

**IDEOLOGY, CULTURE AND SOCIETY IN LATIN AMERICA
FROM INDEPENDENCE TO THE PRESENT DAY**

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Seminar topics

1. Introduction
2. The Ideologies of Independence
3. "Civilising" the Barbarians: The Culture of Nation-Building in Spanish America
4. Order and Progress?: Modernisation and the Elites
5. The Rise of Marxism

READING WEEK (9-13 November, no class)

6. Hispanoamericanismo and Anti-imperialism
7. Indigenismo and Mestizaje
8. Mexico: Culture and Revolution
9. The Ideology of Peronism
10. The Ideology of the Cuban Revolution
11. Cuba: Education and Revolutionary Consciousness
12. The Literary 'Boom' of the 1960s
13. Liberation Theology

14. The Mass Culture Industries

15. Music and Sport

READING WEEK (15-19 February, no class)

16. The Culture of Revolution: Sandinista Nicaragua
17. Women's movements
18. The New Left in Latin America (I): the Bolivian MAS and the Mexican Zapatistas
19. The New Left in Latin America (II): Venezuela and Brazil
20. Conclusions

BIBLIOGRAPHY

There is no textbook for this course, but one volume that would be consistently useful to you throughout the year is:

BETHELL, Leslie, ed., *Ideas and Ideologies in Twentieth-Century Latin America*, Cambridge University Press, 1996; available as a paperback. It contains five essays, on identity, political ideas, economic ideas, liberation theology and science. Hale's on political ideas is particularly good; Morse on identity is dense and demanding but provocative and interesting. These essays are also available in the *Cambridge History of Latin America*, vols. IV, VI and X.

A useful reference work: John King, ed., *The Cambridge Companion to Modern Latin American Culture*, 2004.

A very good account of the historical relationship between culture and politics: Angel Rama, *The Lettered City*, trans. 1996. See also Julio Ramos, *Divergent Modernities: Culture and Politics in Nineteenth-Century Latin America*, trans. 2001.

On the twentieth century, see Nicola Miller, *In the Shadow of the State: Intellectuals and the Quest for National Identity in Twentieth-Century Spanish America*, 1999.

1. Introduction

Theoretical perspectives

- ideology
- culture and intellectuals
- postcolonial theory

i) ideology

EAGLETON, Terry, *Ideology: An Introduction*, 1991, opening chapter: 'What is Ideology?'.
WILLIAMS, Raymond, *Keywords*, 1976 and rev'd edn, 1988, entry on ideology.

ii) culture and intellectuals

GRAMSCI, Antonio, 'The Intellectuals', in *Selections from Prison Notebooks*, trans. Q. Hoare and G. Nowell Smith, 1971, pp. 3-23; or in *A Gramsci Reader*, ed. David Forgacs, 1988, pp. 301-22.
WILLIAMS, R., *Keywords*, entry on culture.

iii) post-colonial theory

ASHCROFT, Bill, et al., eds., *Key Concepts in Post-Colonial Studies*, 1998, entries on postcolonialism and nationalism. This is a useful reference book.

Further Reading on post-colonial theory for those of you who become interested:

BHABHA, Homi K., 'Introduction: Narrating the nation', and 'DissemiNation: Time, narrative, and the margins of the modern nation', in Bhabha, ed., *Nation and Narration*, 1990.
CABRAL, Amílcar, 'National Liberation and Culture', in WILLIAMS, Patrick and Laura Chrisman, *Colonial Discourse and Post-colonial Theory: A Reader*, 1993.

FANON, Frantz, *The Wretched of the Earth*, trans. Constance Farrington, Penguin, 1967. This is one of the most powerful manifestos against the effects of colonialism on former colonies, especially on their culture, and is often referred to in the literature on post-colonialism.

SAID, Edward, *Culture and Imperialism*, 1993, esp. ch. 3, 'Resistance and Opposition'.

