

**The University of Western Ontario
Department of History**

**History 2501E
History of Latin America**



Instructors: Professor Luz Maria Hernández-Sáenz and Gregg French

Semesters: Fall 2014/Winter 2015

Class Times: Tuesday (2:30pm-4:30pm) and Thursday (2:30pm-3:30pm)

Classroom: UC 220

Website: TBD

Contact Information

Name: Professor Luz Maria Hernández-Sáenz

E-mail: lmhs@uwo.ca

Phone: 519-661-2111 ext. 84978

Personal Website: http://history.uwo.ca/people/faculty/hernandez_saenz.html

Office: Stevenson Hall 2124

Office Hours: TBD

Name: Gregg French

E-mail: gfrench4@uwo.ca

Phone: 519-902-8453

Personal Website: <http://greggfrench.wordpress.com/>

Office: Stevenson Hall 2124

Office Hours: TBD

Brief Course Description

From a social, cultural, economic, political, and transnational perspective, this survey style course will study Latin America from the pre-colonial period to the present, with a special emphasis on Mexico, Argentina, Brazil, Cuba, and Central America. The course will also provide students with an understanding of how to conduct historical research, how to interpret primary documents, and how different approaches to historical events/themes affect the way we study and interpret the past.

Textbooks

Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)

Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)

Additional readings available online.

Rationale and Learning Outcomes

Students should consider enrolling in this course if:

- 1) They are interested in working for a government agency, a NGO, or a non-profit organization in Latin America.
- 2) They have an interest in learning how globalization can affect the lives of individuals living outside of North America and Europe.

- 3) They enjoy traveling and are considering a trip to the region.
- 4) They are interested in further developing their oral and written communication skills.
- 5) They have a desire to learn about how historical research is conducted and how historical sources are interpreted.
- 6) They have a general interest in the history of Latin America.

Upon the completion of this course, students will be able to:

- 1) Identify key figures and explain main events and issues in Latin American history.
- 2) Explain and analyze the historical factors that have shaped Latin American history and society.
- 3) Relate historical events and trends to contemporary society.
- 4) Analyze and engage with the main historiographical trends surrounding the study of Latin American history.
- 5) Analyze and evaluate primary sources and place them in historical context.

Full Year Evaluations

Fall 2014

Map Quiz	Date: September 18, 2014	5%
Essay #1 (four pages)	Date: November 13, 2014	10%
Attendance and Participation	Full Semester	10%
Mid-Term Examination	December Examination Period	25%

Winter 2015

Essay #2 (six pages)	Due Date: January 29, 2015	10%
Historiographical Essay (eight pages)	Due Date: March 5, 2015	10%
Attendance and Participation	Full Semester	10%
Final Examination	April Examination Period	20%

Assignments and Evaluations

Map Quiz

Students will locate the Latin American countries and their capitals on a map

Essay #1

Due Nov. 13.

This assignment consists of a five-page essay designed to familiarize students with the use, interpretation and analysis of primary documents. Students will be asked to read a fragment of the “Second Letter of Hernán Cortés to Emperor Charles V” available online at

<http://www.fordham.edu/halsall/mod/1520cortes.asp>, place it into context, explore its meaning and factual information, and evaluate its historical importance. Further instructions will be given in class (Oct. 21). Various primary documents will be analyzed during the first weeks of classes to prepare students for this assignment.

Mid-Term Examination

The mid-term examination will include all of the material covered from the first class to final class of the semester. Questions will come from the lectures, course readings, and class discussions.

The first portion of the examination will offer students ten identification questions (people, places, events, documents, theories) and students will be asked to select four. Students will then be asked to define the who, what, where, why, how, when, and historical significance surrounding each identification question that he/she selected.

The second portion of the examination will offer students three broad historical questions. In essay format, students will be asked to select one of these questions and will be expected to appropriately answer it.

Essay #2

In class on January 6, students will be introduced to their second essay assignment of the school year. Essay #2 is designed as an opportunity for students to research, critique, debate, and answer one of three essay questions, which will be provided by the instructor and will directly relate to the themes and topics addressed in the course.

Students will be assigned specific readings for the essay and are expected to use their textbooks, course readings, and the primary and secondary sources discussed in class. Students are not required to conduct any further research but are allowed to do so. The essay should be approximately six pages in length.

