



Western University

From the Selected Works of Jason Dyck

2012

HIST2501E (History of Latin America)

Jason Dyck

HIST 2501E

HISTORY OF LATIN AMERICA

Instructor: Jason Dyck, jdyck3@uwo.ca

Lecture Hall: SSC-3010; Lecture/Seminar Times: Mondays–Fridays, 2:00PM–4:30PM

Office: 2249 Lawson Hall; Office Hours: Mondays–Fridays, 12:00PM–1:00PM

Telephone: 519-661-2111, ext. 84997

COURSE DETAILS

I. COURSE DESCRIPTION

This course surveys the history of Latin America from the late fifteenth century to the present. The colonial era will be examined in the first three weeks by concentrating on the encounter between Europeans, Amerindians, and Africans. Colonialism will be presented as a multiethnic conversation, one that was filled with violence and informed by power relations, but one that also saw all ethnic groups participating in the formation of colonial societies and hence to the general shape of Spanish and Portuguese rule. The modern period of Latin America will be studied in the final three weeks by focusing on the ways in which all ethnic groups participated in the process of nation building. Given that the region experienced roughly three hundred years of European colonialism before it splintered into individual countries, the various legacies of the colonial era will be followed in race relations, artistic developments, politics, and culture.

II. COURSE OBJECTIVES

This course has several objectives that deal specifically with the history of Latin America and the craft of history more generally. After having completed this course you will have learned about some of the general themes of the region's past. But more importantly, you will have hopefully gained an appreciation and excitement for the cultural creativity of Europeans, Amerindians, and Africans during both the colonial and modern periods. During both lectures and seminars you will be listening to the multiplicity of Latin American voices through an analysis of a wide range of sources: histories, hagiographies, indigenous codices, letters, engravings, religious and secular paintings, travel narratives, diaries, photographs, and material culture. By the end of this course you will have obtained the following set of historical skills:

- The ability to distinguish between primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Critical viewing skills to interpret a wide range of visual images

III. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every day there will be 1.5 hours of lecture. It is extremely important that you attend daily lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

2. SEMINARS AND SEMINAR READINGS/IMAGES

Each lecture will be immediately followed by a 1 hour seminar in which you are responsible for the following:

- Viewing and analyzing the assigned images
- Reading and reflecting upon the required readings
- Attending daily seminars
- Participating generously

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- Attendance
- Participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you have more than two unexcused absences you will automatically receive a zero for your final seminar grade.

PARTICIPATION in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.

3. ESSAY #1: DESCRIBING THE “INDIAN”

i. Description and Purpose

The first assignment of this course will be an analysis of Christopher Columbus’s letter describing his first voyage to the New World. Urs Bitterli suggests that men like Columbus did not have “any interest in the Indians for their own sake.” Based upon your own reading of Columbus, do you agree with Bitterli’s assessment? The purpose of this assignment is to think about the different ways in which Europeans both understood and described the “other” they encountered in the New World. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. Make sure to review the “Guide to Writing an Essay” and “Sample Paper” posted on Sakai before writing your paper.

ii. Important Details

Due Date, Time, and Place: July 12, 2:00PM, SSC-3010

Length: 5 pages (double-spaced, 12-font, Times New Roman)

Sources:

- [PS] Christopher Columbus. “Letter of Columbus Describing the Results of His First Voyage.” In *The Journal of Christopher Columbus*. Translated by Cecil Jane (New York: Bonanza Books, 1989): 191–202. [http://www.mith2.umd.edu/eada/html/display.php?docs=columbus_santangel.xml&action=show]

- [SS] Urs Bitterli. "Chapter 3: Cultural Collision: The Spaniards on Hispaniola." In *Cultures in Conflict: Encounters Between European and Non-European Cultures*. Translated by Ritchie Robertson (Stanford: Stanford University Press, 1989): 70–86. [Course pack]

4. ESSAY #2: DESCRIBING THE "SPANIARD"

i. Description and Purpose

The second assignment of this course will be an analysis of one section from Felipe Guaman Poma de Ayala's *The First New Chronicle and Good Government* (ca. 1615). Rolena Adorno argues that after Guaman Poma was expelled from Huamanga he "went from a position of collaboration with the Spanish colonial regime . . . to an attitude of exposing its injustices and excesses." Based upon your own reading of Guaman Poma, how do you think this change influenced his description of colonial society in Peru? The purpose of this assignment is to think about the different ways in which indigenous peoples both understood and described the "other" they were forced to encounter in their homelands. This document analysis, much like the first one, provides you with yet another opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. Make sure to review the "Guide to Writing an Essay" and "Sample Paper" posted on Sakai before writing your paper.