WILLIAMS, Patrick and Laura Chrisman, *Colonial Discourse and Post-colonial Theory: A Reader*, 1993, esp. article by Anne McClintock, 'The Angel of Progress: Pitfalls of the Term "Post-colonialism"', *Social Text*, nos. 31/32, Spring 1992; also in Francis Barker et al., *Colonial Discourse/Postcolonial Theory*, 1994.

On the impact of colonialism on Latin American culture:

LARRAIN, Jorge, *Identity and Modernity in Latin America*, 2000, ch. 3: 'Oligarchic Modernity' and ch. 4: 'The End of Oligarchic Modernity'. Useful introductions to broad developments.

MORSE, Richard, 'The multiverse of Latin American identity', in Leslie Bethell, ed., *Ideas and Ideologies in Twentieth Century Latin America*, Cambridge University Press, 1996.

PRAKASH, Gyan, *After Colonialism: Imperial Histories and Postcolonial Displacements*, 1995, ch. 9 by Jorge Klor de Alva, 'The Postcolonization of the Latin American Experience'.

SCHWARZ, Roberto, *Misplaced Ideas: Essays on Brazilian Culture*, 1992, ch. 1 'Brazilian Culture: Nationalism by Elimination'. Although Schwarz focuses on Brazil, much of what he says could well be applied across Latin America.

SHELLING, Vivian, ed., *Through the Kaleidoscope: The Experience of Modernity in Latin America*, 2000.

THURNER, Mark, and Andrés Guerrero, eds., *After Spanish Rule: Postcolonial Predicaments of the Americas*, 2003, esp. the introduction.

ZEA, Leopoldo, *The Latin American Mind* [1949], trans. 1963, esp. pp. 3-11.

2. The Ideologies of Independence (1800s- 1820s)

Set Texts

Simón Bolívar's writings - read 'Cartagena Manifesto', 1812; 'Jamaica Letter', 1815; and 'Angostura Address', 1819 - available in all of the following:

BOLÍVAR, Simón, *His Basic Thoughts*, 1980.

BROWN, Matthew, ed., *The Bolivarian Revolution*, with introduction by Hugo Chávez.

BUSHNELL, David, ed., *El Libertador: Writings of Simón Bolívar*, 2003.

FITZGERALD, Gerald, *The Political Thought of Bolívar: Selected Writings*, 1971 - with commentary.

JOHNSON, John J., *Simón Bolívar and Spanish American Independence 1783-1830*, 1968.

LECUNA, Vicente and Harold Bierck, *Selected Writings of Bolívar*, 1951, vol 1, nos. 9, 41 and 70.

Introduction

COLLIER, Simon, 'Nationality, Nationalism, and Supranationalism in the Writings of Simón Bolívar', *Hispanic American Historical Review*, 63:1, Feb. 1983 [AVAILABLE IN JSTOR].

Further reading

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- BRADING, David, *The First America: The Spanish Monarchy, Creole Patriots and the Liberal State, 1492-1867*, 1991.
- BUSHNELL, David, and Lester Langley, *Simón Bolívar: Essays on the Life and Legacy of the Liberator*, 2007.
- CANNY, N. and A. Pagden, *Colonial Identity in the Atlantic World*, 1988, chapter 2, 'The formation of a colonial identity in Brazil' and chapter 3, 'Identity formation in Spanish America' and chapter 8, 'Afterword: from identity to independence'.
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- EARLE, Rebecca, 'Creole Patriotism and the Myth of the "Loyal Indian"', *Past and Present*, no. 172, August 2001, 125-45; OR see chapter 1 of her book, *The Return of the Native: Indians and Myth-Making in Spanish America, 1810-1930*, 2007.
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- GARCIA MARQUEZ, Gabriel, *The General in His Labyrinth*, 1990. Novel.
- GUERRA, François Xavier, 'The Spanish American Tradition of Representation and its European Roots', *Journal of Latin American Studies*, vol. 26, 1994, pp. 1-33.
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- McFARLANE, Anthony, 'Identity, Enlightenment and Political Dissent in Late Colonial Spanish America', in *Transactions of the Royal Historical Society*, 6th series, no. 8, 1998.
- McFARLANE, Anthony, and Eduardo Posada-Carbó, eds., *Independence and Revolution in Spanish America: Perspectives and Problems*, 1998.
- SOMMER, Doris, ed., *The Places of History: Regionalism Revisited in Latin America*, 1999, ch. by Antonio Benítez-Rojo, 'José Joaquín Fernández de Lizardi and the Emergence of the Spanish American Novel as National Project'.
- URIBE-URAN, Victor, ed., *State and Society in Spanish America during the Age of Revolution*, 2001.

