significant absence from the course will hurt your participation grade and will thus certainly affect your overall grade.

ASSIGNMENTS AND GRADING:
Course grades for the semester will be determined by a combination of exams, essays, short writing assignments, and in-class discussion. The following is a breakdown of specific assignments and the percentage that each assignment counts toward your final grade.

1) Weekly In-class participation (20%)
2) 6 response papers, one and a half to two pages in length, based on readings (25%)
3) Comparative Methodologies Essay (20%)
4) Final Essay Assignment: determining thesis and sources (10%); essay (25%)

In-Class Participation: As this is a Seminar course, and not an introductory survey, we will not adhere to a lecture format. Instead, we will come to class each week with the goal of critically analyzing important issues and questions that emerge from the readings. Students in this course are thus expected to not only read each week’s assignment but also to come to class with that week’s readings, prepared to discuss the readings with one another and with the professor.

Response Papers: We have fifteen weeks of class meetings (not including the Midterm and March Recesses), during which we will meet for approximately 26 sessions on Monday and Wednesday of each week. From these 26 sessions students must choose six class meetings/reading assignments and write a one and a half to two-page response for each. These assignments can be done for any six class meetings of the student’s choosing over the semester. Students are responsible for responding to all readings that will be covered during the class meetings that they choose to write their response papers for. These papers should generally include a short paragraph summarizing the reading, followed by a discussion of two or three themes or issues in the reading that have captured the student’s attention. As the semester progresses, students should also discuss similarities or divergences from previous readings in their response papers. All response papers should be typed (12 point font, double-spaced)

Comparative Methodologies Essay: This writing assignment will focus on a comparison of two different texts that we have read going into the ninth week of the semester. Unlike response papers, this assignment does not ask the student to focus on what historical story an author tells, but rather how authors narrate the past.
More specifically, what kinds of sources does an author use to make his or her argument about a revolutionary moment? What kinds of other sources could the author have used to recreate the historical episode and how, if at all, would the use of different sources change or alter the author’s overall argument? These are the sorts of questions that should frame this essay. Students may choose to compare two texts and authors who use similar kinds of sources or two texts and authors who use dissimilar primary materials. The paper should be 6-8 pages, typed, and double-spaced. Late papers will be downgraded one letter grade.

**Final Exam:** Your final exam will be in the form of an essay in which you will treat a major theme related to our course (i.e. nation-state formation and resistance; religion and rebellion, etc). The paper must present an original thesis, use 3 or more primary sources as well as at least 3 secondary sources, and be organized and written with clarity and coherence. Students will submit topics and sources on Nov. 25. This portion of the assignment will constitute 10% of the final essay grade. I will provide further instructions on the format and expectations of the final essay several weeks in advance of the due date. The essay itself will be turned in electronically on the final exam date for our class and will constitute 20% of the final essay grade. This paper should be 10-12 pages in length

**Note Regarding Citations:** Papers must be written using standard Chicago Manual of Style (also known as Turabian) citation form. This form uses footnotes for references, not parenthetical. Any paper that doesn’t follow standard citation guidelines will be returned to you without a grade. It must be corrected and resubmitted by the beginning of the following class meeting. Citation format is quite specific. If you have any questions about how to construct a footnote/endnote for a source using Chicago/Turabian style citation use this website <http://www.lib.duke.edu/libguide/citing.htm> as a starting point—go to “Turabian Footnotes” on the “citing sources within your paper” link.

**Further Accommodations:** Students who have special needs have a right to have them accommodated. If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

**Academic Integrity:** Plagiarism in any form will not be tolerated. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement. Violations of University policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai) may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.
BOOKS AND TEXTS FOR THE COURSE:
The following books are available at the campus bookstore:
Required:
1) Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*
2) Euclides da Cunha, *Backlands: The Canudos Campaign*
3) Sergio Serulnikov, *Revolution in the Andes: The Age of Túpac Amaru*
4) Marlon James, *The Book of Night Women: A Novel*
5) Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*
6) Michel Rolph-Trouillot, *Silencing the Past: Power & the Production of History*

Additional Readings:
As is detailed in the breakdown of our weekly schedule below, essays may also be assigned to accompany readings from the required books. These essays will always be uploaded and available on the blackboard site for the course.

EXTRA HELP:
Feel free to contact me with questions or concerns. No appointment is necessary during office hours, but making one is recommended in order to minimize any waiting on your part. If you need to meet with me but cannot make it during office hours, please contact me so that we can make other arrangements.

