In this colloquium we will take up the dual problems of nationalism and national identity in Latin America. We will begin with six weeks devoted to the most influential theoretical approaches to nationalism. We will then move into Latin America, using books and articles to examine such topics as nationalism and literature, the birth of nationalism within colonial orders, nationalism and popular movements, national identity and Native Americans, national identity and the populist state, national identity and gender, and national identity and popular culture.

Required books available in the Bookstore. The numbers are ISBN numbers, which are sometimes useful for acquiring the book via other channels.

Sandra Castro-Klarén and John Chasteen, eds. Beyond Imagined Communities: Reading and Writing the Nation in Nineteenth-Century Latin America. Johns Hopkins University Press 2003 0801878535

All other readings are on reserve, either Electronic Reserves or in the basement of the library.
Aug. 30 Overview


Sept. 6 Theory Wave I

Ernest Renan (17–18), Joseph Stalin (18–21), Max Weber (21–25), Karl Deutsch (26–29),
Elie Kedourie (49–55), Ernest Gellner (55–70), Hugh Seton-Watson (134–137), Hans Kohn (162–
165), Tom Nairn (70–76), Eric Hobsbawm (76–83, 177–184), John Breuilly (103–113) Anthony
Smith (113–121, 147–154) in Hutchinson and Smith, Nationalism.

Peter Sahlins. ”The Nation in the Village: State-building and Communal Struggles in the
Catalan Borderland During the Eighteenth and Nineteenth Centuries.” Journal of Modern History

Sept. 13 Theory Wave II

Homi Bhaba (306–312) in Hutchinson and Smith, Nationalism.
Etienne Balibar (132–149), Prasenjit Duara (151–177), Anne McClintock (260–284),
Anne Stoler (286–322), Stuart Hall (339–349), Paul Gilroy (352–369), Julie Skurski (371–402),
Lauren Berlant (495–508) in Eley and Suny, Becoming National: A Reader.

University Press 2007

University Press 2005

Oct. 4 Latin America in Theory

Benedict Anderson. Imagined Communities: Reflections on the Origin and Spread of
Nationalism. Revised Ed. Verso 2006

Oct. 11 Responses to Anderson

Sandra Castro-Klarén and John Chasteen, eds. Beyond Imagined Communities: Reading
and Writing the Nation in Nineteenth-Century Latin America. Johns Hopkins University Press
2003

Oct. 18 Elites, Masses, and Nationalism in Latin America

David Brading, The First America: The Spanish Monarchy, Creole Patriots, and the

Resistance, Rebellion, and Consciousness in the Andean Peasant World Madison: University of

William Taylor, “The Virgin of Guadalupe in New Spain: An Inquiry into the Social

Hericlao Bonilla, “The Indian Peasantry and ‘Peru’ during the War with Chile,” pp. 219–
231 Steve Stern, ed. Resistance, Rebellion, and Consciousness in the Andean Peasant World

Florencia Mallon, “Nationalist and Antistate Coalitions in the War of the Pacific: Junín

Peter Guardino, “Identity and Nationalism in Mexico: Guerrero, 1780–1840,” Journal of
Historical Sociology 7:3(September 1994)314–342.
Oct. 25 National Identity and Gender


Nov. 8 State-Making and Indigenous Peoples

Nov. 15 Nationalism and the Foreign Domination

Nov. 29 Nationalism and Popular Culture

Dec. 6 Proposals
Requirements:

1) Active participation in class discussions. There is no excuse for not participating regularly. Participation counts for 10% of your grade.

2) Choose one week’s readings and prepare a list of discussion questions for the class. Make enough copies for the whole class. You will make a 2-5 minute presentation of the questions. Do not summarize the reading. You should instead concentrate on the questions the reading raises and the possible connections it has with previous readings for the course. I will only allow one person to present each week. You may choose your week during our class on Aug. 30. This assignment counts for 5% of your grade.

2) Choose one book from the following list and write a 3-5 page essay on how the author’s research and perspectives on nationalism or national identity are related to at least two of the theoretical selections from the first six weeks of the class. Choose from among Sanders, Larson, Barr-Melej, and McCann. This assignment is due the day we discuss that particular book in class. This assignment counts for 20% of your grade.

3) Find a primary source on a contemporary or historical political movement in Latin America. Write a 3-5 page essay analyzing the source in the light of some subset of the readings for this course. In other words, use some of what you have learned in the class to analyze the document. A wide variety of primary sources are available in various languages, including English. Try looking in journals, edited collections of primary sources, newspapers, or the WWW. Consult me if you have problems. Select the source by Nov. 1, and send me an e-mail with a brief description of the source. Due Nov. 15. This assignment counts for 25% of your grade.

4) Prepare a 3-6 page mock proposal for a research project on a Latin American social or political movement, contemporary or historical. The proposal must frame your project with questions derived from this course, and it must explicitly refer to at least 4 readings from the course. The proposal need not be for a project you actually contemplate doing. This assignment is an exercise in thinking about the issues, methodologies, and sources pertinent to nationalism and national identity as well as the more general but still crucial skill of proposal-writing. Generally speaking, this is an exercise in creative fiction. Feel free to consult with me if you have any doubts or uncertainties, or just want to try out some ideas. Due Nov. 29. Bring enough copies to the class for each participant. This assignment counts for 25% of your grade.

To aid in the preparation of your proposal, I have put some reading on reserve with the heading of PROPOSAL PACKET. This includes some examples of research proposals and also some guides to writing proposals. Please take advantage of it. In fact, it would be a good idea for everyone to make their own photocopy of the two guides to writing proposals.

5) Prepare a syllabus for an undergraduate course on nationalism or national identity. The proposed course may focus on a particular country or movement, or it can be some type of survey. The syllabus must include primary sources, other readings, and videos. You may also want to include a museum visit. The course may be designed for any university or college in the world. Due Dec. 6. This assignment counts for 15% of your grade.

Please note: You may creatively combine the material, using the same material for more than one or even all the assignments.