HIST 175B
Resistance and Revolution in Latin American and Caribbean History

Brandeis University, Fall 2020
Professor: Greg Childs
Mon & Wed, 2:00pm-3:20pm

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Office Hours: M & W, 3:30-5pm EST and by appointment (Zoom)
Teaching Assistant: Ms. Josie Cruea

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 be asked to develop and demonstrate the ability to critically analyze, discuss, and debate weekly readings and assignments in class.
4. Students will come up with an original research topic and write an original research paper using books, articles, and primary source materials.
BOOKS FOR THE COURSE: Books should be purchased via online book vendor (i.e Amazon, Barnes & Noble, etc.)
1. Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*
2. Marlon James, *The Book of Night Women: A Novel*

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 LATTE site for the course.

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 to two pages in length, based on weekly class reading assignments. These papers must be handed in before we discuss that day's assignment. In other words, students may not submit response papers for any reading after we have already had a class discussion about them. Finally, students are encouraged to not wait until the final weeks of the course to complete these writing assignments. In addition to being less stressful, completing some of these assignments earlier will also give you some indication of how you are doing in the class earlier in the semester [25%]
3. Comparative Methodologies Essay [20%]
4. Final Essay Assignment: abstract and statement of thesis [5%]; annotated list of sources to be used [10%]; essay [20%]

Further breakdown of assignments are included below after the “Class Operation” section of this syllabus.

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.**

ILLNESSES AND ATTENDANCE:
The safety and health of all students, staff, and faculty is of paramount importance, and the operation of our courses online are intended to minimize the possibilities of extreme sickness and/or of virus spread. However, this is no failsafe solution, and should any student become too sick to continue attending our online class meetings, please email me
immediately and alert your academic advisor. This way, I can not only excuse absences but coordinate more effectively with administration if your illness is of a long duration.

PLEASE READ CAREFULLY AND IN FULL: This class will take place live over Zoom. The meetings will involve a combination of lectures and in-class dialogue about the readings – structured back-and-forth between the professor, TAs, and students. Everyone who enrolls in this course is expected to complete ALL readings by the assigned date and to arrive prepared to participate. Being prepared to participate not only means completing the readings for each class session, but also includes bringing/having the readings with you for each class meeting.

CLASS OPERATION
1. Prerequisites: There are no prerequisites for the course. There is thus no prior knowledge of the subject matter that is required. This class is designed as an upper level seminar, however, and because of this the course will include substantial reading. I will also spend less time lecturing in this course- perhaps less than 30 minutes in each class session and then we will begin the class discussion. Thus, you must be prepared to read AND discuss the material for each session. Students who are not prepared to do both of these things, or who are looking for a class that is heavy on lecturing, will find it difficult to succeed in this course.

2. As stated above, all classes will take place through Zoom. If you are not familiar with Zoom, please take time to become familiar. You can familiarize yourself better with Zoom here- https://www.brandeis.edu/its/services/communication/zoom/zoom-faqs.html. I will provide instructions on how we will use Zoom for class discussion during our first class meeting.

3. All students should attend meetings via webcam with their Zoom video set to ON and their full names displayed. Without names we cannot get to know one another, nor can you get to know other classmates who you will be engaging with. If you need further accommodation for this requirement (i.e. internet issues, computer availability or other reasons), please notify me immediately via e-mail. Do not wait until the middle or near the end of the semester to make this request.

4. Students must not record any part of our class meetings and must not make screen shots, etc. If students are too sick to further attend class, I will make a general outline of the day's conversation available to those students. avoid recording class discussions. Because we will be engaged in serious discussion about critical matters, and because it is imperative that everyone in the class feels safe speaking and contributing to our discussions, I will make no exception to recording classroom discussions.
5. Please make every effort to treat our class sessions as you would an in-person class. This means refraining from any activity that may be distractive, such as talking with friends on screen, appearing on screen lying in bed, having tv or music playing in the background, etc. Students should attend our classes on Zoom from a quiet location and be ready to participate. Holding class through Zoom is not an opportunity to “check out” or lounge in your room. Students should be listening to conversations and remaining alert throughout the duration of any class session.

6. Each Thursday I will post two questions in the discussion section of the class that will guide our discussion for the following week. Students MUST look at the page prior to class session on Monday.

7. When you are ready to contribute to a conversation, please raise your physical hand, rather than merely pushing the “hand-raise” button. The TAs and I will be looking for your hands on our screens.

8. Student’s Equipment Needs for Successful Remote Classroom Participation: All students will need a desk-top or laptop computer and a working internet connection, so that they can attend the zoom meetings, have access to the course readings and resources (via Latte), and submit papers. Assistance may be available from the Brandeis Emergency Fund. Please see https://www.brandeis.edu/student-financial-services/financial-aid/emergency-funding.html or write emergencyfunds@brandeis.edu

**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. In addition, I will post two discussion questions on our class LATTE page each week to guide our discussions (see above, #6).

**Response Papers:** We have fifteen weeks of class meetings, 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 eighth week of the semester—Vincent Brown’s *Tacky’s Revolt* and Ada Ferrer’s *Freedom’s Mirror*. 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? In other words, this is a paper that asks students to pay attention to how historians use primary sources and how they analyze and argue a position based on their use of those sources. The paper should be 6-8 pages, typed, and double-spaced. Late papers will be downgraded one letter grade.

**Final Paper**: Your final paper 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 an abstract of their proposed topic on Oct. 28. This portion of the assignment will constitute 5% of the final essay grade. On Nov. 18, each student will submit a list of sources to be used for the paper, along with a short description of how each source will aid the student's research. 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 parenthesis. 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.

