



Western University

From the Selected Works of Jason Dyck

2014

HIST2470Y (Introduction to Latin America)

Jason Dyck

**DEPARTMENT OF HISTORY
TRENT UNIVERSITY**



**HIST 2470Y
INTRODUCTION TO LATIN AMERICA
Fall/Winter 2013/2014
Oshawa**

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CAMPUS: Oshawa	OFFICE LOCATION: Thornton 173	OFFICE HOURS: Tuesdays, 2:00PM-4:00PM

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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 term 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 second term by focusing on how people from all ethnic groups participated in the process of nation building and hence to the shaping of their daily lives. Taking into consideration the ongoing influence of colonial legacies, the multiethnic conversation of the initial encounter will be followed through independence, caudillo rule, progress and modernization, populism, revolution, the Cold War, and neoliberal reforms.

COURSE FORMAT

I. LECTURE AND SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Seminar #1	Tuesdays	10:00 AM–11:00AM	Thornton 103
Lecture	Tuesdays	11:00AM–1:00PM	Thornton 103
Seminar #2	Tuesdays	1:00PM–2:00PM	Thornton 103

Please check <http://www.trentu.ca/admin/mytrent/Timetable/OshawaFWTimetable/TimeTableGen0.htm> to confirm times and locations.

II. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the take-home mid-year and final exams are based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

III. SEMINARS AND SEMINAR READINGS/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required reading
- attending weekly seminars
- participating generously with your seminar group

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 are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

PARTICIPATION in weekly seminars means reading the required reading, 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. Anyone who fails to attend seminar will be given an **automatic zero** for his/her participation mark. For a more detailed description of how your seminar participation is evaluated see the **“Guide to the Evaluation of Seminar Participation”** posted on Blackboard.

IV. 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.

COURSE OBJECTIVES

As a second year course, History 2470Y is intended to introduce you to the general history of Latin America and related historical debates, interpretations, methodologies, and intersections with other disciplines. You will be encouraged to conduct independent research and gather, review, evaluate, and interpret primary and secondary evidence (both textual and visual); explore different approaches to problem solving while critically assessing the ideas of other historians; and formulate original historical arguments in a critical and analytical fashion. You will be given the opportunity to develop written and oral communication skills through a primary document analyse, research essay, and class discussion, developing your critical thinking and ability to conceptualize. On completing this course successfully, you should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge. You will also have hopefully gained an appreciation and excitement for the cultural creativity of Latin Americans of all socioracial backgrounds.

COURSE EVALUATION

ASSIGNMENT	WEIGHTING	DUE DATE
Seminars	20%	N/A
Essay #1: Describing the “Indian”	15%	November 5, 2013
Take-Home Mid-Year Exam	15%	December 10, 2013
Proposal/Annotated Bibliography	5%	January 21, 2014
Essay #2: Research Paper	25%	March 11, 2014
Take-Home Final Exam	20%	April 11, 2014

***At least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.**

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

I. ESSAY #1: DESCRIBING THE “INDIAN”

1. Description and Purpose

The first assignment of this course is an essay comparing Bartolomé de las Casas’s (1484–1566) *Apologetic History of the Indies* (ca. 1551) with Bernardo de Vargas Machuca’s (ca. 1555–1622) *Indian Militia and Description of the Indies* (1599). You will carefully and critically read through designated selections from these two texts and compare how their authors described indigenous peoples. 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 primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing. The articles by David A. Brading and Kris Lane cited below are there to provide you with a general sketch of Las Casas and Vargas Machuca and the context in which they wrote. Before writing your paper you should review the “**Guide to Writing an Essay**” and “**Sample Paper**” posted on Blackboard together with the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date, Time, and Place: November 5, 2013, 11:00AM (Thornton 103)