If students have any questions, the instructor will be available during office hours and via e-mail. Essay #2 is due on January 29, 2015.

Historiographical Essay

In class on February 3, students will be introduced to their third essay assignment of the school year. This assignment is a historiographical essay and aims to help students develop the skills needed to understand and evaluate specific historical interpretations, as well as the trends that exist in the study of history.

Students will be asked to choose one of three topics and to write an eight page historiographical essay on their chosen topic. Topics and sources will be provided to the students but students are not limited to the topics and sources provided.

In class on February 3, the instructor will further elaborate on specific strategies that students should use when writing a historiographical essay. The instructor will also answer any questions that students may have and will be available during office hours and via e-mail. The historiographical essay is due on March 5, 2015.

Attendance and Participation

Although the course will be designed as a lecture style course, students will still be given ample opportunity to participate in class. Class participation will lead to more in-depth discussions in class and will lead to a better understanding of the course material and the practical applications that the course will offer. Periodically, group work will occur in this class. During this time period, the lecturer will circulate throughout the room, grading students on their participation within a group setting. In-class participation will be graded after every lecture. Students will be expected to attend lecture and will automatically receive a grade of 50% for their attendance. Students will then be graded according to the number of times they participate and the quality of their contributions.

During the Winter 2015 semester, the instructor will post weekly questions, conversation points, or current event topics on the course website, which the students will be asked to comment on and discuss amongst themselves. Students will only need to post one comment per week but are encouraged to post more than once per week. Online participation will be graded on the quality of their contributions. Students will receive updates on their online participation upon request and on the last day of class.

Also during the Winter 2015 semester, students will be encouraged to discuss the course via Twitter, using the hashtag “#HIS2501E”. The use of Twitter is not mandatory and will not be included in the student’s overall participation grade.

Final Examination

The final examination will include all of the material covered from the mid-term examination to the final class. Questions will come from the lectures, course readings, and class discussions.

The first portion of the examination will offer students ten identification questions (people, places, events, documents, theories) and students will be asked to select four. Students will then be asked to define the who, what, where, why, how, when, and historical significance surrounding each identification question that he/she selected.

The second portion of the examination will offer students three broad historical questions. In essay format, students will be asked to select one of these questions and will be expected to appropriately answer it.

***ALL REQUIREMENTS MUST BE COMPLETED TO PASS THE COURSE.**

****A GRADE OF AT LEAST 50% IN THE FINAL EXAM IS REQUIRED TO PASS THIS COURSE**

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

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.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should

be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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

LECTURE AND DISCUSSION SCHEDULE

FALL SEMESTER 2014

Please note, weekly readings must be completed by the first date listed.

Sept. 4

INTRODUCTION.

Sept. 9 -11

1. THE AMERICAS IN PRE-HISPANIC TIMES.

Martin and Wasserman, Chapter 1, and 2 (31- 54).

Reading 1 Harvey, "Public Health in Aztec Society" *Sources in the History of Medicine. The Impact of Disease and Trauma*, Robin L. Anderson, ed. (Pearson Prentice Hall, 2007), p. 148-153. (OWL)

Reading 2 Pedro Cieza de León, "Chronicles of the Incas" from the Second part of *Chronicle of Peru*, Clemens R. Markham, trans, and ed. (Hakluyt Society, 1883), Modern History Sourcebook, www.fordham.edu/halsall/mod/1540cieza.html

Sept. 16 - 18

2. IBERIA AND THE SPANISH CONQUEST OF THE AMERICAS

Martin and Wasserman, Chapter 2, (55-63) and Chapter 3

Reading 3 *Inter Caetera Bull* www.nativeweb.org/pages/legal/indig-inter-caetera.html

SEPT. 18 MAP QUIZ

Sept. 23 - 25 THE SPANISH CONQUEST OF THE AMERICAS (Conclusion)

3. ADMINISTRATIVE ORGANIZATION OF THE COLONIES

Reading 4 Bernal Díaz, The Conquest of New Spain, p. 284-307 ("The Flight from Mexico"). (OWL)

Reading 5 "The Difficulties of Settling Buenos Aires," *The Conquest of the River Plate*, trans. Luis I. Domínguez, in Jonathan C. Brown, *Latin America. A Social History of the Colonial Period* (Harcourt College Publishers, 2000), 96-97. (OWL)

Reading 6 Mathew Restall, "Black Conquistadores: Armed Africans in Early Spanish America," *The Americas*, vol. 57 Num. 2 (Oct. 2000), pp. 171-205.