COMMUNICATION AND OFFICE HOURS:
I will hold office hours via Zoom on Monday and Wednesday of each week, from 3:30-5pm, Eastern Standard Time (EST). You may go to the LATTE page for the course to access the link to me via Zoom. If I am with another student you will be placed in the waiting room and I will admit you once I have finished meeting with the student prior to you. If you cannot make these hours please contact me and let me know sooner rather than later in the semester.

All considerations regarding grades and make-up possibilities must be handled via Zoom. I will not engage in conversations about grades through email.

Finally, I will make every effort to respond to emails within 48 hours. If I receive messages on the weekend, I will not attend to them until the following Monday.

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]

WK 1: INTRODUCTION TO COURSE

Wed. (08/26)
- Discussion of Syllabus, Course Arc, The Spectrum of Resistance

I. THE AGE OF REVOLUTION AND POLITICS OF EMANCIPATION

WK 2: THE AGE OF REVOLUTION IN THE ANDES

Mon. (08/31)
- Sergio Serulnikov, Revolution in the Andes: The Age of Túpac Amaru, 1-15 [LATTE]

Wed. (09/02)

78 pgs total
WK 3: RESISTANCE AND HISTORIOGRAPHY  
Mon. (09/07)  
- Sergio Serulnikov, *Revolution in the Andes: The Age of Túpac Amaru*, 91-120 and 135-142 [LATTE]  
Wed. (09/09)  
80 pgs total

WK 4: TACKY/COROMANTEE: NAMING AND FRAMING RESISTANCE  
Mon. (09/07)  
- **LABOR DAY: NO CLASS**  
Wed. (09/09)  
Thurs. (09/10) **BRANDEIS MONDAY**  
134 pgs total

WK 5: THE HAITIAN REVOLUTION AND THE CARIBBEAN  
Mon. (09/21)  
- Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 1-43  
Wed. (09/23)  
- Ada Ferrer, *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*, 44-82  
83 pgs total

WK 6: FREEDOM AND SLAVERY: HAITI, CUBA, & THE GREATER CARIBBEAN  
Mon. (09/28)  
- **YOM KIPPUR: NO CLASS**  
Wed. (09/30) **BRANDEIS MONDAY**  
150 pgs total

II. INDEPENDENCE, EMANCIPATION AND NATIONAL IDENTITIES

WK 7: SUBALTERNS AND SOLDIERS, REPUBLICANS AND ROYALISTS  
Mon. (10/05)
• Alberto Flores Galindo, “The Tupac Amaru Revolution and the Andean People,” and “Soldiers and Montoneros,” from *In Search of an Inca: Identity and Utopia in the Andes*, 80-131 [LATTE]

Wed. (10/07)

• Peter Blanchard, “Serving the King in Venezuela and New Grenada,” from *Under the Flags of Freedom: Slave Soldiers and the Wars of Independence in Spanish South America*, 17-36 [LATTE]

• COMPARATIVE METHODOLOGIES ESSAY DUE

70 pgs total

WK 8: EMANCIPATION WITHOUT INDEPENDENCE: THE BRITISH CARIBBEAN

Mon. (10/12) INDIGENOUS PEOPLE’S DAY

• Natasha Lightfoot, *Troubling Freedom: Antigua and the Aftermath of British Emancipation*, 1-84

Wed. (10/14)

• Natasha Lightfoot, *Troubling Freedom: Antigua and the Aftermath of British Emancipation*, 84-116

116 pgs total

WK 9: LAND, LABOR, AND REBELLION: LIMITS OF FREEDOM

Mon. (10/19)


Wed. (10/21)

• Robert Levine, *Vale of Tears: Revisiting the Canudos Massacre in Northeastern Brazil, 1893-1897*, 121-152 [LATTE]

121 pgs total

III. MODERNITY AND DISCONTENT

WK 10: PERPETUAL REVOLUTION? PARTY POLITICS AND REVOLUTION IN MEXICO

Mon. (10/26)

• Gilbert Joseph and Jürgen Buchenau, *Mexico’s Once and Future Revolution*, 1-86 [LATTE]

Wed. (10/28)

• Gilbert Joseph and Jürgen Buchenau, *Mexico’s Once and Future Revolution*, 87-115 [LATTE]

• ABSTRACT AND STATEMENT OF ORIGINAL RESEARCH TOPIC DUE
IV. GENDER AND REVOLUTIONARY REPRESENTATIONS

Wk 12: WOMEN, REVOLUTION AND DISSIMULATION, PT. 1
Mon. (11/09)
• Marlon James, The Book of Night Women: A Novel, 1-81

Wed. (11/11)
• Marlon James, The Book of Night Women: A Novel, 82-176

176 pgs total

Wk 13: WOMEN, REVOLUTION, AND DISSIMULATION, PT. 2
Mon. (11/16)
• Marlon James, The Book of Night Women: A Novel, 177-248

Wed. (11/18)
• Marlon James, The Book of Night Women: A Novel, 249-332
• ANNOTATED LIST OF SOURCES DUE

154 pgs total

WK 14: 11/23 & 11/27- THANKSGIVINGS BREAK: NO CLASSES

WK 15: SEXUAL POLITICS AND REVOLUTIONARY DESIRES, PT. 1
Mon. (12/04)
• Marlon James, The Book of Night Women: A Novel, 333-417

Wed. (12/06)
• NO READING
THURSDAY, DEC. 10: FINAL PAPER DUE DATE (Tentative): Due by midnight