ii. Important Details

Due Date, Time, and Place: July 19, 2:00PM, SSC-3010

Length: 5 pages (double-spaced, 12-font, Times New Roman)

Sources:

- [PS] Felipe Guaman Poma de Ayala. "Conquest Society in the Andes." In *The First New Chronicle and Good Government*. Translated by David Frye (Indianapolis: Hackett Publishing Company, 2006): 167–213. [Course pack]
- [SS] Rolena Adorno. "Felipe Guaman Poma: Native Writer and Litigant in Early Colonial Peru." In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 140–163. [Course pack]

5. ESSAY #3: RESEARCH PROPOSAL AND PAPER

i. Description and Purpose

The third assignment of this course will be a research paper on a topic from either the colonial or modern period of Latin America. Essay topics will be based upon lecture/seminar themes and will be posted on Sakai for your viewing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include **at least 2 primary sources** and **at least 5 secondary sources**. Using primary and secondary readings from the lecture/seminar topic you choose is permissible, but the course textbook should not be one of the sources in your bibliography. Online sources must be used with extreme caution; Wikipedia and other similar sources are to be avoided at all costs. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. All students must email the instructor a short proposal (1 page, double-spaced) and a bibliography on or before July 25. Make sure to review the

“Guide to Writing an Essay,” “Sample Paper,” and “Research Essay Resources” posted on Sakai before beginning your research and writing. It is also extremely important to get started early since the D. B. Weldon Library will be closed from August 4–12 for electrical repairs.

ii. Important Details

Due Date (Proposal): July 25 (via email)

Due Date, Time, and Place (Paper): August 10, 2:00PM, SSC-3010

Length: 10 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 2 primary sources
- At least 5 secondary sources (both journal articles and books)

6. TAKE-HOME FINAL EXAM

i. Description and Purpose

The take-home final exam will be a series of essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home final exam is a reflection of your own personal engagement with the material covered throughout the entire course.

ii. Important Details

Due Date, Time, and Place: August 21, 4:30PM, History Department (drop box)

Length: 10 pages (double-spaced, 12 font, Times New Roman)

Sources:

- Lecture reading, document exercises, and images
- Seminar readings and images

7. EVALUATION SCHEME

***You need to hand in all assignments to receive a passing grade in this course.**

***You need to pass the final exam to receive a passing grade in this course.**

COMPONENTS OF THE COURSE	PERCENTAGE OF THE FINAL GRADE
Seminar Participation	20%
Essay # 1: Describing the “Indian”	10%
Essay # 2: Describing the “Spaniard”	10%
Essay # 3: Research Paper	25%
Proposal/Bibliography	5%
Take-Home Final Exam	30%

IV. COURSE BOOKS

The following course textbooks are available in the campus bookstore:

- Cheryl E. Martin and Mark Wasserman. *Latin America and Its People (Combined Volume)*. 3rd ed. (New York: Prentice Hall, 2012). [\$72.00]
- The History of Latin America HIST 2501E course package (all readings/images for this course are in this package with the exception of those available online) [\$67.89]

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 2501E” or it may be placed into junk mail. You may email the instructor about any questions you have concerning the course.

II. SAKAI

The syllabus, important handouts, internet links, photographs, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that lecture outlines will only appear on Sakai by noon of each day between Monday and Friday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the semester but will only be available on Sakai the following day.

III. PLAGIARISM

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on plagiarism and academic dishonesty more generally you should consult the Scholastic Offence Policy in the Western Academic Calendar.

IV. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically or by fax. Assignments that are handed in late without the instructor’s permission will be penalized 10% of the assignment’s worth per day after the due date (weekends count as two days). Anyone seeking after accommodation on medical grounds must complete a University of Western Ontario Student Medical Certificate. The form can be found in a pdf file online at <https://studentservices.uwo.ca/secure/index.cfm>.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length will be returned to you as incomplete and given a zero. For more information on how to write an essay see the “Guide to Writing an Essay” and “Sample Paper” on Sakai. Here are some of the general characteristics your papers should have:

- A title page stating the title of your paper, your name, course code, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic, organized structure, and intelligent use of sources
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

VI. LECTURE AND SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

VII. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before July 18, 2012.