Length: 6 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Bartolomé de las Casas. “Apologetic History of the Indies.” In *Introduction to Contemporary Civilization in the West*, 3rd ed. (New York: Columbia University Press, 1960). [<http://www.columbia.edu/acis/ets/CCREAD/lascasas.htm>]
- Bernardo de Vargas Machuca. “Qualities and Customs of the Indians in General.” In *The Indian Militia and Description of the Indies*. Translated by Timothy F. Johnson (Durham: Duke University Press, 2008): 170–181. [**e-Book**]
- David Anthony Brading. “Chapter 3: The Unarmed Prophet.” In *The First America: The Spanish Monarchy, Creole Patriots, and the Liberal State, 1491–1867* (Cambridge: Cambridge University Press, 1991): 59–78. [**Blackboard**]
- Kris Lane. “Introductory Study.” In Bernardo de Vargas Machuca, *The Indian Militia and Description of the Indies*. Translated by Timothy F. Johnson (Durham: Duke University Press, 2008): xvii–lx. [**e-Book**]

II. TAKE-HOME MID-YEAR EXAM

1. Description and Purpose

The take-home mid-year exam is an essay based upon the first half of the course (colonial period) and it will be handed out at the last lecture of the fall term. You should treat this exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful mid-year exam is a reflection of your own personal engagement with the material covered throughout the first twelve weeks of the course.

2. Important Details

Due Date, Time, and Place: December 10, 2013, between 3:00PM–7:00PM (Trent Oshawa Office, Room 101)

Length: 7 pages (double-spaced, 12 font, Times New Roman)

Sources:

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

III. PROPOSAL/ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER

1. Description and Purpose

The second assignment of this course is a short proposal on a research topic of your choosing together with an annotated bibliography. The purpose of a proposal/annotated bibliography is to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial

argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal should be 1 page (doubled-spaced) and should briefly describe your topic (rooted in both a specific time and place) and general approach. Be specific in your proposal, remembering that you cannot address the entire history of Latin America in one research paper. Your annotated bibliography should be roughly 1–1.5 pages (single-spaced) and should include brief descriptions (2–3 sentences) of all of your sources. In these descriptions you should identify the general argument and usefulness of the book or article for your research paper. You can modify your topic and add or remove sources from your bibliography after submitting your proposal; but if you make substantial changes you should notify the instructor.

2. Important Details

Due Date: January 21, 2014 (email)

Length: 2–2.5 pages (double/single-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 7 secondary sources (both journal articles [4] and books [3])

IV. ESSAY #2: RESEARCH PAPER

1. Description and Purpose

The third assignment of this course is a research paper on a theme of your choosing. 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 1 primary source** and **at least 7 secondary sources**. Using primary and secondary sources from the syllabus is permissible if they are used as additional sources to the required total of eight. The course textbook, however, should not be one of the sources in your bibliography. Beyond e-Books and e-Journals available through the Trent University Library, online sources are strictly prohibited. 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. Before writing your paper you should review the “**Guide to Writing an Essay,**” “**Sample Paper,**” and “**Research Essay Resources**” posted on Blackboard together with the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date, Time, and Place: March 11, 2014, 11:00AM (Thornton 103)

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

Sources:

- At least 1 primary source
- At least 7 secondary sources (both journal articles [4] and books [3])

V. TAKE-HOME FINAL EXAM

1. Description and Purpose

The take-home final exam is a series of essays based upon the entire course (with more emphasis on the modern period) and it will be handed out at the last lecture of the

winter term. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the entire course.

2. Important Details

Due Date, Time, and Place: April 11, 2014, between 12:30PM–4:30PM (Trent Oshawa Office, Room 101)

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

Sources:

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

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

II. ACADEMIC INTEGRITY MODULE

All students are required to complete an online module on academic integrity, which can be found on MyLearningSystem: Academic Integrity at Trent. This module will inform you of the major academic integrity regulations and the consequences for academic dishonesty. It will also provide you with instructions on how to avoid academic dishonesty when completing assignments, tests, group-projects, and papers. At the conclusion of each of the three sections, you will be required to take a multiple choice quiz. You must earn 100% on each quiz, and you may take each quiz as many times as you like in order to do this.

