

History 471-L01
Instructor: Hendrik Kraay
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The University of Calgary
Winter 2019
TR 12:30-13:45

The Military in Latin America

Course Grading:

Your grade will be based upon:

Two or Three Articles Analysis Essays	20%
(Due at 3:00 pm on the Wednesday Prior to the Discussion)	
Seminar Participation.....	10%
(Throughout the Semester)	
Bibliography and Outline (Research Paper Proposal)	5%
(Due before 15 March)	
Research Paper	40%
(Due before 10 April)	
Final Examination	25%
(To Be Scheduled by Registrar between 15 and 27 April)	
Total	100%

You must complete all assignments to pass this course.

Required Texts:

Articles and Chapters for Weekly Readings (Access Delivered through D2L)
The History Student's Handbook: A Short Guide to Writing History Essays, available on D2L.

Course Description:

This course surveys military history in Latin America from the conquest to the present. It examines both internal and external military conflicts, and the development of military institutions. It uses the military as a window into the region's historical development, and relates the Latin American military experience to broader trends in military history. While it would be wrong to argue that Latin America was a leader in military developments in world history, military institutions and armed conflicts have played important roles in the region's history. These conflicts and these institutions provide a distinct vantage point from which to view the region's history. We will examine a selection of issues in Latin American military history through the analysis of pairs of articles (or chapters) during the discussions (seminars) that will take up a portion of most Thursday class meetings. Students will also conduct independent research in Latin American military history for their research paper.

Course Objectives:

By the end of this course, students will gain (1) a deeper understanding of Latin American history and the role of military institutions in it; (2) improved critical thinking skills and,

particularly, the ability to analyze and critique historians' articles; (3) improved research skills; (4) improved writing and oral communication skills.

Course Requirements:

This course is a combination of lectures and seminars (discussions). The first part of most Thursday class meetings will be devoted to discussion of two articles on selected topics. You should, therefore, have carefully read the articles before the seminar period. Your participation in these seminars will be assessed in two different ways:

Articles Analysis Essays: For two (or three) of the seminars, you will write a 500-750-word articles analysis essay. Because this articles analysis essay prepares you to lead the discussion (and to help me to prepare for the seminar), it is due at 3:00 pm on the Wednesday before the seminar, and late ones cannot be accepted. You will select the articles for this assignment in the first weeks of class, when we will also discuss preparing this analysis essay. The articles analysis essay assignment is outlined on a separate document posted to D2L. On the days for which you have prepared an articles analysis essay, you should come prepared to make a **brief** presentation of the major issues that you consider important in the two readings. This presentation should not exceed three minutes in length (practice it at home to be sure that you do not exceed the time limit). Please endeavor to consult with the other students presenting in order to coordinate your presentations.

Articles analysis essays must be properly footnoted according to the style mandated by *The History Student's Handbook*. Those that do not conform to this style will be returned for correction and no grade will be recorded until a correctly-footnoted version is handed in. This is not intended to be punitive; rather, learning the scholarly conventions of a discipline – in this case, the academic convention of history footnotes – is an essential part of advanced courses in any field.

If you are not satisfied with your grade on one of your articles analysis essays, you may choose to write a third articles analysis essay and its grade will replace the lowest essay's grade.

Seminar Participation: Your participation grade will be based on the quality of your contribution to these seminars over the entire semester, not simply your attendance at them.

Research Paper: In addition to the articles analysis essays, you will write one research paper of about 2500 words in length; it must conform to the style outlined in *The History Student's Handbook*. As reflected in the weight assigned to this component of HTST 471, selecting a topic and researching it are essential parts of this course. Your essay may examine any topic in Latin American military history since 1492. In due course, we will discuss writing a good research paper. A list of suggested topics and research aids available at the library will be available on the course D2L site. Research papers with improper footnoting will be returned for rewriting. The research paper should be based on **at least** eight to ten substantial sources (including **both books and articles**, and excluding textbooks). The final due date for research papers is 10 April; however, research papers received by 1 April will be returned before the last day of classes; those received from 2 to 10 April will be returned after the last day of classes.

Your bibliography and outline (research paper proposal) is due on or before 15 March. The bibliography should include at least eight to ten substantial sources (including **both books and articles**, and excluding textbooks). There is no set format for the bibliography and outline,

although the bibliography should, of course, conform to *The History Student's Handbook*. Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research essay is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper.