COURSE SCHEDULE & WEEKLY READINGS: [the following schedule is subject to change]

I. THE AGE OF REVOLUTION AND POLITICS OF EMANCIPATION

WK 1: INTRODUCTION TO COURSE
Wed. (01/13)
• Discussion of Syllabus, Course Arc, The Spectrum of Resistance

WK 2: FRAMING HISTORY, FRAMING HAITI
Mon. (01/18)
• No Class. (Mlk Day)

Wed. (01/20)

150 pgs total

WK 3: FREEDOM FOR SLAVERY: HAITI, CUBA, & THE GREATER CARIBBEAN, PT. 1
Mon. (01/25)
• Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 44-83

Wed. (01/27)
• Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 84-188

WK 4: FREEDOM FOR SLAVERY: HAITI, CUBA, & THE GREATER CARIBBEAN, PT. 2
Mon. (02/01)
• Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 189-270

Wed. (02/03)
• Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 271-329

144 pgs total

WK 5: THE AGE OF REVOLUTION IN BOLIVIA AND PERU
Mon. (02/08)
• Sergio Serulnikov, *Revolution in the Andes: The Age of Túpac Amaru*, 1-72

Wed. (02/10)
• Sergio Serulnikov, *Revolution in the Andes: The Age of Túpac Amaru*, 73-142

➢ Also See Primary Source on Latte

143 pgs total

WK 6: No Class: Midterm Recess

II. INDEPENDENCE AND STRUGGLES OVER NATIONAL IDENTITY

WK 7: SUBALTERNS OR SOLDIERS, REPUBLICANS OR ROYALISTS?
Mon. (02/22)

Wed. (02/24)
• Peter Blanchard, *Under the Flags of Freedom: Slave Soldiers and the Wars of Independence in Spanish South America*, 17-36, 141-159 [Latte]; and

### III. MODERNITY AND DISCONTENT

**WK 08: MORANT BAY: JAMAICA IN THE WAKE OF ABOLITION**

Mon. (02/29)

Wed. (03/02)
  - Comparative Methodologies Essay Due in Class

**WK 09: AGAINST THE REPUBLIC: THE CANUDOS “REBELLION” IN BRAZIL, PT. 1**

Mon. (03/07)
- Robert Levine, *Vale of Tears: Revisiting the Canudos Massacre in Northeastern Brazil, 1893-1897*, 121-152 [Latte]; Susanna B. Hecht, *The Scramble for the Amazon & the “Lost Paradise” of Euclides da Cunha*, 51-71

Wed. (03/09)

**WK 10: AGAINST THE REPUBLIC: THE CANUDOS “REBELLION” IN BRAZIL, PT. 2**

Mon. (03/14)

Wed. (03/16)

### IV. REVOLUTION AND STATE POWER

**WK 11: THE OTHER CUBAN REVOLUTION**

Mon. (03/21)
- Ada Ferrer, *Insurgent Cuba*, 1-12, 15-90, 93-111

Wed. (03/23)
  171 pgs total

WK 12: PERPETUAL REVOLUTION? PARTY POLITICS AND REVOLUTION IN MEXICO
Mon. (03/28)
• **No Class On Mon. (March Recess)**

Wed. (03/30)
• Gilbert Joseph and Jürgen Buchenau, *Mexico’s Once and Future Revolution*, 1-140 [Latte]  
  140 pgs total

V. GENDER AND REVOLUTIONARY REPRESENTATIONS

WK 13: WOMEN, REVOLUTION, AND DISSIMULATION, PT. 1
Mon. (04/04)

Wed. (04/06)
• Marlon James, *The Book of Night Women*: A Novel, 82-127  
  149 pgs total

WK 14: WOMEN, REVOLUTION, AND DISSIMULATION, PT. 2
Mon. (04/11)
• Aisha Finch, “And the Women Also Knew: The Gendered Terrain of Insurgency” in *Rethinking Slave Rebellion in Cuba*, 141-167 [Latte] and Marlon James, *The Book of Night Women*: A Novel, 128-197

Wed. (04/13)
• Marlon James, *The Book of Night Women*: A Novel, 198-252  
  151 pgs total

**Statement of Thesis & Annotated List of Sources Due In-Class**

WK 15: SEXUAL POLITICS AND REVOLUTIONARY DESIRES, PT. 1
Mon. (04/18)
• Marlon James, *The Book of Night Women*: A Novel, 253-358

Wed. (04/20)
• Marlon James, *The Book of Night Women*: A Novel, 359-417  
  163 pgs total

WK 16: **No Class: Passover and Spring Recess**
WK 17: SEXUAL POLITICS AND REVOLUTIONARY DESIRES, PT. 2

Mon. (05/02): Last Class Meeting


MONDAY, MAY 9: FINAL EXAM DATE (Tentative): Final Essay due at 9pm