3. “Civilising” the Barbarians: The Culture of Nation-Building in Spanish America (1830s -1870s)

Set texts

SARMIENTO, Domingo Faustino, *Facundo, or Civilization and Barbarism*, trans. Kathleen Ross, University of California Press, Berkeley, 2003, esp. ch. 1 ‘Physical Aspects of the Argentine Republic and the Ideas, Customs and Characters It Engenders’ -- but read as much of this foundational text as you can and also Roberto González Echevarría’s Introduction, pp. 1-15. There is also the original translation by Mary Mann [1868], Penguin edn, 1998.

José María Luis Mora, ‘On Ecclesiastical Wealth’ (1831), in BURKE, Janet , and Ted Humphrey, eds., *Nineteenth-Century Nation-Building and the Latin American Intellectual Tradition: A Reader*, 2007, pp. 37-50.

Introduction: SAFFORD, Frank, ‘Politics, ideology and society in post-Independence Latin America’, *Cambridge History of Latin America*, vol. III, pp. 347-422.

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- CASTRO-KLAREN, Sara, and John Chasteen, eds., *Beyond Imagined Communities*, 2003, ch. by Tulio Halperin-Donghi, ‘Argentine Counterpoint: Rise of the Nation, Rise of the State’.
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- PELOSO, Vincent C. and Barbara Tennenbaum, eds., *Liberals, Politics, and Power: State Formation in Nineteenth-century Latin America*, 1996.
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- SOMMER, Doris, *Foundational Fictions: The National Romances of Latin America*, 1991. A summary is available as one chapter of Homi Bhabha, *Nation and Narration*, 1990.
- ZEA, Leopoldo, *The Latin American Mind*, 1963, Part I, ‘Mental Emancipation’.

4. Order and Progress?: Modernisation and the Elites (1870s-1920s)

Set texts

DAVIS, Harold E., *Latin American Social Thought*, 1961, Part 2, 'Liberalism and Utilitarianism', esp. Alberdi, Sarmiento and Mora; and extract from Euclides da Cunha, *Rebellion in the Backlands*, pp. 210-24.

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STABB, Martin, *In Quest of Identity*, 1967, ch. II, 'The Sick Continent and its Diagnosticians'.

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ZIMMERMAN, Eduardo, 'Racial Ideas and Social Reform: Argentina, 1890-1916', in *Hispanic American Historical Review*, 72:1 (1992), pp. 23-46.

5. The Rise of Marxism in Latin America

Set texts

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MARIATEGUI, José Carlos, *Seven Interpretative Essays on Peruvian Reality* [1928], trans. 1971, essay 1, 'Outline of the Economic Evolution [of Peru]'. Available at: <http://www.marxists.org/archive/mariateg/works/1928/index.htm>

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MILLER, Nicola, *Soviet Relations with Latin America, 1959-1987*, ch. 2, 'Communist Subversion in Latin America? The Impact of Marxist Thought'.

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BECKER, Marc, *Mariátegui and Latin American Marxist Theory*, 1993.

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CARR, Barry, 'Marxism and Anarchism in the Formation of the Mexican Communist Party', *Hispanic American Historical Review*, 63:2 1983, pp. 277-305.

CASTANEDA, Jorge, *Utopia Unarmed*, trans. 1993, esp. ch. 9, 'Nation-building and the Origins of the Left's Nationalism'.

CHAVARRIA, Jesús, *José Carlos Mariátegui and the Rise of Modern Peru, 1890-1930*, 1979.

