

HIST 4200 / 6200
Fall 2008
LeConte Hall #341
TR 11:00 – 12:15

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Office Hours: TR 1:45 – 2:45
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Citizenship and Social Movements in the Americas

Words such as “citizenship” evoke contradictory associations. For people of a certain age, talk of birth certificates, flags and suffrage rights bring to mind memories of film strips in social studies classes. For most alert listeners, however, “citizenship” and its cognates have ominous rings: they warn passerby that confrontations may be imminent. This course departs from a simple proposition, a truism really: disputes involving citizenship are nothing new. Although the stakes have changed in dramatic ways, talk of citizenship has rarely been conducted quietly or dispassionately. Citizenship claims were crucial to the ferment of the so-called Age of Revolutions, and they have energized social and political movements in the Americas for two hundred years. These upheavals transformed Enlightenment ideas, giving rise to notions that are still relevant (and contested) today, notions of what constitutes a nation, a sovereign people, and an individual’s birthright.

This course examines struggles surrounding assertions of citizenship since the 1790s. The episodes are arranged chronologically to illuminate shifts in the conceptualization of citizenship rights. But the primary concern is with the social and political practices of *criollos* (American-born Spaniards), Indians, African-Americans, and migrants who would be citizens of Latin American and Caribbean nation-states. Their pursuits, it should be underscored, were not minority movements at the margins of larger quests. On the contrary, the readings suggest that the mobilization of newcomers, women, and non-whites, who constituted majorities in many Latin American and Caribbean societies, played crucial roles in shaping those regions’ republics and molding ideas of membership within them.

The readings deal with four distinct themes. Section I concerns revolutionary movements in the French Caribbean and France in the 1790s and early 1800s. Section II deals with independence in Spanish America; the focus is on efforts by indigenous people and women to secure political spaces in early republican Peru. Section III turns to Mexico and Cuba to explore twentieth-century efforts to eliminate racist political practices and “transcend” race. Finally, section IV explores recent moves by Haitian and Mexican migrants to claim citizenship rights in multiple states. Taken as a whole, the readings explore citizenship in liberal, socialist, and transnational forms.

Requirements for undergraduates

1. Assignments: The major assignments are: two papers (6 pages each); a midterm exam (in class); one final paper (10 pages), and one group presentation. In addition, there will be in-class exercises that will count as part of the participation score.

2. Reading: Benedict Anderson, *Imagined Communities* (Verso, rev. ed. 2006); Sarah Chambers, *From Subjects to Citizens* (Penn State UP, 1999); Laurent Dubois, *A Colony of Citizens* (UNC Press, 2006); Alejandro de la Fuente, *A Nation for All* (UNC Press, 2000); Nina Glick Schiller and Georges Fouron, *Georges Woke Up Laughing* (Duke UP, 2001); and Mary Kay Vaughan, *Cultural Politics in Revolution* (University of Arizona Press, 1997). These books are available for purchase at the UGA Bookstore, and they may be checked out (two hours) from the Reserve Desk in the Main Library.

Other required readings are available on reserves at the Main Library (RES) or WebCT, as indicated within parentheses in the schedule below. The password for electronic texts is: <IDpapers>.

Grades and Policies

1. Grades: Grades will be calculated as follows: two papers, 20% each; a midterm exam, 20% each; final paper, 25%; presentation, 10%. Participation will account for 5%. Assignments will be scored on 1-100 scale: A (100-93), A- (92-90), B+ (89-87), B (86-83), B- (82-80), C+ (79-77), C (76-73), C- (72-70), D(69-60), F (59-0).
2. Attendance: Regular attendance is required. Students who miss four (4) meetings without valid excuse will be withdrawn with a “wf.”
3. Course Withdrawals: Permission to withdraw with a “w” will be granted upon request only during the first two weeks of the term. After that date, I will determine what grade is appropriate depending on attendance and performance.
4. Tests: Exams will be administered only once; no make-up assignments will be offered unless an emergency has occurred. All emergencies must be documented.
5. Deadlines: Late assignments will be penalized one full letter grade if submitted within 24 hours of the deadline. No papers will be accepted after 24 hours. Late papers must be submitted via email as MS Word or pdf attachments.
6. Communications: Students must check their email accounts daily and visit the class WebCT page regularly. If your mailbox is full, it is your responsibility to locate any missed messages.
7. Changes to the syllabus: Please, keep in mind that it may be necessary to make changes to this document. Be aware that I regard the syllabus as a set of guidelines rather than a contract.
8. Academic Honesty: All academic work must meet the standards outlined in *A Culture of Honesty*. Students are responsible for avoiding plagiarism, lapses in citations, and other practices that may be perceived as dishonest. Those unfamiliar with UGA’s

policies are urged to consult the materials at <http://www.uga.edu/honesty/>.

Requirements for graduate students

1. Assignments: Graduate students who are officially enrolled in the class are expected to complete the following assignments: one midterm exam; one book review of a title beyond the undergraduate reading list (4 pages); one historiographical essay (15-20 pages); one oral presentation with in-class exercise. All graduate students are expected to take a leading role in class discussions, but auditing graduate students are exempt from written work.
2. Readings: In addition to the undergraduate reading list, graduate students are expected to read supplementary articles as indicated on the syllabus, or as announced via occasional email messages.
3. Grading: Final grades will be calculated as follows (using the scale above): midterm exam, 20%; book review, 10%; historiography essay, 50%; presentation, 10%; participation, 10%.
4. Policies: The same policies apply to undergraduate and graduate students. Graduate students, however, are especially encouraged to consult with me if they anticipate any difficulties fulfilling course requirements. I will do my best to accommodate schedules and assist you throughout the course.