Bibliographies and outlines received after 15 March are not eligible to be raised to the same grade as that of the research paper.

Late research papers will be penalized one-third of a letter grade for each day that they are late. Research papers with footnotes and a bibliography that do not conform to *The History Student's Handbook* will be penalized one-third of a letter grade.

The best research papers usually exceed the minimum bibliography.

Submission of Assignments: All written assignments should be submitted in Word format via the designated Dropbox on D2L. Please do not submit assignments via e-mail or in formats other than Word.

Final Examination: A comprehensive final examination will be held during the examination period (15-27 April). Do not make travel plans until after the examination schedule has been posted.

Access to Readings:

The articles and chapters for the Thursday discussions are available on the course D2L site, subject to the University of Calgary's interpretation of the Copyright Act.

Policy on Electronic Devices in the Classroom:

During class time, please turn off and put away your cell phones. If you use a tablet or notebook computer to take notes, please disable the wireless access so that you are not distracted by incoming e-mail or tempted by Facebook or the many other distractions that the internet offers.

Syllabus Attachment: Please read carefully the attachment to this syllabus, which contains important regulations about department, faculty, and university policies, including plagiarism and other forms of academic misconduct.

Office Hours:

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can schedule an appointment for another time. Feel free to telephone during office hours, or to send e-mail. Please include "HTST 471" in the subject line of your message so that I can differentiate it from spam. I normally attend to e-mail later in the afternoons of workdays and normally do not respond to student e-mails on weekends and holidays.

Do You Need Any Other Help?

This course is intended for all University of Calgary students, and I am committed to creating an inclusive learning environment. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined in the attachment to this syllabus or to contact me by email, phone, or

during office hours to discuss how I can help you to be successful in this course.

Weekly Topics and Reading Assignments

10 January: **Organization and Introduction to Military History**

15-17 January: **The Spanish Conquest**

Readings for 17 January: **Military History and the Conquest**

John F. Guilmartin, "The Cutting Edge: An Analysis of the Spanish Invasion and Overthrow of the Inca Empire, 1532-1539," in *Transatlantic Encounters: Europeans and Andeans in the Sixteenth Century*, ed. Kenneth Andrien and Rolena Adorno, 40-69. Berkeley: University of California Press, 1991.

Robert Himmerich y Valencia, "The 1536 Siege of Cuzco: An Analysis of Inca and Spanish Warfare," *Colonial Latin American Historical Review* 7:4 (Fall 1998): 387-418.

22-24 January: **The Spanish Colonial Regime**

Readings for 24 January: **Indigenous Peoples Inside and against the Empire**

Vincent Clément, "Conquest, Natives, and Forest: How Did the Mapuches Succeed in Halting the Spanish Invasion of Their Land (1540-1553, Chile)," *War in History* 22:4 (Nov. 2015): 428-47.

Yanna Yannakakis, "The Indios Conquistadores of Oaxaca's Sierra Norte: From Indian Conquerors to Local Indians," in *Indian Conquistadores: Indigenous Allies in the Conquest of Mesoamerica*, ed. Laura E. Matthew and Michel R. Oudijk, 227-53 (Norman: University of Oklahoma Press, 2007).

29-31 January: **Militarizing the Spanish Empire**

Readings for 31 January: **Mobilizing Men of African Descent in Militias**

Ben Vinson III, "Race and Badge: Free-Colored Soldiers in the Colonial Mexican Militia," *The Americas* 56:4 (April 2000): 471-96.

Hendrik Kraay, *Race, State, and Armed Forces in Independence-Era Brazil: Bahia, 1790s-1840s* (Stanford: Stanford University Press, 2001), chap. 4 ("Militia Officers: The Intersection of Race and Class," pp. 82-105).

5-7 February: **Independence Wars**

Readings for 7 February: **Recruiting Slaves in the Independence Wars**

Peter Blanchard, "The Slave Soldiers of Spanish South America: From Independence to Abolition," in *Arming Slaves: From Classical Times to the Modern Age*, ed. Christopher Leslie Brown and Philip D. Morgan, 255-73 (New Haven: Yale University Press, 2006).

Seth Meisel, "From Slave to Citizen-Soldier in Early Independence Argentina," *Historical Reflections/Réflexions Historiques* 29:1 (2003): 65-82.