CLISSOLD, Stephen, *Soviet Relations with Latin America*, 1970. Contains a good selection of Communist International documents.

FOWLER, Will, ed., *Ideologues and Ideologies in Latin America*, 1997, ch. by Paul Henderson, 'The Rise and Fall of Anarcho-Syndicalism in South America, 1880-1930'.

FRANCO, Jean, *The Modern Culture of Latin America: Society and the Artist*, 1967, ch. on the avant-garde.

HART, John M., *Anarchism and the Mexican Working Class 1860-1931*, 1978.

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KLAREN, Peter, *Modernization, Dislocation and Aprismo: Origins of the Peruvian Aprista Party*, 1973.

LOWY, Michael ed., *Marxism in Latin America from 1909 to the present: an anthology*, 1992. The introduction is particularly useful.

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VANDEN, H., *National Marxism in Latin America: José Carlos Mariátegui's Thought and Politics*, 1986.

6. Hispanoamericanismo and Anti-Imperialism

Set texts

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See also Martí's 'The Washington Pan-American Congress' in Philip S. Foner, ed., *Inside the Monster*, 1975.

RODO, José Enrique, *Ariel* [1900], trans. Margaret Sayers Peden, 1988, esp. part V. The prologue by Carlos Fuentes is also well worth reading.

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JOSEPH, Gilbert, et al., eds., *Close Encounters of Empire: Writing the Cultural History of US-Latin American Relations*, 1998, esp. chapters by Ricardo Salvatore and Catherine Legrand.

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7. Indigenismo and Mestizaje

Set texts

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8. Mexico: Culture and Revolution

Set texts

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Further Reading: The Muralists

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National identity

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9. The Ideology of Peronism

Set Texts

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TARANTI, Marco, *Las abejas: Pacifist Resistance and Syncretic Identities in a Globalizing Chiapas*, 2003.

19. The New Left In Latin America (II): Venezuela and Brazil

Set texts

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Introductions

CASTANEDA, Jorge, 'Latin America's Turn Left' in *Foreign Affairs*, May/June 2006.

<http://www.foreignaffairs.org/20060501faessay85302/jorge-g-castaneda/latin-america-s-left-turn.html>

Monthly Review special issue 'Revolt in Latin America', Vol. 59 (3), July/August 2007, especially Lebowitz, M. 'Venezuela: A Good Example of the Bad Left of Latin America', pp. 38-55. (Available via *Monthly Review* website)

BRUHN, K. 'Is Latin America Turning Socialist? The Region's Electoral Trend', *Harvard Review of Latin America*, Spring 2006. <http://drclas.fas.harvard.edu/revista/articles/view/868>

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Further reading

Venezuela

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CANACHE, Damaris et al., eds., *Reinventing Legitimacy: Democracy and Political Change in Venezuela*, 1998.

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RABY, D. L., *Democracy and Revolution: Latin America and Socialism Today*, Pluto Press: London, 2006. Chapter on Venezuela.

WILPERT, Gregory, *Changing Venezuela by Taking Power: The History and Policies of the Chávez Government* 2007.

Brazil

BAIOCCHI, Gianpaolo, ed., *Radicals in Power: The Workers' Party (PT) and experiments in urban democracy*, 2003.

BRANFORD, Sue and Bernardo Kucinski, *Brazil: Carnival of the Oppressed., Lula and the Brazilian Workers' Party*, 1995.

BRANFORD, Sue and Bernardo Kucinski, *Politics Transformed: Lula and the Workers' Party in Brazil*, 2003.

FONT, Mauricio and Anthony Spanakos, eds., *Reforming Brazil*, 2004.

KECK, Margaret, *The Workers' Party and democratisation in Brazil*, 1992.

LEVINE, Robert M. and John J. Crocitti, *The Brazil Reader*, 1999.

MACAULAY, Fiona, "'Governing for Everyone": The Workers Party Administration in São Paulo, 1989-1992', *BLAR*, May 1996.

MCCANN, Bryan, *The Throes of Democracy: Brazil since 1989*, 2008.