The module will provide you with instructions on how to submit proof of your quiz scores. You must attach proof of completion to your first assignment. No assignments will be graded without this proof. You may be in other courses that require completion of this module. If so, you only need to complete this module successfully once. Simply print out or submit additional proof of your quiz scores. **If you completed this module before September 2013, your scores are no longer valid and you need to retake it at this time.**

III. ACCESS TO INSTRUCTION POLICY

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (BH Suite 132, 748-1281, accessibilityservices@trentu.ca) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

REQUIRED TEXTS

*Cheryl E. Martin and Mark Wasserman. *Latin America and Its People (Combined Volume)*. 3rd ed. (New York: Prentice Hall, 2012).

*All readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the Trent University Library and a few readings available on reserves in the Oshawa Campus Library).

LECTURE AND SEMINAR SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

FALL TERM (2013)

THE EARLY ENCOUNTER

WEEK I: INTRODUCTION (SEPTEMBER 10)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: BACKPACKING IN LATIN AMERICA

Lecture Reading:

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

SEMINAR #1: NO SEMINAR

WEEK II: IBERIAN SOCIETIES (SEPTEMBER 17)

LECTURE #3: WORKSHOP ON DOCUMENTATION

LECTURE #4: THE IBERIAN PENINSULA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 55–69. [Course text]

SEMINAR #2: INITIAL CONTACT ON HISPANIOLA

Seminar Reading 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. [Blackboard]
- [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. [Blackboard]
- [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, 187–190. [Blackboard]

WEEK III: INDIGENOUS PEOPLES (SEPTEMBER 24)

LECTURE #5: PRE-HISPANIC TIMES

LECTURE #6: INDIGENOUS EMPIRES

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 31–55. [Course text]

SEMINAR #3: FELIPE GUAMAN POMA DE AYALA

Seminar Reading 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. "The Ordinances of the Inca." In *The First New Chronicle and Good Government*. Translated by David Frye (Indianapolis: Hackett Publishing Company, 2006): 57–68. [Blackboard]
- [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. [Blackboard]

WEEK IV: AFRICAN CULTURES (OCTOBER 1)

LECTURE #7: COLONIAL EXPERIMENTS IN BRAZIL

LECTURE #8: MASTERS AND SLAVES

Lecture Reading:

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

SEMINAR #4: PALMARES

Seminar Reading 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. [Blackboard]
- [PS] "The Great Seventeenth-Century *Quilombo* of Palmares: A Chronicle of War and Peace." In *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 366–377. [Blackboard]
- [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. [Library Reserves]

CONQUEST AND RESISTANCE

WEEK V: THE INVASION OF AMERICA (OCTOBER 8)

LECTURE #9: THE FALL OF TENOCHTITLÁN AND TAWANTINSUYU

LECTURE #10: THE MYTHS OF CONQUEST

Lecture Reading:

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

SEMINAR #5: THE VISION OF THE VANQUISHED

Seminar Reading 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.
[\[http://socialiststories.net/liberate/Vision%20of%20the%20Vanquished,%20or%20The%20Broken%20Spears%20by%20Miguel%20Leon-Portilla.pdf\]](http://socialiststories.net/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]

WEEK VI: THE MISSIONARY THEATRE (OCTOBER 15)

LECTURE #11: THE EVANGELIZATION OF NEW SPAIN AND PERU

LECTURE #12: INDIGENOUS RESPONSES TO CHRISTIANITY

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 83–95, 136–139. [Course text]

SEMINAR #6: FRANCISCAN MISSIONARY ACTIVITY

Seminar Reading 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. [Blackboard]
- [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. [Blackboard]
- [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. [Blackboard]

*** * * FALL READING WEEK * * ***

MID-COLONIAL LIFE

WEEK VII: LABOUR RELATIONS (OCTOBER 29)

LECTURE #13: URBAN LIFE AND LABOUR

LECTURE #14: RURAL LIFE AND LABOUR

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 96–125. [Course text]

SEMINAR #7: SILVER MINING IN POTOSÍ

Seminar Reading and Images:

- [PS] Go to the website <http://jcb.lunaimaging.com/luna/servlet> and type “Cerro de Potosí” in the advanced search to view a woodcut of Potosí from 1553.
- [PS] To view an engraving of the Potosí mines by Theodor de Bry see Jane Mangan. *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (Durham: Duke University Press, 2005): 5. [e-Book]
- [SS] Jane Mangan. “Chapter 1: “The Largest Population and the Most Commerce”: The Genesis of Potosí’s Urban Economy.” In *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (Durham: Duke University Press, 2005): 21–47. [e-Book]

