PLEASE NOTE THAT THE GENERAL OUTLINE OF THE SPRING 2015 COURSE WILL BE SIMILAR TO THE ONE WE TAUGHT IN 2012. HOWEVER A NUMBER OF THE READINGS WILL VARY. NOTE ALSO THAT WE WILL BE HAVING A NEW SPEAKER SERIES IN CONJUNCTION WITH THE COURSE.

Latin American Independence in the Age of Revolution
LATC-GA 2590/HIST-GA 2800
Spring 2012

Instructors:
Prof. Sibylle Fischer (Department of Spanish and Portuguese; email: smf287@nyu.edu)
Prof. Sinclair Thomson (History Department; email: st19@nyu.edu)

Class sessions: Monday 2:00-4:45
Room: KJCC 404W
Distinguished Speakers Series: Monday 6-8 on different weeks of the semester (please check schedule carefully for dates)

Do the events of Latin American Independence pertain to the history of the revolutionary Atlantic? Did Latin American revolutionaries share the liberationist agendas and ideas of the revolutionary age? If we take our cues from the fabulous and hugely ambitious exhibition currently on display at the New-York Historical Society we would probably conclude that the answer is no. While revisionist in its Atlanticist perspective and its focus on the antislavery revolution that gave birth to Haiti, Latin America is largely absent from the accounts of Revolution! The Atlantic World Reborn. Why?

This seminar explores Latin American independence from an interdisciplinary perspective that takes into account the history of political theory and practice, intellectual history, as well as the geography and culture of distinct national trajectories. Reading canonical and recent historiography as well as primary materials, we will tackle some of the controversial issues of recent years and explore their implications for an Atlantic understanding of the revolutionary age: Was there an Enlightenment culture in Latin America? Were the revolutions driven by Creole nationalisms or were nationalisms the result of the independence wars? Were the causes of independence structural and internal to Latin America or rather contingent and derived from the political crisis in the metropolis? What roles did subaltern actors play in the revolutions? Were the revolutions “democratic”? What was the role of slavery and anti-slavery in the struggle for independence?

The seminar will be conducted in discussion format and be accompanied by a Distinguished Speakers series. All talks will be Mondays 6:00-8:00 pm. They will be held in the KJCC Auditorium, with the exception of the final talk on April 16, which will be in the Great Room, 19 University Place.

Requirements:
Attendance of the Distinguished Speakers lectures.
Active participation in discussion.
A 20-page research paper, based on primary sources or on critical readings of historiographical or theoretical texts.
Response papers (approx. 1 page) due 9:00 am on Monday each week of assigned reading. These need not cover all the readings, but represent an initial reaction to a major theme of the week.

The course will be taught in English, however reading knowledge of Spanish is highly recommended.

**Week 1** January 23 **Introduction**
We will lay out the course themes, objectives, and materials. We will also prepare students for visiting the “Revolution!” exhibit at the New York Historical Society. A visit to the exhibit is required for discussion in Week 2. Questionnaire to be distributed.

**Week 2** Jan 30 **Visions of the Age of Atlantic Revolution**
Readings:

**Week 3** February 6 **Visions of Latin American Independence**
Readings:
- General index to the *Colección Documental de la Independencia del Perú*, 27 tomos/86 vols., (Comisión Nacional del Sesquicentenario de la Independencia del Perú, 1971-1976); and prefatory material to Tomo 2, *La rebelión de Tupac Amaru*, including prologue by Carlos Daniel Valcárcel, pp. xv-xxix.


**Week 4 February 13 Enlightenments**

Readings:

Simón Rodríguez, selections of writings on education.


