

HIS 508: Independence and Decolonization in the Americas

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Time and Location: Tuesday 3:30-6:20pm, MHRA 1206

Office Hours: Tuesday 11am-Noon MHRA 2106

After centuries of colonialism in the Americas, the late 18th and early 19th centuries saw a burst of independence movements. This course begins with the American and Haitian Revolutions and continues to the twentieth century in order to think about independence and decolonization in a comparative framework. What alternatives were there to colonialism? Diverse movements throughout the 19th and 20th centuries created independent republics, empires, federations, and overseas departments. Using both primary and secondary sources, students will learn why different entities emerged and we will explore connections between these movements.

COURSE REQUIREMENTS AND ASSESSMENT

The course is organized into a seminar format, consisting of weekly discussions and periodic written work. Students themselves are responsible for providing the vast majority of classroom content and discussion. To aid in the discussion, students will be asked to bring a complete pre-discussion form (available on blackboard) to help start the discussion. Students will have to submit the forms each class.

Class Participation: 40% - This includes discussion and the pre-discussion forms

Mid-term exam 30% - Essay format, students will be allowed to bring a one-page, handwritten “cheat sheet” to the exam. Each student’s cheat sheet has to be unique and written by the individual; students are allowed and encouraged to study in pairs or groups.

Final essay and short presentation 30% - Each student will write a 15-20 page essay on the independence or decolonization of a country that we did not cover in class. The essay will be based mainly on secondary sources but it must include an analysis of at least one primary source. Students will give a summary presentation to the class in the final two weeks of class.

COURSE POLICIES

Writing standards: As historians, your ability to write in clear and articulate prose is very important. In every written assignment I expect you to meet basic university writing standards, especially regarding spelling and grammar. Proofread and spell-check everything, as clarity and quality will affect your grade. All written coursework is to be typed in Microsoft Word (or its equivalent), in 12-pt Times New Roman font, with 1-inch margins. Citations should follow MLA footnoting format.

Plagiarism: Take special care not to plagiarize. Plagiarism – that is, when you quote or paraphrase somebody else’s words or ideas without crediting him or her – is the academic equivalent of lying, cheating, or stealing. Every word you write in this class must be your own, not copied from any other source, whether in print or online, unless clearly indicated. If in doubt, ask! See the UNCG Academic Integrity Policy at <http://academicintegrity.uncg.edu>. I reserve the right to fail any student who has plagiarized on an assignment.

CLASSROOM ETIQUETTE

In this course we will often discuss sensitive and emotionally charged topics, such as race, class, gender, and imperialism. We will also see and read about archaic and (frankly) offensive perspectives. As they are part of our history (whether we like it or not), we will not censor or ignore them, and students should be prepared to address them directly and in a mature, academic fashion.

In discussions, we will not always agree with one another, yet we welcome diverse interpretations, as a discussion where everyone agrees is a pep rally rather than a classroom, unlikely to be enlightening. We aim, therefore, to foster an atmosphere in which all feel free to express their ideas, and in which we can disagree and challenge one another openly without feeling threatened or disrespected. Thus, personal attacks and offensive language will not be tolerated, since they obstruct honest debate. A good rule to keep in mind: when challenging another's arguments, try to do so in a way that assumes good faith on his or her part.

You may have drinks – but not food – in class.

COURSE SCHEDULE

August 21 Introduction

- Discussion about the American Declaration of Independence.
- PBS Documentary on the Haitian Revolution.

August 28 Haiti

- David Armitage, *The Declaration of Independence: A Global History*, (Harvard University Press, 2008), Introduction, Page 1-23.
- Armitage, *The Declaration of Independence*, Chapter One: The World in the Declaration of Independence, Page 25-62.
- Armitage, *The Declaration of Independence*, Chapter Two: The Declaration of Independence in the World, page 63-102.
- Jeremy Popkin, *A Concise History of the Haitian Revolution*, (Wiley-Blackwell, 2012), Chapter 5: The Struggle for Independence, 1802-1806, 114-166.
- Laurent Dubois, *Haiti: The Aftershocks of History*, (Metropolitan Books, 2012), Introduction, Page 1-13.

September 4 Haiti (continued)

- Dubois, *Aftershocks of History*, Chapter 1: Independence, Page 15-51.
- Dubois, *Aftershocks of History*, Chapter 2: Citadel, Page 52-88.
- Ada Ferrer, "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic," *The American Historical Review*, (2012) 117(1): 40-66.
- Philippe R. Girard, "Jean-Jacques Dessalines and the Atlantic System: A Reappraisal," *The William and Mary Quarterly*, (2012) 69(3): 549-582.
- Julia Gaffield, "Haiti and Jamaica in the Remaking of the Early Nineteenth-Century Atlantic World," *William and Mary Quarterly* (2012) 69(3): 583-613.

September 11 Brazil

- Kirsten Schultz, *Tropical Versailles: Empire, Monarchy, and the Portuguese Court in Rio de Janeiro, 1808-1821* (Routledge, 2001), 101-131.
- Emilia Viotti da Costa, *The Brazilian Empire: Myths and Histories*, (University of North Carolina Press, 2000), Chapter 1 - Independence: The Building of a Nation, page 1-23.
- da Costa, *The Brazilian Empire*, Chapter 2 – Jose Bonifacio de Andrada e Silva: A Brazilian Founding Father, page 24-52.
- Maria Odila Silva Dias, “The Establishment of the Royal Court in Brazil,” in *From Colony to Nation: Essays on the Independence of Brazil*, edited by A.J.R. Russel-Wood, (The Johns Hopkins University Press), 89-108.