WEEK VIII: INDIAN-SPANISH ACCULTURATION (NOVEMBER 5)

LECTURE #15: SCREENING OF *THE MISSION*

LECTURE #16: SCREENING OF *THE MISSION*

Lecture Reading and Film:

- [SS] Martin/Wasserman. *Latin America and Its People*: 126–136, 140–154. [Course text]
- [SS] Robert Bolt. *The Mission* [1986]. DVD. Directed by Roland Joffé. Warner Home Video, 2003. [Film to be screened during lecture]

SEMINAR #8: JESUIT MISSIONS

Seminar Reading:

- [PS] Antonio Ruiz de Montoya. *The Spiritual Conquest Accomplished by the Religious of the Society of Jesus in the Provinces of Paraguay, Parana, Uruguay, and Tape: A Personal Account of the Founding and Early Years of the Jesuit Paraguay Reductions*. Translated by C. J. McNaspy (St. Louis: The Institute of Jesuit Sources, 1993): 129–134 [Blackboard]
- [SS] Daniel T. Reff. “The Jesuit Mission Frontier in Comparative Perspective: The Reductions of the Río de la Plata and the Missions of Northwestern Mexico, 1588–1700.” In *Contested Ground: Comparative Frontiers on the Northern and Southern Edges of the Spanish Empire*, eds. Donna J. Guy and Thomas E. Sheridan. (Tucson: The University of Arizona Press, 1998): 16–31. [Blackboard]

WEEK IX: SANCTITY AND COLONIAL SOCIETY (NOVEMBER 12)

LECTURE #17: COLONIAL “SAINTS” IN PERU

LECTURE #18: MIRACULOUS IMAGES IN NEW SPAIN

Lecture Reading:

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

SEMINAR #9: SANTA ROSA DE LIMA

Seminar Reading 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. [Blackboard]
- [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. [Blackboard]
- [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. [Blackboard]

WEEK X: RACE RELATIONS (NOVEMBER 19)

LECTURE #19: THE COLONIAL SOCIORACIAL PYRAMID

LECTURE #20: GENDER IN COLONIAL TIMES

Lecture Reading:

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

SEMINAR #10: HONOUR AND SEXUALITY

Seminar Reading:

- [PS] “Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His *Castiza* Wife, Josefa Cadena,” ed. Sonya Lipsett-Rivera. In *Colonial Lives: Documents on Latin American History, 1550–1850*, ed. Richard Boyer and Geoffrey Spurling (Oxford: Oxford University Press, 2000): 216–223. [Blackboard]

- [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*, eds. Lyman L. Johnson and Sonya Lipsett-Rivera (Albuquerque: University of New Mexico Press, 1998): 179–200. [Blackboard]

REFORM

WEEK XI: THE SECOND CONQUEST OF AMERICA (NOVEMBER 26)

LECTURE #21: THE BOURBON REFORMS

LECTURE #22: CREOLE PATRIOTISM

Lecture Reading:

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

SEMINAR #11: 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. [Blackboard]
- [SS] Ilona Katzew. "Casta Painting, Identity and Social Stratification in Colonial Mexico." In *New World Orders: Casta Painting and Colonial Latin America*, ed. Ilona Katzew (New York: Americas Society Art Gallery, 1996): 1–35. [Blackboard]

WEEK XII: COLONIAL LEGACIES (DECEMBER 3)

LECTURE #23: LATE COLONIAL DEVELOPMENTS

LECTURE #24: REVIEW OF TAKE-HOME MID-YEAR EXAM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 203–226. [Course text]

SEMINAR #12: 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). [Blackboard]
- [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. [Blackboard]
- [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. [Blackboard]

WINTER TERM (2014)

IMAGINING NEW NATIONS

WEEK I: THE END OF COLONIALISM? (JANUARY 7)

