

HIST 4990
Fall 2009
LeConte Hall #320
TR 11:00 – 12:15

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Office Hours: TR 3:30 -4:30
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Citizens, Revolutions and Social Movements in the Modern Caribbean and Latin America

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 class. For alert listeners, however, “citizenship” and its cognates have ominous rings: such words warn of imminent confrontations. This course departs from a simple proposition, a truism really: disputes involving citizenship are nothing new. Although the stakes have changed in profound 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. Such upheavals transformed Enlightenment ideas, giving rise to notions that are still relevant (and contested) today; notions of what constitutes a sovereign people, a nation, and individual birthright.

The primary concern of the course is with the social and political practices of African-Americans, *criollos* (American-born Iberians), Indians, and migrants who sought citizenship in Latin American and Caribbean nation-states. As Haitian history illustrates (see schedule below), these pursuits were not minority movements at the margins of larger quests. On the contrary, recent scholarship suggests that the mobilization of newcomers, women, and non-whites, who constituted majorities in many American societies, played crucial roles in shaping Latin American and Caribbean republics in the nineteenth century. They also molded ideas of membership and belonging within those republics in the twentieth century.

The course takes an expansive view of the Caribbean and Latin America to include diasporas from those regions to the United States and Europe. For our purposes, the term “modern” refers to the nineteenth and twentieth centuries.

Objectives: Because this is a research seminar, the course does not offer a systematic account of how citizenship claims evolved in the Americas. Instead, it offers a brief introduction to key concepts and debates, guiding students through the research and writing process. The goal is to produce a twenty-page senior thesis based on primary sources. A list of suggested topics is available on Web CT.

This seminar has no pre-requisites, but the course is a companion to HIST 4200, an upper-level survey dealing with the themes outlined above. Students who lack sufficient background are encouraged to review the syllabus for HIST4200, which is available on the History Department’s website at < <http://www.uga.edu/history/syllabi.php>>.

Organization: During the first month of the semester, the class will meet to discuss readings and work on research proposals. Subsequently, students will work individually and meet one-on-one with me. The class will re-convene in the final weeks of the semester for oral presentations.

I will be available throughout the semester for consultations and mandatory individual meetings. Please, sign up for meetings through Web CT, or email <rroman@uga.edu>.

Required reading: The books listed below are for sale at the UGA Bookstore; they are also on reserve at the Main Library along with titles identified with the parenthetical note (RESERVES).

1. William Kelleher Storey, *Writing History: A Guide for Students* (Oxford UP, 2008).
2. Laurent Dubois and John D. Garrigus, *Slave Revolution in the Caribbean, 1789-1804* (Bedford/St. Martins, 2006).

Required articles are available through the Main Library's electronic databases. To find and download these materials—an essential research skill—go to:

<http://www.libs.uga.edu/ejournals/>.

Requirements and grading criteria

1. In-class exercises and participation will account for 10% of the grade. Three or four students will present their work in class each week.
2. A five-page proposal, including a thesis statement, an outline, and an annotated bibliography with ten (10) scholarly titles and a minimum of five (5) primary sources will account for 20% of the grade.
3. The first draft of your paper (first 7 pages plus a working bibliography) will account for 20% of the grade.
4. The final version of the essay (20 pages) will account for 40% of the grade.
5. A ten-minute oral presentation of your work will be scheduled during the last weeks of the semester and will account for 10% of the final grade.
6. 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).

Other policies

1. Attendance: Students are allowed two (2) absences without penalty other than the loss of credit for work done in class. Students who miss three (3) classes and/or scheduled meetings will be withdrawn. If an emergency prevents a student from attending, proper documentation must be provided.

2. **Deadlines:** Work is due in class or in LeConte #304 on the dates indicated below. Assignments submitted within 24 hours of a deadline will be considered late and will be penalized one letter grade. No work will be accepted after 24 hours. Late submissions must be sent via email in pdf or rtf only. This is to avoid problems with software compatibility.
3. **Record-keeping:** Students are responsible for keeping copies of all their work including exercises and partial drafts until final grades are assigned. Please, back-up all writing on durable media such as a cd or USB drive. Note also that UGA provides online data storage to everyone with a valid university account.
4. **Communications:** Because meetings will be irregular during some periods, students are expected to check their email regularly and visit the class Web CT page at least twice per week.
5. **Scheduling -** It may be necessary to make adjustments to the syllabus. Any changes will be announced in class and Web CT.
6. **Academic Honesty -**As a student at the University of Georgia, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the professor.

