

COPY



APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

****All applicants please complete this cover page.**

Choose one:

- ☐ Creative activity
☐ Research activity
☒ Professional
Enhancement activity

Date of Last PDG Award (Semester and Year awarded): Fall 2005

Date of ATU Faculty Appointment (Semester and Year): Summer 2002

1. Project Title: Abraham Lincoln's Legacy in South America

2. Name of Principal Investigator/Project Director: Dr. H. Micheal Tarver

3. School (abbrev): LFA

4. Department: Social Sciences and Philosophy

5. Campus Mail Address: Witherspoon 255

6. PI/PD Campus Phone: 968-0265

7. Amount Requested: \$1200.00

8. Total Cost of Project: \$2517.00

9. Does this project involve:

10. Duration of Project: January 2007 – February 2008

Yes No

- ☐ ☒ human subjects?
☐ ☒ animals/animal care facility?
☐ ☒ radioactive materials?
☐ ☒ hazardous materials?
☐ ☒ biological agents or toxins restricted by the USA Patriot Act?
☐ ☒ copyright or patent potential?
☐ ☒ utilization of space **not** currently available to the PI/PD?
☐ ☒ the purchase of equipment/instrumentation/software currently **available** to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

H. Micheal Tarver 1-2-07
Department Head Date
G. Duncan 1-2-07
Dean Date

This Section to be completed by the Office of Academic Affairs

PDC Committee Award Recommendation: Yes _____ No _____
PDC Committee Proposal Rank: _____ of _____ Total Proposals.
Recommendation of VPAA: Yes _____ No _____
Recommendation of President: Yes _____ No _____
Award Date: _____

Professional Enhancement Proposal

Dr. H. Micheal Tarver

ABSTRACT -- This proposal to the Professional Development Grant Committee for a *Professional Enhancement Project* is to request funds to cover the airfare in connection with the 2007 meeting of the Association for Third World Studies (ATWS) in Lima, Peru. The applicant will make a professional presentation at the ATWS meeting that examines selected aspects of the diplomatic relations between the United States and Venezuela from 1860 to 1865, with an emphasis on the period from 1861 to 1863.

PURPOSE/OBJECTIVES -- As noted above, this particular proposal for a *Professional Enhancement Project* is for funds to help with the airfare portion of a trip to Peru. *Although the actual conference is not until November 2007, the most favorable airfare rates will be available in the Spring. As such, this proposal seeks to obtain the airfare funds in this fiscal year (2006-2007); a separate proposal will be submitted during the 2007-2008 fiscal year cycle for the remaining components of the project.*

The overall proposal for this *Professional Enhancement Project* is for travel to Peru in 2007 for both a professional presentation and concurrent research trip to Cuzco, Peru. The particulars are as follows:

1. **Conference Presentation:** The conference presentation by the applicant is part of a scholarly panel entitled "Lincoln's Legacy in South America." The applicant's particular paper examines selected aspects of the diplomatic relations between the United States and Venezuela from 1860 to 1865, with an emphasis on the period from 1861 to 1863. These years are

significant in that they represent a time period during which these two nations were engaged in history-altering civil wars. Both the United States and Venezuela were being ravaged by struggles between the provinces/states and central governments, as well as between regions and political factions. While President Abraham Lincoln was guiding the United States in its war with the Confederate States (1861-1865), Venezuela was in the midst of the Federal War (1858-1863) between the Conservatives and Liberals. Utilizing published and unpublished writings of several major participants – such as Abraham Lincoln, José Antonio Páez, and Juan Crisóstomo Falcón – this presentation will compare and contrast the reactions of different men to somewhat similar events and challenges. Although the outcomes of the two wars was far from certain at the time, the outcome in both the United States and Venezuela became defining moments in shaping the remainder of the century for each nation. See Appendix A for a discussion of the Federal War from the applicant's *The History of Venezuela* (Palgrave Macmillan, 2006).

2. Research Trip: The proposal also includes a trip to the Incan city of Machu Picchu. Built between 1460 and 1470, the city is comprised of approximately 200 buildings, most being residences, although there are temples, storage structures and other public buildings. Although most of the structures are built of granite blocks cut with bronze or stone tools, existing stone formations were also used in the construction of structures, sculptures are carved into the rock, and temples hang on steep precipices. The purpose of the trip to Machu Picchu will be to take digital photographs of the site and interview local residents in order to gather information that can be used in upper-level courses dealing with pre-Columbian Latin America.