LECTURE #1: WORKSHOP ON RESEARCH TECHNIQUES

LECTURE #2: THE WARS FOR INDEPENDENCE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 226–232, 236–241. [Course text]

SEMINAR #1: AMERICANOS

Seminar Reading and Images:

- [PS] “America Nursing Spanish Noble Boys.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 339–340. [Blackboard]
- [PS] Simón Bolívar. “Bolívar’s Vision of an Orderly Republic: The Angostura Address.” In *Latin American Independence: An Anthology of Sources*, trans. and eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010), 136–146. [Blackboard]
- [SS] John Charles Chasteen. “Prologue: Why Americanos?” and “Chapter 1: Discovering América, 1799–1805.” In *Americanos: Latin American’s Struggle for Independence* (Oxford: Oxford University Press, 2008): 1–34. [e-Book]

WEEK II: POSTCOLONIAL CONSTRUCTION (JANUARY 14)

LECTURE #3: DETERMINING NATIONAL BORDERS

LECTURE #4: CAUDILLO RULE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 242–265. [Course text]

SEMINAR #2: ANTONIO LÓPEZ DE SANTA ANNA

Seminar Reading:

- [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. [Blackboard]
- [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. [Blackboard]
- [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. [Blackboard]

MODERNIZATION AND SOCIAL CHANGE

WEEK III: THE RISE OF LIBERALISM (JANUARY 21)

LECTURE #5: MODERNIZATION

LECTURE #6: THE “INDIAN PROBLEM”

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 265–280. [Course text]

SEMINAR #3: THE RELIGION OF PROGRESS

Seminar Reading:

- [PS] Juan Bautista Alberdi. “Immigration as a Means of Progress.” In *The Argentina Reader: History, Culture, Politics*, eds. Gabriela Nouzeilles and Graciela Montaldo (Durham: Duke University Press, 2002): 95–101. [Blackboard]
- [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. [Chapter 1: Google Books; Chapter 2: Blackboard]

WEEK IV: NEOCOLONIALISM (JANUARY 28)

LECTURE #7: THE PORFIRIATO IN MEXICO

LECTURE #8: EUROPEAN IMMIGRATION IN SOUTH AMERICA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 284–299. [Course text]

SEMINAR #4: MODERNIZING GOODS

Seminar Reading:

- [PS] Manuel Antonio Carreño. “Diverse Rules.” In *Manual of Civility and Good Manners* [1853]. Translated by Jason Dyck. Unpublished manuscript. [Blackboard]
- [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. [Blackboard]

WEEK V: AFRO-LATIN AMERICA (FEBRUARY 4)

LECTURE #9: ABOLITION AND EMANCIPATION

LECTURE #10: THE MYTH OF RACIAL DEMOCRACY

- [SS] Martin/Wasserman. *Latin America and Its People*: 232–236, 280–284. [Course text]

SEMINAR #5: SLAVE SOCIETY IN BRAZIL

Seminar Reading 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. [Blackboard]
- [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): 131–147. [Blackboard]
- [SS] George Reid Andrews. “Chapter 2: Slavery and Emancipation, 1800–1890.” In *Black and Whites in São Paulo Brazil, 1888–1988* (Madison: The University of Wisconsin Press, 1991): 25–53. [Blackboard]

WEEK VI: BUILDING NATIONS (FEBRUARY 11)

LECTURE #11: BATLLISMO IN URUGUAY

LECTURE #12: THE MEXICAN REVOLUTION

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 300–326. [Course text]

SEMINAR #6: INDIGENISMO

Seminar Reading and Images:

- [PS] Go to <http://lapanarte.blogspot.mx/search/label/Jos%C3%A9%20Sabogal%20%28indigenista%29> to view paintings by the Peruvian painter José Sabogal.
- [PS] Go to Olga’s Gallery at <http://www.abcgallery.com> to view paintings by the Mexican painter Diego Rivera.
- [SS] Rebecca Earle. “Chapter 7: Indigenismo: 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. [e-Book]

*** * * WINTER READING WEEK * * ***

WEEK VII: POPULISM (FEBRUARY 25)