September 18 Latin America (early 19th century)

- Armitage, *The Declaration of Independence: A Global History*, Page 117-122.
- Scott Eastman, “‘America has Escaped from our Hands’: Rethinking Independence during the *Trienio Liberal* in Spain, 1820-1823,” *European History Quarterly*, 2011 41(3): 428-443
- David Cahill, “New Viceroyalty, New Nation, New Empire: A Transnational Imaginary for Peruvian Independence,” *Hispanic American Historical Review*, (2011) 91(2): 203-235.
- Jose Carlos Chiaramonte, “The ‘Ancient Constitution’ after Independence, 1808-1852,” *Hispanic American Historical Review*, (2010) 90(3): 456-488.
- Jeremy Adelman, “The Rites of Statehood: Violence and Sovereignty in Spanish America, 1789-1821,” *Hispanic American Historical Review*, (2010) 90(3): 392-422.

September 25 Latin America (continued)

- Marixa Lasso, “Race, War, and Nation in Caribbean Gran Colombia, Cartagena, 1810-1832,” *American Historical Review*, (2006): 336-361.
- Gabriel Paquette, “The Intellectual Context of British Diplomatic Recognition of the South American Republics, 1800-1830,” *Journal of Transatlantic Studies*, (2004) 2(1): 75-95.
- Jan Schoonhoven and Casper Tymen De Jong, “The Dutch Observer at the Congress of Panama in 1826,” *The Hispanic American Historical Review*, (1956) 36(1): 28-37.
- Ralph Sanders, “Congressional Reaction in the United States to the Panama Congress of 1826,” *The Americas*, (1954) 11(2): 141-154.

October 2 Mexico

- Jaime E. Rodriguez, “Introduction,” in *The Independence of Mexico and the Creation of the New Nation*, edited by Jaime E. Rodriguez O., (UCLA Latin American Center Publications), 1-15.
- Christon I. Archer, “Death’s Patriots – Celebration, Denunciation, and Memories of Mexico’s Independence Heroes: Miguel Hidalgo, Jose Maria Morelos, and Agustin de Iturbide,” in *Death, Dismemberment, and Memory in Latin America*, edited by Lyman Johnson, pages 63-96.
- Timothy E. Anna, “The Iturbide Interregnum,” in *The Independence of Mexico and the Creation of the New Nation*, edited by Jaime E. Rodriguez O., (UCLA Latin American Center Publications), 185-199.
- Jaime E. Rodriguez, *‘We Are Now the True Spaniards’: Sovereignty, Revolution, Independence, and the Emergence of the Federal Republic of Mexico, 1808-1824*, (Stanford University Press), Chapter 9 and Conclusion, 305-345.

October 9

MIDTERM EXAM

October 16

FALL BREAK

October 23 Cuba

- Dalia Antonia Muller, "Latin America and the Question of Cuban Independence," *The Americas*, (2011) 68(2): 209-239
- Ada Ferrer, *Insurgent Cuba: Race, Nation, and Revolution, 1868-1898*, (University of North Carolina Press, 1999), Part II Peace, (Chapter 4: A Fragile Peace: Colonialism, the State, and Rural Society, 1878-1895 and Chapter 5: Writing the Nation: Race, War, Redemption in the Prose of Independence, 1886-1895), pages 93-140.
- Louis A. Perez, Jr., *On Becoming Cuba: Identity, Nationality, and Culture*, (University of North Carolina Press, 1999), Introduction and Chapter 1: Binding Familiarities, pages 5-95.
- Louis A. Perez, Jr., *Cuba Under the Platt Amendment, 1902-1934*, (University of Pittsburg Press), Introduction and Chapter 1: Everything in Transition, pages xvi-xvii, 1-26.

October 30 British West Indies

- Andrew Jackson O'Shaughnessy, "Why Did the British West Indies Remain Loyal?" in *Major Problems in Atlantic History: Documents and Essays*, edited by Alison Games and Adam Rothman, (Wadsworth), 374-353.
- Jesse Proctor, "The Development of the Idea of Federation of the British Caribbean Territories," *Revista de Historia de America*, (1955) 39: 61-105.
- Rafael Cox-Alomar, "Britain's Withdrawal from the Eastern Caribbean, 1965-67: A Reappraisal," *Journal of Imperial Commonwealth History*, (2003) 31(3): 74-106.
- David Killingray, "The West Indian Federation and Decolonization in the British Caribbean," *The Journal of Caribbean History*, (2000) 34(1/2): 71-87.
- M.P., "Federation in the British West Indies: Problems and Perspectives," *The World Today*, (1957) 13(3): 109-117.
- Sharon Sewell, *Decolonization and the Other: The Case of the British West Indies*, (Cambridge Scholars Publishing), Chapter 4: West Indies Federation, 1947-1962, 73-100.

November 6 French West Indies

- Fred Constant, "Decolonisation revisited: The case of the non-sovereign West Indies," *Caribbean Affairs*, (1990) 3(2): 151-162.
- Annick Thebia Melsan, "The Liberating Power of Words: Interview with Aime Cesaire," *The Journal of Pan African Studies*, (2008) 2(4): 2-10.
- Nick Nesbitt, "Departmentalization and the Logic of Decolonization," *l'Esprit Createur*, (2007) 47(1): 32-43.
- Kristen Stromberg Childers, "Departmentalization, migration, and the politics of the family in the post-war French Caribbean," *History of the Family*, (2009) 14(2): 177-190.

November 13

Independent Research Day

November 20, 27

Class Presentations