SIGNIFICANCE -- The obvious significance of the proposed *Professional Enhancement Project* is the opportunity to visit with other Latin American scholars and exchange professional

ideas. In addition, the proximity of the Association of Third World Studies conference to Machu Picchu offers a unique opportunity for the applicant to visit the Incan site and acquire first-hand data to use in his classes. This opportunity would provide an excellent bonus for the students at Arkansas Tech University. Through a public presentation for the Tech community, the opportunity also exists for other Tech faculty and students to gain from the first-hand experiences of the applicant.

PROCESS FOR ATTAINMENT OF OBJECTIVES -- This *Professional Enhancement Project* proposal utilizes a combination of events to achieve the overall goal of professional development. As such, the design of the project changes somewhat during the course of the year. The first eight to ten months of the project will be used to conduct the research for the professional presentation, as well as make and confirm all travel plans for the 2007 Meeting of the Association of Third World Studies. The second phase of the project will be the actual trip to Peru, which will include the presentation at the Conference and the trip to Cuzco, Peru, to visit Machu Picchu. This phase of the project will be characterized as the professional enhancement phase, as this is the actual period of interaction with fellow Latin Americanists and the pre-Columbian sites.

The time-line for the overall project is illustrated in Appendix B, with the red bar denoting the phase of the project in this proposal for funding.

DISSEMINATION OF RESULTS -- The results of this *Professional Enhancement Project* will be disseminated in two phases: The first will be the professional presentation at the

Association of Third World Studies meeting; the second phase will consist of a presentation to the Tech community concerning Machu Picchu, during the Spring 2008 semester.

PROPOSED TRAVEL BUDGET

Mileage:

Russellville to Little Rock (RT)	\$ 65.00
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Airfare:

Little Rock to Lima, Peru (RT)	\$ 950.00
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Lima, Peru to Cuzco, Peru (RT)	\$ 250.00
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Lodging:

Lima, Peru	5 nights at \$125.00 per night	\$ 625.00
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Cuzco, Peru	3 nights at \$125.00 per night	\$ 375.00
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Meals:

Lima and Cuzco, Peru	9 days at \$28.00 per day	\$ 252.00
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Total Proposed Travel Budget	\$2517.00
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The remaining funds for the trip will be sought in the 2007-2008 fiscal year, so no firm commitments can be made at this time, other than a personal commitment that the remaining funds will be paid either by Tech or the applicant. The requested TR-1 is included, although not as a numbered page.

BRIEF PROJECT BIBLIOGRAPHY –

Burger, Richard and Lucy Salazar. *Machu Picchu: Unveiling the Mystery of the Incas*. New Haven: Yale University Press, 2004.

Earle, Rebecca. *Rumours of Wars: Civil Conflict in Nineteenth-Century Latin America*. London: Institute of Latin American Studies, 2000.

Lincoln, Abraham. *Abraham Lincoln Papers at the Library of Congress* [20,000 documents].
Searchable database, located at: <http://memory.loc.gov/ammem/alhtml/malhome.html>.

Matthews, R. Paul. *Rural Violence and Social Unrest in Venezuela, 1840-1858: Origins of the Federalist War*. New York University, 1974. [Doctoral Thesis]

Silverman, Helaine. *Andean Archaeology*. Malden, MA: Blackwell Pub., 2004.

Background

In terms of its social and political undertones, which had remained unresolved since the separation of Venezuela from Gran Colombia, the Federal War constituted a continuation of the independence movement. With the birth of the Republic of Venezuela in 1830, a consensus arose among the victorious *caudillos* that the status quo had to be preserved, thus ensuring an oligarchic system of government. This government would then allow not only the ruling elites, or *mantuanos*, of colonial times to retain power, but would also include among its ranks the victorious military *caudillos* from the emancipation struggles. The privilege and prestige of these *caudillos* had been confirmed with the generous tracts of land they had been awarded after the transfer of lands of the colonial *latifundios* from the Spaniards to the emancipated *criollos* and *mestizos*.