LECTURE #13: THE ESTADO NOVO IN BRAZIL

LECTURE #14: PERONISM IN ARGENTINA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 327–342. [Course text]

SEMINAR #7: URBAN POVERTY

Seminar Reading and Images:

- [PS] View George Turok's photographs of life in a favela in Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus* (New York: Signet Classics, 2003). [Blackboard]
- [PS] Carolina Maria de Jesus. *Child of the Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair (New York: Signet Classics, 2003): 3–25. [Blackboard]
- [SS] Robert M. Levine. "Carolina Maria de Jesus: From Raggpicker to Best-Selling Author and Back Again." In *The Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources, 2004): 231–248. [Blackboard]

THE COLD WAR AND DEMOCRATIZATION

WEEK VIII: DREAMS OF SOCIAL CHANGE (MARCH 4)

LECTURE #15: THE OCTOBER REVOLUTION IN GUATEMALA

LECTURE #16: THE CUBAN REVOLUTION

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 342–378. [Course text]

SEMINAR #8: NO SEMINARS (RESEARCH PAPER DUE)

WEEK IX: THE COLD WAR IN CENTRAL AMERICA (MARCH 11)

LECTURE #17: UNCLE SAM'S BIG STICK

LECTURE #18: THE NICARAGUAN REVOLUTION

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 378–381. [Course text]

SEMINAR #9: RIGOBERTA MENCHÚ TUM

Seminar Reading and Images:

- [PS] Rigoberta Menchú Tum. "I: The Family," "IV: First Visit to the Finca. Life in the Finca," "VI: An Eight-Year-Old Agricultural Worker," "XIX: Attack on the Village by the Army," "XXIII: Political Activity in Other Communities. Contacts with Ladinos," and "XXIV: The Torture and Death of Her Little Brother, Burnt Alive in Front of Members of Their Families and the Community." In *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Translated and edited by Elisabeth Burgos-Debray (London: Verso, 1984): 1–6, 21–27, 33–37, 141–149, 163–174. [Library Reserves]
- [SS] Greg Gradin, Deborah T. Levenson, and Elizabeth Oglesby. "Roads to Revolution." In *The Guatemala Reader: History, Culture, Politics* (Durham: Duke University Press, 2011): 281–285. [e-Book]
- [SS] W. George Lovell. "Chapter 2: Noble K'iche'." In *A Beauty that Hurts: Life and Death in Guatemala*. 2nd rev. ed. (Austin: University of Texas Press, 2010): 17–25. [Blackboard]

WEEK X: MEMORIES OF DICTATORSHIP (MARCH 18)

LECTURE #19: THE TLATELOLCO MASSACRE

LECTURE #20: MILITARY RULE IN CHILE

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 381–391. [Course text]

SEMINAR #10: MOTHERS OF THE DISAPPEARED

Seminar Reading 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. [Blackboard]
- [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. [Library Reserves]

WEEK XI: THE RISE OF NEOLIBERALISM (MARCH 25)

LECTURE #21: TRANSNATIONAL LINKS TO EL NORTE

LECTURE #22: THE PINK TIDE IN SOUTH AMERICA

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 391–418. [Course text]

SEMINAR #11: THE INFORMAL ECONOMY

Seminar Reading:

- [PS] José María Salcedo. "Simply Pascuala." In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 452–455. [Blackboard]
- [SS] Linda J. Seligmann. "Survival Politics and the Movements of Market Women in Peru in the Age of Neoliberalism." In *The Third Wave of Modernization in Latin America: Cultural Perspectives on Neoliberalism*, eds. Lynne Phillips (Wilmington: Scholarly Resources, 1998): 65–82. [Blackboard]

WEEK XII: CONCLUSION (APRIL 1)

LECTURE #23: LATIN AMERICA IN CANADA

LECTURE #24: REVIEW OF THE TAKE-HOME FINAL EXAM

Lecture Reading:

- [SS] Martin/Wasserman. *Latin America and Its People*: 418–424. [Course text]

SEMINAR #12: TRANSMIGRANT FARM WORKERS

Seminar Reading 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. [Blackboard]
- [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]