Class Schedule

Introduction

8/18 TU Overview

Reading: Storey, *Writing History*, chap. 1.

8/20 TH Contested terms: citizenship and nation-states

Read: Sources on Web CT; and Evelina Dagnino, "Meanings of Citizenship in Latin America," *IDS Working Paper 258* (2005): pp. 1-27, online at <http://www.drc-citizenship.org/docs/publications/drc_general/WP/Wp258.pdf>. Recommended: Linda K. Kerber, "The Meanings of Citizenship," *The Journal of American History* 84 (3): 833-854.

Haiti: Slavery, emancipation, and citizenship

8/25 TU The Haitian Revolution

Watch: *Egalité for All* (Media Desk, basement of the Main Library); and read Dubois and Garrigus, *Slave Revolution in the Caribbean*, introduction.

8/27 TH Making freedom and citizenship meaningful

Discussion of exercise # 1

Read: Dubois and Garrigus, *Slave Revolution in the Caribbean*, Documents 24, 27, 28, and 29; and Storey, *Writing History*, chap. 2.

Exercise #1: Using Documents 24, 27, 28, and 29, describe the differences between the visions of freedom expressed by administrators such as Hughes, Sonthonax, and Polverel, and those expressed by former slaves. Please, answer in three double-spaced pages.

Haiti, the Dominican Republic, and the limits of citizenship

9/1 TU Haitians, Dominicans, and the border

Exercise #1 due in class

Reading: Lauren Derby, "Haitians, Magic, and Money: Raza and Society in the Haitian-Dominican Borderlands, 1900 to 1937," *Comparative Studies in Society and History* 36:3 (July 1994): 488 –526. Recommended: Richard Lee Turits, "A World Destroyed, A Nation imposed: The 1937 Haitian Massacre in the Dominican Republic," *Hispanic American Historical Review* 82 (3): 589 – 635.

9/3 TH Research orientation at the Main Library

9/8 TU Haiti's tenth department

Exercise #2 due in class

Reading: Bronfman, *On the Move*, chap. 1 (RESERVES); and Storey, *Writing History*, chap. 3.

Exercise #2: The 1937 massacre in the border between Haiti and the Dominican Republic was represented in widely divergent ways by contemporary observers.

Find two sources—news reports, diplomatic correspondence and reports, travel accounts, and/or memoirs—depicting these events. After reviewing the texts, write a three-page essay that (1) contrasts the authors’ perspectives and (2) explains the interests served by each portrayal. To locate sources, look at the footnotes in Derby’s and Turits’ articles; consult the indexes to major newspapers and magazines and refer to a country research guide. Start your search at <http://www.libs.uga.edu/researchcentral/index.html>, and be sure to visit <http://info.lanic.utexas.edu/>. You should also refer to Laura Shedenhelm’s handout; and consult the following sites: <http://roman.myweb.uga.edu/links.html>, and <http://books.google.com/>. For directions on how to use footnotes and create a bibliography, consult Storey’s *Writing History*.

Developing a research question

9/10 TH Brainstorming session

Read: *Writing History*, chap. 4. Review the ideas for projects on Web CT. You may also want to look through the library’s open stacks, through recent issues of the *Hispanic American Historical Review*, *Latin American Research Review*, *NACLA Report on the Americas*, and *New West Indian Guide*. (The library has paper and electronic subscriptions to these journals).

9/15 TU Regular meeting canceled - LACSI lecture, Baldwin Hall, Rm. 264

Exercise #3 due – please, submit electronically.

Exercise #3: In two full pages, sketch a research question. Attach an annotated bibliography with no fewer than 3 primary and 3 secondary sources.

9/17 TH Discussion of Exercise #3

Read: Storey, *Writing History*, chap. 5.

Individual research and writing

(Read: Storey, *Writing History*, chap. 6 – 10).

TH 9/24 Research proposal due

TH 10/1 Individual meetings – Please, sign up in advance.

TU 10/6 Individual meetings – Please, sign up in advance.

TU 10/27 First draft

TH 11/19 Final paper

Presentations

TU 12/1 Please, sign up in advance.

TH 12/3 Please, sign up in advance.

FRI 12/11 Please, sign up in advance only if necessary.*

**If the class size requires it, presentations will continue on 12/11 during our final exam period: 12:00 – 3:00 pm in our regular classroom.*