As early as the first internal rebellions (1830–1831) fought in the eastern areas of the young nation, the regional *caudillos* attempted to erode the centralized power base of General José Antonio Páez in favor of a system that granted them greater authority. These insurrections represented the most ardent manifestations of the staunchly regionalistic *caudillo* system. Thus, these regional *caudillos* favored a federalist political system that would best allow them to maintain their regional control. The so-called *Revolución de las Reformas* (Revolution of the Reforms) of 1835–1836 constituted one of these efforts by the regional landowning *caudillos* to limit the centralized power of Páez and the ruling elites. These uprisings also sought to give the regional landowning *caudillos* greater political and economic autonomy.

The War

Following these decades of conflict, the revolution of 1858 set in motion the chain of events that would precipitate the Federal War. In the end, the war gruesomely confirmed the fact that Venezuela had not been able to identify itself with its institutions and laws, nor had the integrationist movement been forceful enough to prevail and take root. In addition, the Federal War gave rise to a new political leadership and put an end to generals who favored provincial secession, but it brought neither peace nor a nation-state. The Federal War was essentially a *guerrilla* war, and it did not involve all of Venezuela. During the conflict, the political debate in Caracas remained centered around the traditional opposition between liberalism and conservatism. For the most part, the Liberals were federalists and the Conservatives were centralists.

The leadership of the federalists originally rested on the shoulders of such military men as General Ezequiel Zamora (1817–1860), whose program was essentially intellectual and political and more radical than moderate. However, the "*grito de la federación*" ("cry of the federation") would bring with it once again the disruptive participation of the *llaneros*. The traditional confrontation between the egalitarian ideals of the *llanero* culture and the regimented ideals of hierarchical culture was at the core of the Federal War. More than a mere rebellion of *campesino* and rural values, the Federal War became an attempt to unite two separate Venezuelan realities: that of white Venezuelans in power and that of racially mixed Venezuelans from the hinterlands. However, in the end, the war did not change the existing structure of the traditionally agrarian society. As such, the war's social impact was ultimately insignificant. The political leadership of the federalist insurrection forces, especially after the death of General Zamora in January 1860, was exercised by various groups, including landowners, members of the urban middle class, and *caudillos* of a bourgeois ideology. This varied leadership helps explain the gap between the reasons given for rebellion and the popular reaction those reasons received.

The heaviest fighting took place in the *llanos* region, in the modern-day states of Barinas, Portuguesa, Cojedes, Apure, and Guárico. Scattered *guerrilla* fighting also took place in the central part of the country—in what are now the states of Falcón, Lara, Yaracuy, Carabobo, and Aragua—as well as in the eastern part of the country, especially in modern-day Anzoátegui and Sucre states. Entire areas of the country, such as the Andes, Guayana, and the areas in what is now the state of Zulia, remained unaffected by the armed conflict. Livestock farming was the worst hit agricultural sector; other sectors were not nearly as adversely affected.

Once the initial consensus of the revolution of March 1858 was lost, President Julián Castro (1805–1875) (governed 1858–1859) sought whatever favorable alliance he could that would allow him to remain in power. His political machinations precipitated his downfall, and his eventual replacement with the conservative-leaning governments of Pedro Gual (1783–1862) (governed intermittently from 1858–1861) and Manuel Felipe de Tovar (1803–1866) (governed 1860–1861). Within the conservative party, however, two factions emerged: the constitutionalists or legalists, who favored a civilian government and supported Pedro Gual and Manuel Felipe de Tovar; and the dictatorialists, led by Pedro José Rojas (1818–1874), who supported José Antonio Páez as the only viable leader who could reestablish the peace.

While continuing to confront the Liberals, the 78-year old Gual was unable to control the conspiracies of the *picetistas* (supporters of Páez); he

fell from power in August 1861, was arrested in his home, and exiled. As such, José Antonio Páez returned to the presidency in March 1861, which increased the political tensions that led to the ouster of President Cua. While Páez served as president, real power resided in Pedro José Rojas. During this time, the Conservative party was reduced to various groups that lacked any sense of direction and any specific agenda. Páez sought negotiations with the federalist leader Juan Crisóstomo Falcón (1820–1870) in hopes of reaching common ground. Such attempts at bridging the gap between the Conservatives and the Liberals came to naught, and the armed struggle continued until the centralist (Conservative) surrender through the Treaty of Coche was negotiated in April 1863.