Sept. 30 - Oct. 2

4. MINES, HACIENDAS AND PLANTATIONS

Martin and Wasserman, Chapters 4

Reading 7 Woodrow Borah, "The Indians of Tejuapan Want to Raise Silk on Their Own," *Colonial Lives, Documents on Latin American History, 1550-1850*, Boyer and Spurling, eds. (Oxford University Press, 2000), pp. 32-38. (OWL)

Reading 8 “The Evils of Cochineal, Tlaxcala, Mexico (1553),” in *Colonial Latin America. A Documentary History*, K. Mills, W. B. Taylor and S. Lauderdale Graham, eds. (Washington: Scholarly Resources Inc., 2002), 113-116. (OWL)

October 7 - 9

5. THE COLONIAL CHURCH

Martin and Wasserman, Chapter 5.

Reading 9 John F. Schwaller, “Directorio Para Confesores: ‘Lords Who Hold Temporal Government Over Vassals,’” (Mexico, 1585) *Colonial Lives, Documents on Latin American History, 1550-1850*, Boyer and Spurling, eds. (Oxford University Press, 2000), pp. 32-38. (OWL)

October 14 - 16

6. LIVING IN THE PERIPHERY OF EMPIRE: RACE, GENDER AND RELIGION IN COLONIAL LATIN AMERICA (Prof. French)

Reading 10 Ben Vinson III, *Bearing Arms for His Majesty: The Free Colored Militia in Colonial Mexico* (Stanford, California: Stanford University Press, 2001), Chapter: “The Contours of Duty: Recruitment, Occupations, and Marriage” (OWL)

Reading 11 Muriel Nazzari, *Disappearance of the Dowry: Women, Families, and Social Change in Sao Paulo, Brazil (1600-1900)* (Stanford, California: Stanford University Press, 1991), Chapter 4, “Transition in the Family and Society”. (OWL)

Reading 12 Laura de Mello e Souza, *The Devil and the Land of the Holy Cross: Witchcraft, Slavery, and Popular Religion in Colonial Brazil* (Austin, Texas: University of Texas Press, 2003), Chapter 2: Popular Religiosity in the Colony. (OWL)

October 21 - 28

7. COLONIAL SOCIETY

Martin and Wasserman, Chapter 6

Reading 13 Peter B. Villela, “Indian Lords, Hispanic Gentlemen: The Salazars of Colonial Tlaxcala,” *The Americas*, vol. 69 Num. 1 (July 2012), pp. 1-36.

Reading 14 Jake Frederick, “Without Impediment: Crossing Boundaries in Colonial Mexico,” *The Americas*, vol. 67 Num. 4 (April 2011), pp. 495-515.

November 4-6

7. COLONIAL SOCIETY

Reading 15 Sor Juana Inés de la Cruz, “On being a Woman and an Intellectual,” Jonathan C. Brown, *Latin America. A Social History of the Colonial Past* (Harcourt College Publishers, 2000), p. 146. (OWL)

Reading 16 “Sor Juana Inés de la Cruz’s Letter to Sor Filotea (1691),” in *Colonial Latin America. A Documentary History*, K. Mills, W. B. Taylor and S. Lauderdale Graham, eds. (Washington: Scholarly Resources Inc., 2002), 207 - 214. (OWL)

November 11 - 13

THE LATE COLONIAL PERIOD

Martin and Wasserman, Chapter 7

ESSAY #1 DUE NOV. 13

November 25 - 27

RESISTANCE TO REFORM

Reading 17 Angela T. Thompson, "To Save the Children: Smallpox Innoculation, Vaccination and Public Health in Guanajuato, Mexico, 1797-1840," *The Americas*, 49:4 (April 1993), 431-455.

Reading 18 Patricia H. Marks, "Confronting a Mercantile Elite: Bourbon Reformers and the Merchants of Lima, 1765-1796," *The Americas*, 60:4 (April 2004), 519-558.