Additional Readings:


***Distinguished Speakers Series***

Ronald Briggs, “Independence Pedagogy and the Cult of the Perfect Book”

**Week 5 February 20 Presidents’ Day - No class**

**Week 6 February 27 Public Sphere**

Greg Childs, PhD student in History, will join us for this session.
Readings:

Additional reading:

**Week 7**  March 5  **Metropolitan/Colonial Dynamics**
Readings:

*This week please submit a statement of your prospective paper topic (up to 2 pages) and pertinent sources.*

***Distinguished Speakers Series***
Rossana Barragán, “Los ‘indios esclavos’ y la crisis del orden colonial de Charcas a Cádiz”

**Week 8**  March 12  **Spring break - No class**
Week 9      March 19      Abolition and The Language of Rights
Readings:

Additional reading:

***Distinguished Speakers Series***
Robin Blackburn, “Anti-Slavery and the Origins of ‘Human Rights’”

Week 10      March 26      Racial Violence
Readings:
“Sentencia pronunciada en el Cuzco por el Visitador don José Antonio de Areche, contra José Gabriel Tupac-Amaru, su mujer, hijos y demás reos principales de la sublevación” (1781)
“Castigos ejecutados en la ciudad del Cuzco con Tupac Amaru, su mujer, hijos y confidentes” (1781)

***Distinguished Speakers Series***

Week 11      April 2      Nationalism
Readings:
John Chasteen, Introduction to Sara Castro-Klärén and John Chasteen, eds., Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America (Woodrow Wilson Center, 2003), pp. ix-xxv.
Carlos Montenegro, Nacionalismo y coloniaje. Su expresión histórica en la prensa de

Supplementary reading:

**Week 12  April 9  Popular Subjects**

Readings:
Cartas y edicto de Túpac Amaru contra los corregidores, 15 de noviembre de 1780.
Bando de Túpac Amaru otorgando libertad para los esclavos, 16 noviembre de 1780.
Edicto de Túpac Amaru para la provincia de Chichas, 23 de diciembre de 1780.
Edicto de Coronación de Túpac Amaru, 1781.
Manifiesto of Miguel Hidalgo, 1810.

Film: “Taita Boves” (2010)

***Distinguished Speakers Series***
Marcela Echeverri (Mellon Fellow, CUNY Center for the Humanities), “Agents of Empire: Subaltern Politics in the Age of Revolution”

**Week 13  April 16  Sovereignty and Governance**

Readings:
Simón Bolívar, varios texts, including Angostura Address; Address on the Constitution of Bolivia.

***Distinguished Speakers Series***
Luis Duno-Gottberg (Rice University), “Disputing Bolívar’s Body, Disputing the Nation: Uses of Bolivarism in Contemporary Venezuela”
**Week 14  April 23  Memory**

We will have an informal graduate student panel on contemporary bicentennial commemorations in Latin America.

**Readings:**
José Manuel Restrepo, *Historia de la revolución de la República de Colombia en la América meridional* (1827), Dedicación a Bolívar, Introducción.

**Telenovela:**
“La Pola,” Final episode of the series about the life of Policarpa Salavarrieta. The 40-minute episode can be found in four parts on Youtube:
http://www.youtube.com/watch?v=8FSL_x3U314&feature=related
http://www.youtube.com/watch?v=zrDswW_dGyA&feature=related
http://www.youtube.com/watch?v=C0pOfvknSU4&feature=related
http://www.youtube.com/watch?v=LJgUtF-gGBM&feature=related

**Week 15  April 30  Work in progress**

Presentations by Sibylle, Sinclair, Ada Ferrer on our own work in progress.

**Week 16  May 7  Conclusion**

Presentations by students of your own work in progress.
General reference bibliography:
Marcela Echeverri, “El realismo en los procesos de independencia del mundo hispánico, 1780-1830,” forthcoming from FLACSO-Quito.

Collections of primary sources:
Pensamiento político de la emancipación venezolana. Ed. by Pedro Grasses (Ayacucho) (includes texts from the Gual y España conspiracy, Miranda, First Venezuelan Republic, Bolívar).

Additional references:
María Teresa Calderón and Clément Thibaud, eds., Las revoluciones en el mundo atlántico (Taurus, 2006).