SADER, Emir and Ken Silverstein, *Without fear of being happy: Lula, the Workers' Party and Brazil*, 1991.

WAMPLER, Brian, *Participatory Budgeting in Brazil: Contestation, cooperation and accountability*, 2007.

WEISBROT, M. and L. Sandoval, 'The Venezuelan Economy in the Chavez Years', 2007, Center for Economic and Policy Research at http://www.cepr.net/index.php?option=com_content&task=view&id=1248&Itemid=8

20. Conclusions

Set text

GARCIA CANCLINI, Néstor, *Hybrid Cultures: Strategies for Entering and Leaving Modernity*, trans. 1995, ch. 2, 'Latin American Contradictions'.

Essay questions

‘Do not adopt the best system of government, but the one that is most likely to succeed’ (Bolívar, Cartagena Manifesto). To what extent did Bolívar’s political thought conform to his own maxim?

How appropriate was Liberalism as a strategy for nation-building in Spanish America? Discuss with reference to at least two countries, for the period *c.* 1830-1870.

Why did some late nineteenth-century Latin American intellectuals diagnose their continent as ‘sick’, and how effective were their proposed remedies?

the impact of Marxism in Latin America in the light of this observation.

How justified was Mariátegui’s criticism that anti-imperialism had become a ‘catch-all slogan’ in Latin America during the early twentieth century?

How valid is the claim that *indigenismo* in Mexico only served further to oppress the indigenous peoples?

Why is *mestizaje* often categorized as an ideology?

To what extent did the work of artists and/or writers further the cultural goals of Mexican governments during the period 1920-1940?

To what extent is it helpful to historians to think of Peronism as an ideology?

Analyse the ideology of the Cuban Revolution from the 1950s to the 1970s.

How successful was the education policy of the Cuban revolutionary government?

‘The Latin American literary “boom” was little more than a marketing exercise on the part of first world publishers.’ Discuss.

To what extent had Liberation Theology enabled the Catholic Church to re-establish its relevance to the masses by the early 1990s?

‘Theories of cultural imperialism exaggerate the possibilities for audience manipulation by the mass media in Latin America.’ Discuss.

Is popular culture in Latin America best understood as a means of foreign and elite domination, or as a means of resistance to that domination?

What role did culture play in the resistance against authoritarianism in Latin America during the 1960s to the 1980s? Discuss with specific reference to AT LEAST TWO countries.

“Sandinismo was always more nationalist than revolutionary”. Discuss.

How relevant was Western feminism to Latin America during the late twentieth century?

To what extent has there been a transformation of what it means to be indigenous in Bolivia AND/OR Mexico since the mid-1990s?

How effective have been the alternatives to neo-liberal policies offered by the Chávez government in Venezuela and/or the Workers' Party government in Brazil?

Analyse the contribution made by intellectuals to the formation of national consciousness in ANY TWO Latin America countries during ONE of the following periods: i) 1820-1870; ii) 1870-1920; iii) 1920-1970.

Evaluate the relevance of post-colonial theory to Latin America.

To what extent was 'One hundred years of solitude' an apt characterisation of culture in Latin America?

* * * * *

ASSESSMENT for the full course is by 2 coursework essays of 2,500 words each (25%) and one 3-hour unseen examination (75%). Students taking part of the course: please see the sections below.

Coursework Essays

Questions for your assessed coursework essays are listed above. If you'd like to write on a different topic, talk to your teacher and make sure that you agree an exact title before starting work.

You should submit **two hard copies** of each essay. Please put your name on both copies. One copy will be returned to you with corrections, along with a cover sheet of comments; the other will be retained for the use of the second and external examiners.

Essays should be handed in at the departmental Reception, with a 3-part cover sheet attached. Please ensure you fill in all the required details, including the word count of your essay. Cover sheets can be found in the corridor outside room G.06 and in the Undergraduate Common Room. Complete the cover sheet with a ball-point pen (press hard) and attach it to your essay with a paper clip. Please do not staple it.