Dec. 2

THE INDEPENDENCE OF THE COLONIES

Martin and Wasserman, Chapter 8

Reading 19 Plan de Iguala (February 24, 1821)

<http://www.tamu.edu/faculty/ccbn/dewitt/iguala.htm>

WINTER SEMESTER 2015

Please note, weekly readings must be completed by the first date listed.

Week 1

January 6-8, 2015

Introduction: Creating a Nation from a Colonial Past, 1800-1850

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 9: Regionalism, War, and Reconstruction: Politics and Economics, 1821-1880
- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)
 - Chapter 2: The Practice of Politics: Popular Participation in the Nineteenth Century

Week 2

January 13-15, 2015

Everyday Life in Nineteenth Century Latin America

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 10: Everyday Life in an Uncertain Age, 1821-1880

Week 3

January 20-22, 2015

The Weight of the Past: Liberal Reforms and Political Instability, 1821-1880

- Robert J. Knowlton, *Church Property and the Mexican Reform, 1856-1910* (DeKalb, Illinois: Northern Illinois University Press, 1976).
 - Chapter 1: Prelude to Reform

Week 4

January 27-29, 2015

Race, Slavery, and Export Economies in Nineteenth Century Latin America

- Joaquim Nabuco, "Negro Slavery in Brazil: The Chief Obstacle to Development"
- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)
 - Chapter 5: Slaves

ESSAY #2: Due on January 29, 2015

Week 5

February 3-5, 2015

A Changing Society: Industrialization, Modernization, and Revolution, 1880-1920

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 11: Economic Modernization, Society, and Politics, 1880-1920
- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)
 - Chapter 10: The Mexican Revolution

Week 6

February 10-12, 2015

U.S.-Latin American Relations at the Turn of the Twentieth Century, 1867-1933

- Paul J. Dosal, *Doing Business with the Dictators: A Political History of United Fruit in Guatemala, 1899-1944* (Wilmington, Delaware: A Scholarly Resources Incorporated Imprint, 1993).
 - Chapter 4: Minor Keith and Caudillo Politics

Week 7

February 17-19, 2015

Reading Week

Week 8

February 24-26, 2015

Populist Politics and Import Substitution Industrialization

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 12: Between Revolutions: The New Politics of Class and the Economies of Import Substitution Industrialization, 1920-1959
 - Chapter 13: People and Progress, 1910-1959

Week 9

March 3-5, 2015

Latin America and the Cold War

- Teresa A. Meade, *A History of Modern Latin America* (Malden, Massachusetts: Blackwell Publishing, 2010).
 - Chapter 10: Post-World War II Struggles for Sovereignty

HISTORIOGRAPHICAL ESSAY: Due on March 5, 2015

Week 10

March 10-12, 2015

Nation Building in the Caribbean and the Cuban Revolution

- Benjamin Keen and Keith Haynes, *A History of Latin America – Seventh Edition* (Boston and New York: Houghton Mifflin Company, 2004).
 - Chapter 17: The Cuban Revolution
- Franklin W. Knight, *The Caribbean: The Genesis of a Fragmented Nationalism – Third Edition* (New York and Oxford: Oxford University Press, 2012).
 - Chapter 8: Caribbean Nation Building 2: Cuba, 1868-2010

Week 11

March 17-19, 2015

Military Dictatorships in Chile and Argentina

- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)
 - Chapter 11: The Time of Terror

Week 12

March 24-26, 2015

Political Instability in Central America and La Década Perdida, 1970-1990

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 14: Revolution, Reaction, Democracy, and the New Global Economy: 1959 to the Present
- Cheryl E. Martin and Mark Wasserman, *Readings on Latin America and Its People: Volume 2 – Since 1800* (New York: Pearson Incorporated, 2011). (Reader)
 - Chapter 12: The New Latin America

Week 13

March 31-April 2, 2015

Still “At War with the Past”: Latin America in the Twenty-First Century

- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People, Third Edition* (New York: Pearson Education Incorporated, 2012). (Textbook)
 - Chapter 15: Everyday Life: 1959 to the Present
- Mark Eric Williams, *Understanding U.S.-Latin American Relations: Theory and History* (New York: Routledge, 2012).
 - Chapter 10: Hemispheric Relations in the Twenty-First Century

Week 14

April 6, 2015

Snow Day and/or Exam Review Day

- No assigned readings.