LECTURE AND SEMINAR OVERVIEW

FALL TERM (2013)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Backpacking in Latin America	#1: No Seminar	September 10
2	#3: Workshop on Documentation #4: The Iberian Peninsula	#2: Initial Contact on Hispaniola	September 17
3	#5: Pre-Hispanic Times #6: Indigenous Empires	#3: Felipe Guaman Poma de Ayala	September 24
4	#7: Colonial Experiments in Brazil #8: Masters and Slaves	#4: Palmares	October 1
5	#9: The Fall of Tenochtitlán and Tawantinsuyu #10: The Myths of Conquest	#5: The Vision of the Vanquished	October 8
6	#11: The Evangelization of New Spain and Peru #12: Indigenous Responses to Christianity	#6: Franciscan Missionary Activity	October 15
7	#13: Urban Life and Labour #14: Rural Life and Labour	#7: Silver Mining in Potosí	October 29
8	#15: Screening of <i>The Mission</i> #16: Screening of <i>The Mission</i>	#8: Jesuit Missions	November 5
9	#17: Colonial “Saints” in Peru #18: Miraculous Images in New Spain	#9: Santa Rosa de Lima	November 12
10	#19: The Colonial Socio-racial Pyramid #20: Gender in Colonial Times	#10: Honour and Sexuality	November 19
11	#21: The Bourbon Reforms #22: Creole Patriotism	#11: Casta Paintings	November 26
12	#23: Late Colonial Developments #24: Review of Take Home Mid-Year Exam	#12: Colonial Legacies	December 3

WINTER TERM (2014)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Workshop on Research Techniques #2: The Wars for Independence	#1: Americanos	January 7
2	#3: Determining National Borders #4: Caudillo Rule	#2: Antonio López de Santa Anna	January 14
3	#5: Modernization #6: The “Indian Problem”	#3: The Religion of Progress	January 21
4	#7: The Porfiriato in Mexico #8: European Immigration in South America	#4: Modernizing Goods	January 28
5	#9: Abolition and Emancipation #10: The Myth of Racial Democracy	#5: Slave Society in Brazil	February 4
6	#11: Batllismo in Uruguay #12: The Mexican Revolution	#6: Indigenismo	February 11
7	#13: The Estado Novo in Brazil #14: Peronism in Argentina	#7: Urban Poverty	February 25
8	#15: The October Revolution in Guatemala #16: The Cuban Revolution	#8: No Seminar (Research Paper Due)	March 4
9	#17: Uncle Sam’s Big Stick #18: The Nicaraguan Revolution	#9: Rigoberta Menchú Tum	March 11
10	#19: The Tlatelolco Massacre #20: Military Rule in Chile	#10: Mothers of the Disappeared	March 18
11	#21: Transnational Links to El Norte #22: The Pink Tide in South America	#11: The Informal Economy	March 25
12	#23: Latin America in Canada #24: Review of the Take-Home Final Exam	#12: Transmigrant Farm Workers	April 1

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 2470Y” or it may be placed into junk mail. You may feel free to email the instructor about any questions you have concerning the course.

II. BLACKBOARD

The syllabus, seminar readings, important handouts, internet links, lecture outlines, seminar questions, and the mid-year and take-home final exams will all be available for consultation on Blackboard. It should be noted, however, that weekly lecture outlines will only appear on Blackboard on the Monday of each week before lectures on Tuesday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The mid-year and take-home final exams will be handed out at the last lecture of each term, but will only be available on Blackboard the following day.

III. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically (with the exception of the research essay proposal). Assignments that are handed in late without the instructor's permission will be penalized 5% of the assignment's worth per day after the due date. To avoid a late penalty of two days on the weekend, email your assignment to the instructor upon completion and then submit a hardcopy to him at the following lecture/seminar. When an assignment is more than a week overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a doctor's note for illnesses and establish a new due date in consultation with the instructor.

IV. ACADEMIC ASSISTANCE

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

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 (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the "**Guide to Writing an Essay,**" "**Sample Paper,**" and the "**Guide to the Evaluation of Essays**" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, 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 and organized structure
- An intelligent use of sources and signs of original research
- 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. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before February 6, 2014.