Schedule

Tues 8/19 Syllabus distribution

Reading: Tim Burke, "How to Read in College," a blog entry by a college professor found at the following address: <http://weblogs.swarthmore.edu/burke/?page_id=84>.

Thu 8/21 Debating Citizenship

Reading: Linda K. Kerber, "The Meanings of Citizenship," *The Journal of American History* 84 (3): 833-854; and Gastón Gordillo, "The Crucible of Citizenship: ID-Paper Fetishism in the Argentinean Chaco," *American Ethnologist* 33 (2): 162-176. Recommended for graduate students: Hilda Sabato, "On Political Citizenship in Nineteenth-Century Latin America," *The American Historical Review* 106 (4): 1290-1315.

Imperialism, Republicanism, and Slavery in the French Caribbean

Tue 8/26 Social and political order of the old regime

Reading: Dubois, *A Colony of Citizens*, chap. 1-2

Thu 8/28 Revolutionary citizenship

Reading: Dubois, *A Colony of Citizens*, selection pending.

Tue 9/2 Slavery and the challenge of emancipation
Reading: Dubois, *A Colony of Citizens*, selection pending; excerpts from Dubois and Garrigus, *Slave Revolution in the Caribbean: A Brief History with Documents*, 1789-1904 (WebCT).

Thu 9/4 Discussion and in-class exercise
Reading: No reading assignment. **Paper #1 due.**

Nationalism in Spanish America

Tue 9/9 What are nations? Nation-states?
Reading: Anderson, *Imagined Communities*, chap. 1 and 2.

Thu 9/11 On the origins of nationalist sentiment
Reading: Anderson, *Imagined Communities*, chap. 3 and 4

Tue 9/16 Nation-building practices
Reading: Anderson, *Imagined Communities*, chap. 5-8. Graduate students: also chapter 10-11.

Thu 9/18 Alternative takes on Spanish-American independence
Reading: Jaime E. Rodríguez O., "The Emancipation of America," *The American Historical Review* 105 (1): 131-152 (RES); and selection of documents on WebCT. Graduate students: Sara Castro-Klarén, and John Charles Chasteen, eds. *Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America* (Baltimore, Md.: Johns Hopkins UP, 2003), introduction and chap. 1.

Nation-building in Peru

Tue 9/23 Regionalism and the founding myths of the republic
Reading: Chambers, *From Subjects to Citizens*, introduction and chap. 1-2

Thu 9/25 **Review**
Note: If we are running behind, class will go on and a review sheet will be distributed.

Tue 9/30 Women, citizens, and the law
Reading: Chambers, *From Subjects to Citizens*, chap. 3-6

Thu 10/2 **Midterm Exam**

Revolution in Mexico

Tue 10/7 Mexico in revolution
Reading: Watch *Viva Zapata* (1952) on reserve at the Media Desk on the 7th floor of the Main Library; and visit "The Mexican Conflict in Matamoros" at <http://runyon.lib.utexas.edu/conflict.html>.

Thu 10/9 Building a new hegemonic order
Reading: Vaughan, *Cultural Politics in Revolution*, selections pending.

Tue 10/14 Schools and citizenship
Reading: Vaughan, *Cultural Politics in Revolution*, selections pending.

Thu 10/16 Discussion: Indians and *indigenismo*
Reading: José Vasconcelos, "The Cosmic Race," in John C. Chasteen and Joseph S. Tulchin, eds. *Problems in Modern Latin American History: A Reader* (Wilmington, DE: Scholarly Resources, 1994), pp. 187-189 (WEBCT). **Paper #2 due.**

Revolution in Cuba

Tue 10/21 Race and society in republican Cuba
Reading: De la Fuente, *A Nation for All*, introduction and chap. 1

Thu 10/23 The Cuban Revolution
Reading: De la Fuente, *A Nation for All*, chap. 5 and 6; and selections on WebCT.

Tue 10/28 Blacks, Citizens, and socialists
Reading: De la Fuente, *A Nation for All*, chap. 7

Thu 10/30 Race and citizenship in the Special Period
Reading: De la Fuente, *A Nation for All*, chap. 8; selections on WebCT.

Making transnational citizens

Tue 11/4 Globalization and long-distance nationalism
Reading: Schiller and Fouron, *Georges Woke Up Laughing*, chap. 1-3

Thu 11/6 Transnationalism as practice
Reading: Schiller and Fouron, *Georges Woke Up Laughing*, chap. 5-6

Tue 11/11 Haiti's Tenth Department
Reading: Schiller and Fouron, *Georges Woke Up Laughing*, 8-11.

Thu 11/13 Latino migrants and the state:
Reading: David Fitzgerald, "Inside the Sending State: The Politics of Mexican Emigration Control," *International Migration Review* 40 (2): 259-293 (RES); and William Flores, "New Citizens, New Rights: Undocumented Immigrants and Latino Cultural Citizenship," *Latin American Perspectives* 30 (2): 87-100 (RES).

Tue 11/18 Presentations

Thu 11/20 **Final papers due**

Tue 12/2 Presentations

Thu 12/4 Presentations