It is difficult to determine the human impact of the Federal War. Some estimates place the death toll between 150,000 and 200,000, which meant a loss of between 8 and 11 percent of the nation's overall population. Diseases, such as malaria and dysentery, accounted for a greater proportion of these deaths than did fighting. Demographically speaking, the Federal War resulted in massive migrations. Not only in terms of the combatants displaced within the theaters of war, but also in terms of the civilian masses who sought refuge in other areas of the country. Particularly relevant was the migration of people from what are now the states of Barinas and Portuguesa toward the Andean states of Tachira, Mérida, and Trujillo.

The conciliatory peace forged in the Treaty of Coche meant only a nominal triumph for the federalist cause. In reality, the aspirations of a federation never became anything more than mere ideals. Juan Crisóstomo Falcón shared the spoils of war with his closest circle of cronies, so one type of corruption was merely replaced by another. In the end, the basic foundations of Venezuela's oligarchic society remain unchanged. The spirit of the Federal War as a racial war or as a war for social equality never amounted to more than mere rhetorical debate among the country's political elite.

THE FEDERAL EXPERIMENT

In the end, the Liberals triumphed and General Juan C. Falcón was named president, with Antonio Guzmán Blanco as his vice president. The federal constitution of 1864, drafted under the direction of Guzmán Blanco, granted greater federal participation to the general population and the individual states. However, it also created many of the very problems that undermined the consolidation of state institutions. For example, the constitution allowed two or more states to unite and form a separate

The Age of Caudillismo (1830–1898)

unit or secede if they saw fit. Despite the constitution's failings, national and state legislators managed to disregard and work around the fact that the regional and local *caudillos* often refused to relinquish their territorial powers, a fact that inevitably led to further conflict. Other factors also contributed to the unlikelihood that a liberal state would take root. The historical facts tend to support the view that the concept of a unified state in Venezuela was nothing more than a fictional ideal promoted by the elite class. The regionalist sentiment was forcefully prevalent and accounts for the reasons why Coro, Guayana, and Maracaibo did not join the Republican cause in 1810. The latter two regions, both important economic centers in their own right, openly challenged the authority of Caracas on several occasions.

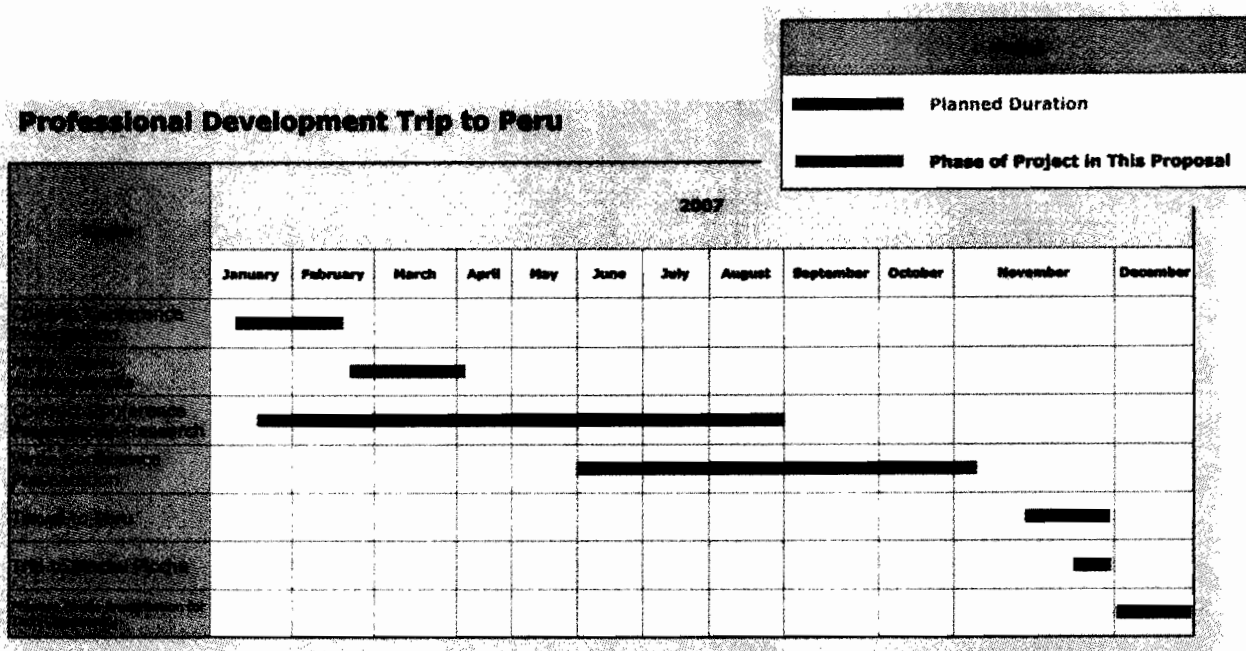
Inheriting an economy in shambles and a country in chaos, the federalist government was far from peaceful. At the end of 1867, President Falcón was faced with the *Revolución Azul* (Blue Revolution), so named because the revolutionaries adopted a blue badge as their sign, and led by former president José Tadeo Monagas. After driving Falcón from Venezuela, the *azules* (the Blues) supported Monagas until a new government could be chosen. Later that same year, José Tadeo Monagas died, and his son, José Ruperto Monagas (1831–1880), was named his successor by the Congress in 1869.