LECTURES AND SEMINARS

I. LECTURE AND SEMINAR TOPICS, READINGS, AND IMAGES

[PS] = Primary Source

[SS] = Secondary Source

WEEK I: THE ENCOUNTER

DAY I (JULY 9)

LECTURE #1: REVIEW OF COURSE OUTLINE/INTRODUCTION

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: xxvi–xxxi, 1–30. [Course text]

SEMINAR #1: BACKPACKING IN LATIN AMERICA

DAY II (JULY 10)

LECTURE #2: THE MEXICA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 31–40. [Course text]

SEMINAR #2: EARLY EXPERIMENTS IN ETHNOGRAPHY

Seminar Readings and Images:

- [PS] Go to <http://www.latinamericanstudies.org/florentine-codex.htm> to view some of the accompanying illustrations of the Florentine Codex.
- [PS] Bernardino de Sahagún. *General History of the Things of New Spain*. 2nd ed. Translated by Arthur J. O. Anderson and Charles E. Dibble (Santa Fe: School of American Research, 1970–1982): pt. I, 45–51, 65–66; pt. VII, 197–207. [Course pack]
- [SS] Miguel León-Portilla. “Introduction” and “Chapter 3: Original Plan for the Evangelization and Rescue of the Indigenous Voice (1540–1558).” In *Bernardino de Sahagún, First Anthropologist*. Translated by Mauricio J. Mixco (Norman: University of Oklahoma Press, 1999): 3–4, 104–131. [Course pack]

DAY III (JULY 11)

LECTURE #3: THE INCAS

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 40–51. [Course text]

SEMINAR #3: THE INCAS AND THEIR SPANISH HISTORIANS

Seminar Readings and Images:

- [PS] Go to Sakai to view Jason Dyck's photographs of Saqsaywaman and Cuzco. [Sakai]
- [PS] Pedro de Cieza de León. "Of the Manner and Fashion in Which the City of Cuzco is Built . . .," "Of How They Had Chroniclers to Keep Record . . .," "How the Sovereigns of Peru Were Greatly Loved," and "Of the Custom the Incas had of Commemorating in Their Songs . . ." In *The Incas*. Translated by Harriet de Onis (Norman: University of Oklahoma Press, 1959): 143–149, 172–175, 185–190. [Course pack]
- [SS] Susan A. Niles. "Chapter 1: Genre and Context in Inca Historical Narratives." In *The Shape of Inca History: Narrative and Architecture in an Andean Empire* (Iowa City: University of Iowa Press, 1999): 1–13, 20–27. [Google Books]

DAY IV (JULY 12)

LECTURE #4: THE "DISCOVERY" OF THE NEW WORLD

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 51–69. [Course text]

SEMINAR #4: INITIAL CONTACT ON HISPANIOLA

Seminar Readings and Images:

- [PS] "Two Woodcuts accompanying a 1509 German Translation of Amerigo Vespucci's Letter to Pietro Soderini (1504)." In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 65–70. [Course pack]
- [PS] Christopher Columbus. "Letter of Columbus Describing the Results of His First Voyage." In *The Journal of Christopher Columbus*. Translated by Cecil Jane (New York: Bonanza Books, 1989): 191–202.
[http://www.mith2.umd.edu/eada/html/display.php ? docs=columbus_santangel.xml&action=show](http://www.mith2.umd.edu/eada/html/display.php?docs=columbus_santangel.xml&action=show)
- [SS] Urs Bitterli. "Chapter 3: Cultural Collision: The Spaniards on Hispaniola." In *Cultures in Conflict: Encounters Between European and Non-European Cultures*. Translated by Ritchie Robertson (Stanford: Stanford University Press, 1989): 70–86. [Course pack]

DAY V (JULY 13)

LECTURE #5: THE ATLANTIC SLAVE TRADE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 158–163. [Course text]

SEMINAR #5: SLAVE RESISTANCE IN BRAZIL

Seminar Readings and Images:

- [PS] "Blacks Dancing." In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 162–164. [Course pack]
- [PS] Anonymous. "The War against Palmares." In *The Brazil Reader: History, Culture, Politics*, eds. Robert M. Levine and John J. Crocitti (Durham: Duke University Press, 1999): 125–130. [Course pack]
- [SS] Mary Karasch. "Zumbi of Palmares: Challenging the Portuguese Colonial Order." In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 104–120. [Course pack]

WEEK II: CONQUEST AND RESISTANCE

DAY VI (JULY 16)

LECTURE #6: THE FALL OF TENOCHTITLÁN AND TAWANTINSUYU

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 69–83. [Course text]

SEMINAR #6: THE VISION OF THE VANQUISHED

Seminar Readings and Images:

- [PS] Go to <http://bancroft.berkeley.edu/Exhibits/nativeamericans/25.html> to view a few images of the Lienzo de Tlaxcala.
- [PS] Miguel León-Portilla, ed. “Chapter 1: Omens Foretelling the Arrival of the Spaniards,” “Chapter 3: The Messengers’ Journeys,” and “Chapter 4: Motecuhzoma’s Terror and Apathy.” In *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Translated by Lysander Kemp (Boston: Beacon Press, 1962): 3–6, 21–36. [<http://socialiststories.org/sites/default/files/liberate/Vision%20of%20the%20Vanquished,%20or%20The%20Broken%20Spears%20by%20Miguel%20Leon-Portilla.pdf>]
- [SS] Matthew Restall. “Chapter 6: The Indians Are Coming to an End: The Myth of Native Desolation.” In *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003): 100–130. [e-Book Western Libraries]

DAY VII (JULY 17)

LECTURE #7: THE “SPIRITUAL ENCOUNTER”

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 83–95. [Course text]

SEMINAR #7: FRANCISCAN MISSIONARY ACTIVITY

Seminar Readings and Images:

- [PS] “Fray Diego Valadés’s Atrio and Its Activities.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 138–140. [Course pack]
- [PS] Toribio de Benavente Motolinía. “Book II.” In *Motolinía’s History of the Indians of New Spain*. Translated by Elizabeth Andros Foster (Berkeley: The Cortés Society, 1950): 123–139, 163–166. [Course pack]
- [SS] Inga Clendinnen. “Franciscan Missionaries in Sixteenth-Century Mexico.” In *Disciplines of Faith: Studies in Religion, Politics and Patriarchy*, eds. Jim Obelkevich, Lyndal Roper, and Raphael Samuel (New York: Routledge & Kegan Paul, 1987): 229–245. [Course pack]

DAY VIII (JULY 18)

LECTURE #8: WORK IN THE CITY AND THE COUNTRYSIDE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 101–125. [Course text]

SEMINAR #8: SILVER MINING IN POTOSÍ

Seminar Readings and Images:

- [PS] Go to <http://www.historycambridge.com/default.asp?contentID=890> to view Theodor de Bry’s 1596 engraving of the Potosí mines.
- [PS] José de Acosta. “Book IV.” In *Natural and Moral History of the Indies*. Translated by Frances López-Morillas (Durham: Duke University Press, 2002): 161–182. [Course pack]
- [SS] Martin/Wasserman. *Latin America and Its People*: 96–101. [Course text]

DAY IX (JULY 19)

LECTURE #9: THE INDIAN REPUBLIC

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 126–141, 152–153. [Course text]

SEMINAR #9: FELIPE GUAMAN POMA DE AYALA

Seminar Readings and Images:

- [PS] Go to <http://www.kb.dk/permalink/2006/poma/info/en/project/project.htm> to view Felipe Guaman Poma de Ayala's drawings for King Philip III of Spain.
- [PS] Felipe Guaman Poma de Ayala. "Conquest Society in the Andes." In *The First New Chronicle and Good Government*. Translated by David Frye (Indianapolis: Hackett Publishing Company, 2006): 167–213, 362–368. [Course pack]
- [SS] Rolena Adorno. "Felipe Guaman Poma: Native Writer and Litigant in Early Colonial Peru." In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 140–163. [Course pack]

DAY X (JULY 20)

LECTURE #10: MISSIONARY ACTIVITY ON THE FRONTIER

- [SS] Martin/Wasserman. *Latin America and Its People*: 142–154. [Course text]

SEMINAR #10: THE JESUIT MISSIONS OF PARAGUAY

Seminar Reading and Film:

- [SS] Robert Bolt. *The Mission* [1986]. DVD. Directed by Roland Joffé. Warner Home Video, 2003. [Film to be screened in class on July 20]
- [SS] James Schofield Saeger. "The Mission and Historical Missions: Film and the Writing of History." In *Based on a True Story: Latin American History at the Movies*, ed. Donald F. Stevens (Lanham: SR Books, 1997): 63–84. [Course pack]

WEEK III: COLONIAL IDENTITIES

DAY XI (JULY 23)

LECTURE #11: THE MIRACULOUS AND EVERYDAY LIFE

SEMINAR #11: SANTA ROSA DE LIMA

Seminar Readings and Images:

- [PS] "Portraits of Santa Rosa and Sor Juana." In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 211–213. [Course pack]
- [PS] Gonzalo de la Maza. "Santa Rosa of Lima According to a Pious Account (1617)." In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 194–202. [Course pack]
- [SS] Kathleen Ann Myers. "'Redeemer of America': Rosa de Lima (1586–1617), the Dynamics of Identity, and Canonization." In *Colonial Saints: Discovering the Holy in the Americas, 1500–1800*, eds. Allan Greer and Jodi Bilinkoff (New York: Routledge, 2003): 251–275. [Course pack]

DAY XII (JULY 24)

LECTURE #12: THE COLONIAL SOCIORACIAL PYRAMID

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 155–168. [Course text]

SEMINAR #12: CASTA PAINTINGS

Seminar Reading and Images:

- [PS] “Two Castas Paintings from Eighteenth-Century Mexico.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 322–327. [Course pack]
- [SS] Magali M. Carrera. “Locating Race in Late Colonial Mexico.” *Art Journal* 57, no. 3 (1998): 36–45. [e-Journal Western Libraries]

DAY XIII (JULY 25)

LECTURE #13: GENDER IN COLONIAL SOCIETY

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 168–185. [Course text]

SEMINAR #14: HONOUR AND SEXUALITY

Seminar Readings:

- [PS] Sonya Lipsett-Rivera, ed. “Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His *Castiza* Wife, Josefa Cadena.” In *Colonial Lives: Documents on Latin American History, 1550–1850*, ed. Richard Boyer and Geoffrey Spurling (Oxford: Oxford University Press, 2000): 216–223. [Course pack]
- [SS] Sonya Lipsett-Rivera. “A Slap on the Face of Honor: Social Transgression and Women in Late-Colonial Mexico.” In *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America*, ed. Lyman L. Johnson and Sonya Lipsett-Rivera (Albuquerque: University of New Mexico Press, 1998): 179–200. [Course pack]

DAY XIV (JULY 26)

LECTURE #14: THE BOURBON REFORMS

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 186–203. [Course text]

SEMINAR #14: CREOLE PATRIOTISM

Seminar Readings:

- [PS] Cornelius de Pauw. *Selections from M. Pauw with Additions by Daniel Webb (Recherches philosophiques sur les Américains)* [1768–1769]. Translated by Daniel Webb (Bath: R. Cruttwell, 1795): 1–9, 17–20. [e-Book Western Libraries]
- [PS] Francisco Javier Clavijero. “A Scholarly Polemic: Clavijero Refutes the Myth of *Americano* Inferiority.” In *Latin American Independence: An Anthology of Sources*, trans. and eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 26–32. [Google Books]
- [SS] David A. Brading. “Chapter 20: Jesuit Patriots.” In *The First America: The Spanish Monarchy, Creole Patriots, and the Liberal State, 1491–1867* (Cambridge: Cambridge University Press, 1991): 447–464. [Course pack]

DAY XV (JULY 27)

LECTURE #15: LATE COLONIAL DEVELOPMENTS

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 203–215. [Course text]

SEMINAR #15: COLONIAL LEGACIES

Seminar Readings and Images:

- [PS] Go to Sakai to view Jason Dyck’s photographs of the Plaza of Three Cultures in Tlatelolco (Mexico City). [Sakai]

- [SS] Julio Cortázar. “The Night Face Up.” In *The Oxford Book of Latin American Short Stories*, ed. Roberto González Echevarría (Oxford: Oxford University Press, 1999): 337–344. [Course pack]
- [SS] Steve J. Stern. “The Tricks of Time: Colonial Legacies and Historical Sensibilities in Latin America.” In *Colonial Legacies: The Problem of Persistence in Latin American History*, ed. Jeremy Adelman (New York: Routledge, 1999): 135–150, 264–267. [Course pack]

WEEK IV: IMAGINING NEW NATIONS

DAY XVI (JULY 30)

LECTURE #16: THE END OF COLONIALISM?

SEMINAR #16: INDEPENDENCE

Seminar Readings and Images:

- [PS] “America Nursing Spanish Noble Boys,” “José María Morelos’s “Sentiments of the Nation,”” and “The Argentine Declaration of Independence.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 339–346. [Course pack]
- [PS] Juan Pablo Viscardo. “An Open Letter to América.” In *Latin American Independence: An Anthology of Sources*, eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 60–66. [Course pack]
- [SS] Martin/Wasserman. *Latin America and Its People*: 216–241. [Course text]

DAY XVII (JULY 31)

LECTURE #17: POSTCOLONIAL CONSTRUCTION

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 242–262. [Course text]

SEMINAR #17: CAUDILLOS

Seminar Readings:

- [PS] Guillermo Prieto. “The Glorious Revolution of 1844.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 206–212. [Course pack]
- [PS] Anonymous. “*Décimas* Dedicated to Santa Anna’s Leg.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 213–216. [Course pack]
- [SS] Shannon Baker. “Antonio López de Santa Anna’s Search for Personalized Nationalism.” In *Heroes & Hero Cults in Latin America*, eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006): 58–82. [Course pack]

DAY XVIII (AUGUST 1)

LECTURE #18: THE RISE OF LIBERALISM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 262–270. [Course text]

SEMINAR #18: PROGRESS

Seminar Readings and Images:

- [PS] View the anonymous plates (1–5) in Antonio García Cubas. *The Republic of Mexico in 1876* (Mexico City: “La Enseñanza” Printing Office, 1876): 16–17, 20–21, 72–73, 90–91, 96–97, 131 (description of plates). [Google Books]

- [PS] Antonio García Cubas. “Ethnographical Part.” In *The Republic of Mexico in 1876: A Political and Ethnographical Division of the Population, Character, Habits, Costumes, and Vocations of Its Inhabitants*, trans. George F. Henderson (Mexico City: “La Enseñanza” Printing Office, 1876): 61–70. [Google Books]
- [SS] E. Bradford Burns. “Chapter 1: The Nineteenth Century: Progress and Cultural Conflict” and “Chapter 2: The Elite Preference for Progress.” In *The Poverty of Progress: Latin America in the Nineteenth Century* (Berkeley: University of California Press, 1980): 5–34, 155–156. [Course pack]

DAY XIX (AUGUST 2)

LECTURE #19: AFRO-LATIN AMERICA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 271–287. [Course text]

SEMINAR #19: SLAVERY AND EMANCIPATION IN BRAZIL

Seminar Readings and Images:

- [PS] John Charles Chasteen and James A. Wood, eds. “Reading Images: Brazilian Slaves.” In *Problems in Modern Latin American History: Sources and Interpretations* (Wilmington: Scholarly Resources, 2004): 73–76. [Course pack]
- [PS] Robert M. Levine and John J. Crocitti, eds. “Slavery and Its Aftermath.” In *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999): 121–124, 131–147. [Course pack]
- [SS] George Reid Andrews. “Chapter 2: Slavery and Emancipation, 1800–1890.” In *Blacks and Whites in São Paulo Brazil, 1888–1988* (Madison: The University of Wisconsin Press, 1991): 25–53. [Course pack]

DAY XX (AUGUST 3)

LECTURE #20: IN SEARCH OF THE SUBLIME

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 287–299. [Course text]

SEMINAR #20: COSTUMBRISMO

Seminar Reading and Images:

- [PS] Go to <http://www.banrepcultural.org/blaavirtual/todaslasartes/pancho/pancho3.htm> to view a series of watercolours by Pancho Fierro.
- [PS] Go to <http://digitalcollections.smu.edu/all/cul/mex/> and click on “Album Mexicano” to view a series of lithographs by Casimiro Castro, A. Gallice, and M. Mohar.
- [PS] View watercolours by Joaquín Pinto in Judith Drick Toland, ed., *Ethnicity and the State* (New Brunswick: Transaction Publishers, 1993): 39, 42. [Google Books]
- [SS] Blanca Muratorio. “Images of Indians in the Construction of Ecuadorian Identity.” In *Latin American Popular Culture since Independence: An Introduction*, eds. William H. Beezley and Linda A. Curcio-Nagy (Lanham: Scholarly Resources, 2000): 114–115. [Google Books]

WEEK V: MODERNIZATION AND SOCIAL CHANGE

DAY XXI (AUGUST 7)

LECTURE #21: NEOCOLONIALISM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 300–320. [Course text]

SEMINAR #21: MODERNIZING GOODS

Seminar Readings and Images:

- [PS] Go to <http://snap3.uas.mx/RECURSO1/Diapositivas/La%20Pintura%20de%20Retrato> and click on “Los Hacendados de Bocas – Antonio Becerra Díaz.”
- [PS] Manuel Antonio Carreño. “Diverse Rules.” In *Manual of Civility and Good Manners* [1853]. Translated by Jason Dyck. Unpublished manuscript. [Sakai]
- [SS] Arnold J. Bauer. “Chapter 5: Modernizing Goods: Material Culture at the Crest of the First Liberalism.” In *Goods, Power, History: Latin America’s Material Culture* (Cambridge: Cambridge University Press, 2001): 129–164. [Course pack]

DAY XXII (AUGUST 8)

LECTURE #22: LATIN AMERICAN NATIONALISMS

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 320–326. [Course text]