All parts of the cover sheet and both copies of the essay will be date-stamped on receipt. The third copy of the cover sheet will be returned to you as proof that the essay was submitted. This should be retained in a safe place.

Please note that assessed coursework must be date-stamped in order to receive a mark. Without this, it will receive a mark of zero.

In addition, all coursework essays MUST be submitted electronically, via Moodle, by the relevant deadline.

Deadlines

For students who attend the whole year:

The first essay should be handed in by Friday 27 November 2009. This is an **unofficial deadline** that I have set to help you to space out your essay writing assignments. You will not be penalized

if you fail to meet it. However, I may not be able to provide one-to-one tutorial feedback for essays that are submitted after this deadline.

The **official deadline** for your first essay is 5 p.m. on Monday 14th December. You will be penalised if you fail to meet this deadline unless you have been granted an extension by the Chair of the Board of Examiners (see below).

The second essay should be handed in by Friday 5 March 2010. Again, this is an **unofficial deadline** and you will not be penalised if you fail to meet it. However, I may not be able to provide one-to-one tutorial feedback for essays that are submitted after this deadline.

The **official deadline** for your second essay is 5 p.m. on Monday 22nd March. You will be penalised if you fail to meet this deadline unless you have been granted an extension by the Chair of the Board of Examiners (see below).

Each of these essays should be c.2,500 words (including footnotes but excluding bibliography).

If either of my **unofficial deadlines** clash with other unofficial deadlines set by your other teachers, please bring this to my attention, and we will try to negotiate different dates.

You must achieve a **pass in both your coursework and your examination** in order to pass the course.

For Affiliate students leaving in December only (course codes ending in 'A'):

You should choose two essay questions from the list below. These are equally weighted, and should be submitted to the History Department Reception by the **official deadline**, which is 5 p.m. on 18th December. Each of these essays should be c.2,500 words (including footnotes but excluding bibliography). I strongly recommend that you submit your first essay by my **unofficial deadline** of Monday 16 November so that I have an opportunity to give you some tutorial feedback before you write your second essay. However, you will not be penalised if you do not meet this unofficial deadline.

For Affiliate students who start the course in January only (course codes ending in 'B'):

Choose **one** essay question from the list below. This essay, which counts for 40% of the final mark, must be submitted by 5 p.m. on 22nd March. The second essay, which counts for the remaining 60% of the final mark, will be a summative essay. The choice of questions for this essay will be posted on the departmental noticeboard outside room G.06 on 26th April. The essay should be submitted in person to the History Department Reception by 5 p.m. on 17th May and no earlier than 10th May. Each of these essays should be c.2,500 words (including footnotes but excluding bibliography).

For second-year History students writing the HIST2902 long essay in connection with this course:

You are required to submit an approved proposal for your essay by 5 p.m. on Monday 18th January. Your final 7,500-word essay should be submitted by 5 p.m. on Monday 26th April.

Penalties

Any essay submitted after the relevant deadline listed above will be penalised by **5 MARKS PER DAY LATE**, up to a maximum of FOUR days, after which it will receive a mark of 0. Penalties are not

applied by the teacher marking the essay, but by the Chair of the Board of Examiners, and are included in the calculation of the final overall coursework mark.

Students are advised to submit essays even if they will receive a penalty mark. Failure to submit all the required assessed coursework will result in a final result for the course of 'incomplete'.

Extensions to the above deadlines can only be granted by the Chair of the Board of Examiners on the recommendation of the Departmental Tutor. He is only likely to do so in cases of serious illness, for which you must provide medical certification, or bereavement. In particular, it is normal to expect up to two weeks' illness in the course of the two teaching semesters and applications for extensions on medical grounds received in the last two weeks of the second term, where the illness was clearly of less than two weeks' duration, will not normally be granted. **Students wishing to apply for an extension should complete a form (available from the Academic Office) and make an appointment to see the Departmental Tutor, no later than the Friday before the deadline.** After this date, only bereavements and serious illnesses that occurred on the day of the deadline, or in the weekend before it, will be considered valid grounds for an extension.