12-14 February: **Caudillos and States**

Readings for 14 February: **The Mexican-American War**

Peter Guardino, "Gender, Soldiering, and Citizenship in the Mexican-American War of 1846-1848," *American Historical Review* 119:1 (Feb. 2014): 23-46.

Irving W. Levinson, "A New Paradigm for an Old Conflict: The Mexico–United States War," *Journal of Military History* 73:2 (April 2009): 393-416.

19-21 February: **Reading Week**

26-28 February: **The Triple Alliance War**

Readings for 28 February: **Recruitment in Brazil**

Vitor Izecksohn, *Slavery and War in the Americas: Race, Citizenship, and State Building in the United States and Brazil, 1861-1870* (Charlottesville: University of Virginia Press, 2014), chap. 3 ("From Inertia to Insurgence: The Crisis in Brazilian Recruitment, 1865-1868," pp. 60-92).

Hendrik Kraay, "Patriotic Mobilization in Brazil: The Zuavos and Other Black Companies," in *I Die with My Country: Perspectives on the Paraguayan War*, ed. Hendrik Kraay and Thomas L. Whigham (Lincoln: University of Nebraska Press, 2004), 61-80.

5-7 March: **Military Modernization**

Readings for 7 March: **Reforming Enlisted Service**

Jonathan D. Ablard, "'The Barracks Receives Spoiled Children and Returns Men': Debating Military Service, Masculinity and Nation-Building in Argentina, 1901-1930," *The Americas* 74:3 (July 2017): 299-329.

Peter M. Beattie, "The House, the Street, and the Barracks: Reform and Honorable Masculine Social Space in Brazil, 1864-1945," *Hispanic American Historical Review* 76:3 (Aug. 1996): 439-73.

12-14 March: **From World War I to World War II**

Readings for 14 March: **Fighting the Chaco War**

Matthew Hughes, "Logistics and the Chaco War: Bolivia versus Paraguay, 1932-1935," *Journal of Military History* 69:2 (April 2005): 411-37.

Carlos Gomez Florentin, "Energy and Environment in the Chaco War," in *The Chaco War: Environment, Ethnicity, and Nationalism*, ed. Bridget Maria Chesterton, 135-55 (London: Bloomsbury Academic, 2016).

19-21 March: **Latin America in the Cold War I**

Readings for 21 March: **Military Dictatorships in the Southern Cone**

Margaret Power, "Repression and Resistance, Hatred and Hope: Civilian Life during the Military Dictatorships in the Southern Cone," in *Daily Lives of Civilians in Wartime Latin America*, ed. Pedro Santoni, 235-61 (Westport: Greenwood, 2008).

Jeffrey J. Ryan, "Turning on Their Masters: State Terrorism and Unlearning Democracy in Uruguay," in *When States Kill: Latin America, the U.S., and Technologies of Terror*, ed. Cecilia Menjivar and Néstor Rodríguez (Austin: University of Texas Press, 2005).

26-28 March: **Latin America in the Cold War II**

Readings 28 March: **Civil Wars in Central America**

Arturo Arias, "And the Storm Raged On: The Daily Experience of Terror during the Central American Civil Wars, 1966-1996," in *Daily Lives of Civilians in Wartime Latin America*, ed. Pedro Santoni, 263-88 (Westport: Greenwood, 2008).

Carlota McAllister, "A Headlong Rush into the Future: Violence and Revolution in a Guatemalan Indigenous Village," in *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America's Long Cold War*, ed. Greg Grandin and Gilbert M. Joseph, 276-308 (Durham: Duke University Press, 2010).

2-4 April: **After the Cold War**

Readings for 4 April: **War and Peace in Colombia**

Saul Rodríguez, "Building Civilian Militarism: Colombia, Internal War, and Militarization in Mid-Term Perspective," *Security Dialogue* 49:1-2 (2018): 109-22.

Francisco Guitierrez Sanín and Francy Carranza Franco, "Organizing Women for Combat: The Experience of FARC in the Colombian War," *Journal of Agrarian Change* 17 (2017): 770-78.

Yoana Fernanda Nieto-Valdivieso, "The Joy of Militancy: Happiness and the Pursuit of Revolutionary Struggle," *Journal of Gender Studies* 26:1 (Feb. 2017): 78-90.

9 April: **Contemporary Militaries' Missions**

11 April: Final Exam Review

15-27 April: **Final Examination To Be Scheduled by the Registrar**

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.

- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

(http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf),

plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.

- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.

- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>
- Registration Changes and Exemption
Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

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