In many Latin American nations during the nineteenth century—Venezuela being no exception—the majority of the chief executives assumed the principles of personalism, whereby their actions did not follow the dictates of the law, but rather the will of the ruler. In Venezuela, personalism (*personalismo*) had its roots in colonial society, manifesting itself during the War of Independence, and further developed after 1830 through a staunch “good old boy” network of friendships and client-based relationships. A strong central government was finally restored in 1870 by President Falcón's aide, Antonio Guzmán Blanco, who established a dictatorship that endured for 18 years.

Tarver, H. Michael and Julia C. Frederick. *THE HISTORY OF VENEZUELA*. New York: Palgrave Macmillan, 2006. Pages 66–69.

APPENDIX B

Gantt Chart of Project



H. Micheal Tarver, PhD

Most Recent Work Experience

ARKANSAS TECH UNIVERSITY
Department Head and Associate Professor
Graduate Faculty Member (2002-present)

RUSSELLVILLE, ARKANSAS
AUG 2002 to PRESENT

MCNEESE STATE UNIVERSITY
Associate/Assistant Professor of History
Graduate Faculty Member (1995-2002)

LAKE CHARLES, LOUISIANA
AUG 1995 to AUG 2002

GREENVILLE TECHNICAL COLLEGE
Instructor of History

GREENVILLE, SOUTH CAROLINA
AUG 1994 to AUG 1995

BOWLING GREEN STATE UNIVERSITY
Doctoral Teaching Fellow in History

BOWLING GREEN, OHIO
AUG 1990 to AUG 1994

Education

BOWLING GREEN STATE UNIVERSITY
Doctor of Philosophy Degree
 Major Field: Modern Latin American History
 First Minor Field: 19th-Century America
 Second Minor Field: 20th-Century Europe
 Third Minor Field: Modern East Asia

BOWLING GREEN, OHIO
AUG 1990 to AUG 1995

UNIVERSITY OF LOUISIANA AT LAFAYETTE
Master of Arts Degree
 Major Field: Latin American History
 Minor Field: European History

LAFAYETTE, LOUISIANA
AUG 1986 to MAY 1990

UNIVERSITY OF SOUTHWESTERN LOUISIANA
Bachelor of General Studies Degree
 Major Field: Natural Sciences
 Minor Field: Behavioral Sciences

LAFAYETTE, LOUISIANA
AUG 1977 to MAY 1983

U. S. ARMY MILITARY POLICE SCHOOL
Diploma

FT. MCLELLAN, ALABAMA
MAY 1978 to SEPT 1978

Awards and Fellowships

Louisiana Endowment for the Humanities Special Humanities Award (2002)
Fulbright Alumni Initiative Award (2001)
Gilder-Lehrman Institute of American History Fellow (2001)
Shearman Research Initiative Fellow (2001)
Murray, Shaddock, Plauche History Faculty Award (2000)
J. William Fulbright Senior Scholar (Venezuela, 1998-1999)
Shearman Research Initiative Fellow (1997)
Joe Gray Taylor Faculty Research Award (1996)
Amos E. Simpson Award (1989)

Publications (Selected)

H. MICHAEL TARVER
AND JULIA C. FREDERICK
THE HISTORY OF
VENEZUELA

H. Micheal Tarver and Julia C. Frederick. *History of Venezuela*. New York, NY: Palgrave Macmillan Ltd, 2006. ISBN: 140396260X.



H. Micheal Tarver and Julia C. Frederick. *The History of Venezuela*. Westport, CT: Greenwood Press, 2005. ISBN: 0313335257.



H. Micheal Tarver, with Alfredo Angulo Rivas, Luis Loaiza Rincón, and Luis Caraballo Vivas. *The Rise and Fall of Venezuelan President Carlos Andrés Pérez: An Historical Examination, Volume II: The Later Years, 1973-2004*. Lewiston, NY: The Edwin Mellen Press, 2004. ISBN: 0773462465.



H. Micheal Tarver, with Alfredo Angulo Rivas and Luis Loaiza Rincón. *El Fracaso de un Sueño: Un Breve Análisis de la Insurgencia en Venezuela, 1960-1968*. Mérida, Venezuela: Universidad de Los Andes Consejo de Publicaciones, 2004. ISBN: 9801108118.



H. Micheal Tarver, with Alfredo Angulo Rivas, Luis Loaiza Rincón, and Luis Caraballo Vivas. *The Rise and Fall of Venezuelan President Carlos Andrés Pérez: An Historical Examination, Volume I: The Early Years, 1936-1973*. Lewiston, NY: The Edwin Mellen Press, 2001. ISBN: 0773473777.



Associate Editor – *The Cambridge World History of Food*. New York: Cambridge University Press, 2000. Kenneth F. Kiple and Kriemhild Ornelas, Editors. ISBN: 0521402166.

Grants

2005. Recipient/Project Director/Grant Writer. \$8500. Arkansas Tech University Professional Development Grant. To fund a faculty in-service workshop on "Understanding Latin America" for Tech faculty and staff.
2004. Recipient/Project Director/Grant Writer. \$1200.00. Arkansas Tech University Faculty Research Grant. To fund and direct an undergraduate research project on "Africa in World History."
2004. Project Director/Grant Writer. \$1000. Arkansas Humanities Council. "Latin American Literature as a Vehicle for Social and Political Protest." To fund Public Library Program in River Valley Area.
2003. Project Director/Grant Writer. \$1500. Arkansas Humanities Council. "American Cultures." Public Library Program.
2003. Recipient/Project Director/Grant Writer. \$17,125. Arkansas Humanities Council. To fund a Summer Teacher Institute on "Latin American History and Culture."
2002. Recipient/Project Director/Grant Writer. \$1000. Arkansas Humanities Council. To fund a series of teacher workshops in the social sciences and humanities
2002. Recipient/Project Director/Grant Writer. \$23,060. Louisiana Endowment for the Humanities. To fund a Teacher Institute for Advanced Study on "Latin American History and Culture."
- 2001-2003. Recipient/Project Director/Grant Writer. \$20,000. U.S. Department of State/Institute of International Education/Council for International Exchange of Scholars. To fund a series of joint seminars (with the Universidad de Los Andes, Venezuela) on topics in Latin American and United States Culture. Funds connected with Fulbright Legacy Fund & Alumni Initiative Award granted to Recipient.
2001. Recipient/Project Director/Grant Writer. \$1655. Louisiana Endowment for the Humanities. To fund a three-part public program concerning Western Hemispheric culture, entitled "American Cultures: Three Thousand Years of Indigenous, African, and Iberian Influence."
2001. Recipient/Co-Project Director/Grant Writer. \$28,700. Louisiana Endowment for the Humanities. To fund a Summer Teacher Institute on "Environmental Concerns and the Humanities."
2000. Recipient/Project Director/Grant Writer. \$1188. Louisiana Endowment for the Humanities. To fund a Teacher Workshop on Advanced Placement World History.
2000. Recipient/Co-Project Director/Grant Writer. \$30,376. Louisiana Endowment for the Humanities. To fund a Summer Teacher Institute on "Western Hemispheric Native American Cultures."
1999. Recipient/Project Director/Grant Writer. \$28,027. Louisiana Endowment for the Humanities. To fund a Summer Teacher Institute on "United States Policy and the Contemporary World."
1998. Recipient/Project Director/Grant Writer. \$1000. Louisiana Endowment for the Humanities. To fund an In-Service on "Contemporary Latin American Events."
1997. Recipient/Project Director/Grant Writer. \$25,296. Louisiana Endowment for the Humanities. To fund a Summer Teacher Institute on "Latin American History and Culture."

PO # _____

ATU

BGSU

01/02/07 SUB-TOTAL

01/02/07 MILEAGE CLAIMED

TOTAL CLAIMED