You should aim to get your essays in well before the deadlines listed above, not least because of delays caused by faults with computers, printers, photocopiers etc. **Do not expect everything to work smoothly.** You are expected to plan accordingly. If printing at home, make sure you have a spare ink/toner cartridge for your printer. Last-minute equipment or transport problems are not considered valid grounds for an extension.

Legibility

All essays must be well presented and clear. Please leave wide margins and use double-spacing to allow teachers to write comments. Proof-read word-processed work carefully, and do not rely entirely on spell-checkers – they can introduce mistakes, particularly with proper names.

Plagiarism

Essays, while based upon what you have read, heard and discussed, **must be entirely your own work.** It is very important that you avoid plagiarism, i.e. the presentation of another person's thoughts or words as though they were your own. Plagiarism is a form of cheating, and is regarded by the College as a serious offence, which can lead to a student failing a course or courses, or even deregistration.

Any quotation from the published or unpublished works of other persons must be clearly identified as such by being placed inside quotation marks and students should identify their sources as accurately and fully as possible.

Please see the History Department *Study Skills* booklet for further guidance on avoiding plagiarism and referencing. (Students not registered in the History Department may obtain a copy from the Departmental Reception or download one from the History Department webpages.)

Recourse to the services of "ghost-writing" agencies or of outside word-processing agencies which offer correction/improvement of English is strictly forbidden and students who make use of the services of such agencies render themselves liable for an academic penalty.

You should note that UCL has now signed up to use a sophisticated detection system (Turn-It-In) to scan work for evidence of plagiarism, and the Department uses this software to check assessed coursework. This system gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Department, UCL and other universities.

History Department Marking Criteria

Note: These guidelines are derived mainly from the History Benchmarking Statement, approved by the Quality Assurance Agency. They show the expected standard required for each mark band in terms of the following aspects of performance: structure and focus; quality of argument and expression; range of knowledge.

The actual mark awarded will reflect the degree to which the qualities required for the award of a particular class are present

First Class (70+)

Structure and focus

- Engages closely with the question throughout, showing a mature appreciation of its wider implications.
- The structure of the argument is lucid and allows for the development of a coherent and cogent argument.
- Factual evidence and descriptive material is used to support the writer's argument, and is both concise and relevant.

Quality of Argument and expression

- The writing will be fluent, coherent and accurate.
- The writing will go well beyond the effective paraphrasing of the ideas of other historians. It will show that the writer has a good conceptual command of the historical and, where relevant, historiographical issues under discussion.
- The work will display originality and imagination, as well as analytical skills of a high order.
- The work will demonstrate that the writer can move between generalizations and detailed discussion confidently.

Range of knowledge

- The answer demonstrates in-depth reading and critical analysis of the texts, secondary literature and (where relevant) contemporary sources.
- The answer demonstrates that the writer has a comprehensive knowledge of the subject and a good understanding of the historical period under discussion.
- The writer will demonstrate an ability to evaluate the nature and status of the information at their disposal and identify contradictions and attempt a resolution.

Upper Second Class (60-69)

Structure and focus

- Work which displays an understanding of the question, an appreciation of some of its wider implications and tries seriously to engage with the question.
- The structure of the answer will facilitate the clear development of the writer's argument. But towards the lower end of this mark band the candidate will not be able to sustain a consistently analytical approach.
- The writer will deploy relevant evidence to support the argument. But towards the lower end of this mark band, the writer may not explain the full implications of the evidence cited.

Quality of Argument and expression

- The answer will be clear and generally accurate, and will demonstrate an appreciation of the technical vocabulary used by historians.
- The answer will deploy the ideas of other historians and try to move beyond them. It will also show some appreciation of the extent to which historical explanations are contested.

- The answer may not demonstrate real originality or imagination, but the writer will present ideas with some degree of intellectual independence, and show an ability to reflect on the past and its interpretations.