SEMINAR #22: INDIGENISMO

Seminar Readings and Images:

- [PS] Go to <http://www.artexpertswebsite.com/pages/artists/sabogal.php> to view paintings by the Peruvian painter José Sabogal.
- [PS] José Carlos Mariátegui. “Literature on Trial.” In *Seven Interpretative Essays on Peruvian Reality*. Translated by Marjory Urquidi (Austin: University of Texas Press, 1971): 268–283. [Course pack]
- [SS] Rebecca Earle. “Chapter 7: The Return of the Native?” In *The Return of the Native: Indians and Myth-Making in Spanish America, 1810–1930* (Durham: Duke University Press, 2007): 184–212. [Course pack]

DAY XXIII (AUGUST 9)

LECTURE #23: POPULISM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 327–351. [Course text]

SEMINAR #23: URBAN POVERTY

Seminar Readings and Images:

- [PS] View George Turok’s photographs of life in a favela in Carolina Maria de Jesus. *Child of the Dark* (New York: Signet Classics: 2003). [Course pack]
- [PS] Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair. (New York: Mentor Books, 1963): 17–43. [Course pack]
- [SS] Robert M. Levine. “Carolina Maria de Jesus: From Ragpicker to Best-Selling Author and Back Again.” In *The Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources, 2004): 231–248. [Course pack]

DAY XXIV (AUGUST 10)

LECTURE #24: LATIN AMERICAN ART IN THE TWENTIETH CENTURY

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 352–374. [Course text]

SEMINAR #24: MEXICAN MURALISM

Seminar Readings and Images:

- [PS] Go to Olga's Gallery at <http://www.abcgallery.com> to view works by Diego Rivera and David Alfaro Siqueiros.
- [PS] David Alfaro Siqueiros. "Art and Corruption." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 492–499. [Course pack]
- [PS] Diego Rivera. "Pre-Conquest Art," "The Mexican Renaissance," and "The Ministry of Education and Chapingo." In *My Art, My Life: An Autobiography (With Gladys March)* (New York: Dover Publications, 1991): 21–22, 77–82. [<http://www.scribd.com/doc/21613010/Diego-Rivera-my-Art-My-Life>]
- [SS] Desmond Rochfort. "The Sickie, the Serpent, and the Soil: History, Revolution, Nationhood, and Modernity in the Murals of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros." In *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920–1940*, eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006): 43–57. [Course pack]

WEEK VI: THE COLD WAR AND DEMOCRATIZATION

DAY XXV (AUGUST 13)

LECTURE #25: DREAMS OF SOCIAL CHANGE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 375–378. [Course text]

SEMINAR #25: LIBERATION THEOLOGY

Seminar Readings and Images:

- [PS] Go to <http://www.alastairmcintosh.com/general/1992-stations-cross-esquivel.pdf> to view the Stations of the Cross by Adolfo Pérez Esquivel.
- [PS] Gustavo Gutiérrez. "Liberation Theology." In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 293–296. [Course pack]
- [SS] Phillip Berryman. "Introduction" and "Chapter 1: Birth Pangs: Emergence of Liberation Theology." In *Liberation Theology: Essential Facts about the Revolutionary Movement in Latin America and Beyond* (Bloomington: Meyer Stone Books, 1987): 1–28. [Course pack]

DAY XXVI (AUGUST 14)

LECTURE #26: THE COLD WAR IN CENTRAL AMERICA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 378–383. [Course text]

SEMINAR #26: RIGOBERTA MENCHÚ TUM

Seminar Readings and Images:

- [PS] Go to YouTube and watch a speech by Rigoberta Menchú at the Human Forum Conference at <http://www.youtube.com/watch?v=yvnUEup1hC4> and <http://www.youtube.com/watch?v=dBAOqK9KynU>.
- [PS] Rigoberta Menchú Tum. "1: The Family," "4: First Visit to the Finca. Life in the Finca," "5: First Visit to Guatemala City," "6: An Eight-Year-Old Agricultural Worker," and "23: Political Activity in Other Communities. Contacts with Ladinos." In *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Translated and edited by Elisabeth Burgos-Debray (London: Verso, 1984): 1–6, 21–37, 163–171. [Course pack]
- [PS] Rigoberta Menchú Tum. "Our History is a Living History." In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Gradin, Deborah T. Levenson, and

Elizabeth Oglesby (Durham: Duke University Press, 2011): 509–512. [e-Book Western Libraries]