Range of knowledge

- The answer will display an extensive, but sometimes uneven, range of knowledge. It will demonstrate evidence of considerable reading.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will demonstrate an ability to move between generalizations and detailed discussions, although there may be a tendency towards either over-generalised or an over-particularised response to the question.
- The writer will reflect on the nature of the evidence and sources available to them, and attempt to use it critically.
- The answer will demonstrate a secure understanding of the historical period under discussion.

Lower Second Class (50-59)

Structure and focus

- The work will display some understanding of the question, but it may lack a sustained focus and only a limited understanding of the question's wider implications.
- The structure of the work may be determined largely by the material available to the writer, rather than by the demands of the question. Ideas may be stated, rather than fully developed.
- The writing may include descriptive and factual material, but without the kind of critical reflection characteristic of answers in higher mark bands.

Quality of Argument and expression

- The writing will be sufficiently accurate to convey the writer's meaning, but it may lack fluency and command of the scholarly idioms used by historians. It may be clumsy in places.
- The writing will show some understanding of historians' ideas. But it may not reflect critically upon them. The problematic nature of historical explanations may not be fully understood.
- The answer is unlikely to show any intentional originality, and may tend towards the assertion of essentially derivative ideas.

Range of knowledge

- The answer will show significant knowledge, but it may be limited or patchy. It will be sound, but may contain some inaccuracies. The range of reading will be limited.
- The answer will show only limited awareness of historical development.
- The writer may show a proneness to present too much narrative or descriptive material, and may present information without reference to the precise requirements of the question.
- Information may be presented uncritically and there will be little attempt to evaluate its status or significance.
- The answer will demonstrate some appreciation of the nature of the historical period under discussion.

Third Class (40-49)

Structure and focus

- Work that displays little understanding of the question and the writer may tend to write indiscriminately around it.
- The answer will have a structure, but it may be underdeveloped, and the argument may be incomplete and developed in a haphazard and undisciplined manner.
- Some descriptive material will be deployed, but without any critical reflection on its significance or relevance.

Quality of Argument and expression

- The writing may not always be grammatical, and it may lack the sophisticated vocabulary or construction needed to sustain a complex historical argument. In places it may lack clarity and felicity of expression.
- There will be little appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will be sufficient knowledge to frame a basic answer, but it will be patchy and limited. There are likely to be some inaccuracies.
- There will be some understanding of historical development, but it will be underdeveloped, and the ideas of historians and others may be muddled or misunderstood.
- There will be an argument, but the writer may be prone to excessive narrative, and the argument may be signposted by bald assertions rather than informed generalizations.
- Information will be employed uncritically as if it was always self-explanatory.
- The answer will demonstrate only a rudimentary appreciation of the historical period under discussion.

Referral (35-39)

Structure and focus

- Work that displays very limited understanding of the question and in many places displays a tendency to write indiscriminately around it.
- The answer will have a weak structure, that is poorly developed. There is only a limited and somewhat incoherent argument.
- Only a limited amount of descriptive material will be deployed, usually without any critical reflection on its significance or relevance.

Quality of Argument and expression

- The writing will frequently be ungrammatical, and will not be such as is required to sustain a complex historical argument. It will often lack clarity and felicity of expression.
- There will be almost no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will only be sufficient knowledge to frame a very basic answer. It will contain many inaccuracies.
- There will be only a limited understanding of historical development.
- There will be only very limited evidence of an argument.
- Information will be employed uncritically and as if it was always self-explanatory.

- The answer will demonstrate only a very rudimentary and extremely limited appreciation of the historical period under discussion.

Fail (0-34)*Structure and focus*

- Work that displays little or no real understanding of the question.
- The answer will have a weak structure, which is poorly developed. There is no coherent argument.
- Only a very limited amount of descriptive material will be deployed, without any critical reflection on its significance or relevance. Some of it will be irrelevant.

Quality of Argument and expression

- The writing will be ungrammatical. Ideas will sometimes be presented in note form.
- There will be no appreciation of the contested and problematic nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will not be sufficient knowledge to frame even a basic answer.
- There will be no real understanding of historical development.
- There will be little if any evidence of an argument.
- It will contain little relevant information.
- The answer will demonstrate no real appreciation of the historical period under discussion