- [SS] Greg Gradin, Deborah T. Levenson, and Elizabeth Oglesby, eds. “Roads to Revolution” and “Maya Movements.” In *The Guatemala Reader: History, Culture, Politics* (Durham: Duke University Press, 2011): 281–285, 501–504. [e-Book Western Libraries]

DAY XXVII (AUGUST 15)

LECTURE #27: MEMORIES OF DICTATORSHIP

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 383–391. [Course text]

SEMINAR #27: MOTHERS OF THE DISAPPEARED

Seminar Readings and Images:

- [PS] Go to <http://www.pbase.com/rayker/mothers&page=all> to view Raymond Ker’s photographs of the Mothers of the Plaza de Mayo from the year 2005.
- [PS] Hebe de Bonafini and Matilde Sánchez. “The Madwomen at the Plaza de Mayo.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 429–439. [Course pack]
- [SS] Rita Arditti. “Chapter 1: Not Just One More Coup” and “Chapter 2: The Fall of the Regime.” In *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina* (Berkeley: University of California Press, 1999): 7–21, 32–49. [Course pack]

DAY XXVIII (AUGUST 16)

LECTURE #28: THE TIDE OF NEOLIBERALISM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 391–414. [Course text]

SEMINAR #28: TRANSMIGRANT MEXICAN FARM WORKERS

Seminar Readings and Images:

- [PS] Vincenzo Pietropaolo. “Introduction,” “An Imaginary Letter to a Migrant Farm Worker,” and “Harvest Pilgrims.” In *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009): 5–7, 25–27, 32, 33, 58, 60, 64, 67, 69, 73, 105, 116. [Course pack]
- [SS] Go to YouTube and watch an interview with Vincenzo Pietropaolo about migrant Mexican farm workers at http://www.youtube.com/watch?v=1x-sW_iaJZs.
- [SS] Tanya Basok. “Chapter 6: From Mexico with Two Hands” and “Chapter 7: Captive Labour.” In *Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada* (Queen’s University Press, 2002): 89–128. [e-Book Western Libraries]

DAY XXIX (AUGUST 17)

LECTURE #29: CONCLUSION/REVIEW OF TAKE-HOME FINAL EXAM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 414–424. [Course text]

II. LECTURE AND SEMINAR SCHEME

CLASS	LECTURE	SEMINAR	DATE
Day 1	Review of Course Outline/Introduction	Backpacking in Latin America	July 9
Day 2	The Mexica	Early Experiments in Ethnography	July 10
Day 3	The Incas	The Incas and Their Spanish Historians	July 11

Day 4	The “Discovery” of the New World	Initial Contact on Hispaniola	July 12
Day 5	The Atlantic Slave Trade	Slave Resistance in Brazil	July 13
Day 6	The Fall of Tenochtitlán and Tawantinsuyu	The Vision of the Vanquished	July 16
Day 7	The “Spiritual Encounter”	Franciscan Missionary Activity	July 17
Day 8	Work in the City and the Countryside	Silver Mining in Potosí	July 18
Day 9	The Indian Republic	Felipe Guaman Poma de Ayala	July 19
Day 10	Missionary Activity on the Frontier	The Jesuit Missions of Paraguay	July 20
Day 11	The Miraculous and Everyday Life	Santa Rosa de Lima	July 23
Day 12	The Colonial Socioracial Pyramid	Casta Paintings	July 24
Day 13	Gender in Colonial Society	Honour and Sexuality	July 25
Day 14	The Bourbon Reforms	Creole Patriotism	July 26
Day 15	Late Colonial Developments	Colonial Legacies	July 27
Day 16	The End of Colonialism?	Independence	July 30
Day 17	Postcolonial Construction	Caudillos	July 31
Day 18	The Rise of Liberalism	Progress	August 1
Day 19	Afro-Latin America	Slavery and Emancipation in Brazil	August 2
Day 20	In Search of the Sublime	Costumbrismo	August 3
Day 21	Neocolonialism	Modernizing Goods	August 7
Day 22	Latin American Nationalisms	Indigenismo	August 8
Day 23	Populism	Urban Poverty	August 9
Day 24	Latin American Art in the Twentieth Century	Mexican Muralism	August 10
Day 25	Dreams of Social Change	Liberation Theology	August 13
Day 26	The Cold War in Central America	Rigoberta Menchú Tum	August 14
Day 27	Memories of Dictatorship	Mothers of the Disappeared	August 15
Day 28	The Tide of Neoliberalism	Transmigrant Mexican Farm Workers	August 16
Day 29	Conclusion	Review of Take-Home Final Exam	August 17

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

**THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE**

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All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or

by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

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If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca.