

**The University of Western Ontario
Department of History
History 2501E
History of Latin America**

**Tues. 1:30-3:30
Thurs. 1:30-2:30**

Location: UCC 58

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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, Peru and Cuba. 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)

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

Map Quiz (Sep. 22, 2015)	5%
Essay # 1 (Oct. 27, 2015)	5%
Mid-Term Exam (Nov. 24, 2015)	10%
Essay #2 (Jan. 26, 2016)	15%
Essay # 3 (March 8, 2015)	20%
Attendance and Participation	20%
Final Examination	25%

Assignments and Evaluations

Map Quiz

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

Essay #1. Due Oct. 27

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>, or “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), available on OWL, place it into context, explore its meaning and factual information, and evaluate its historical importance. Further instructions will be given in class (Oct. 8). 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 who, what, where, why, how, when, and explain the 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. Due January 26, 2016.

In class on December 8, 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 six to eight pages in length.

Historiographical Essay. Due March 8, 2016.

In class on February 2, 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 to ten-page historiographical essay on their chosen topic. Topics and sources will be provided by the instructor.

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. Students will then be graded according to their attendance (25%) and their class participation and quality of their contributions (75%).

Final Examination

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

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

The second and third portions of the examination will include three broad historical questions each. The second portion will concentrate on the material covered during the first semester and the third will cover the last semester (nineteenth and twenty centuries). In essay format, students will be asked to select one question of each section and will be expected to appropriately answer it in essay format.

***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**

LECTURE AND DISCUSSION SCHEDULE
FALL SEMESTER 2014

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

Sept. 10, 2015

INTRODUCTION.

Sept. 15 -17, 2015

1. THE MEETING OF TWO WORLDS.

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)

Sept. 22 - 24, 2015

2. CONQUEST AND COLONIZATION OF THE AMERICAS

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

Reading 2 Bernal Díaz, *The Conquest of New Spain*, p. 284-307 ("The Flight from Mexico"). (OWL)

SEPT. 22 MAP QUIZ

Sept. 29 – Oct. 1, 2015

3. THE ADMINISTRATIVE ORGANIZATION OF THE COLONIES

Reading 3 Woodrow Borah, "The Indians of Tejupan 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 4 "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)

Oct. 6 – 8, 2015.

4. THE COLONIAL CHURCH

Martin and Wasserman, Chapter 5.

Reading 5 John F. Schwaller, "Directorio Para Confesores: 'Lords Who Hold Temporal Government Over Vassals,'" (Mexico, 1585) *Colonial Lives*, Boyer and Spurling, eds., 32-38. (OWL)

Reading 6 *Inter Caetera Bull* www.nativeweb.org/pages/legal/indig-inter-caetera.html

Oct. 13-15, 2015

4. MINES AND TRADE

Martin and Wasserman, Chapter 4

Reading 7 Kris Lane, "Africans and Natives in the Mines of Spanish America," in *Beyond Black and Red*, Matthew Restall, ed. (Albuquerque, University of New Mexico Press, 2005), pp. 159-184.

Oct. 20 - 22, 2015

6. HACIENDAS, PLANTATIONS AND SLAVERY IN THE AMERICAS
Reading 8 Jane Landers, “Felipe Edimboro Sues for Manumission, Don Francisco Xavier Sánchez Contests” (Florida, 1794), *Colonial Lives*, Boyer and Spurling, eds., 249-267 (OWL)

ESSAY # 1 DUE Oct. 27

Oct. 27, 2015

7. COLONIAL SOCIETY
Martin and Wasserman, Chapter 6
Reading 9 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) **AND**
Reading 10 “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)

OR

“Second Letter of Hernán Cortés to Emperor Charles V” available online at
<http://www.fordham.edu/halsall/mod/1520cortes.asp>

Nov. 3-5, 2015.

7. COLONIAL SOCIETY: RACE AND CLASS
Reading 11 Peter B. Villela, “Indian Lords, Hispanic Gentlemen: The Salazars of Colonial Tlaxcala,” *The Americas*, vol. 69 Num. 1 (July 2012), pp. 1-36.
Reading 12 Jake Frederick, “Without Impediment: Crossing Boundaries in Colonial Mexico,” *The Americas*, vol. 67 Num. 4 (April 2011), pp. 495-515.

Nov. 10 – 12, 2015.

8. COLONIAL DIFFERENCES IN TIME AND SPACE
Reading 13 K. Mills, W.B. Taylor and S. Lauderdale Graham, eds., *Colonial Latin America, A Documentary History*, pp. 113-16, 124-26, 144-47, 234-41, 309-313 and 375-83 (OWL).

Nov. 17 – 19, 2015.

- THE EIGHTEENTH CENTURY IN THE COLONIES
Martin and Wasserman, Chapter 7
Reading 14 Alexander von Humboldt, “Travels of Alexander von Humboldt Among the Carib Indians of Venezuela (1800), pp. 215-231. (OWL).

MID-TERM EXAM Nov. 24.

Nov. 24 – 26, 2015.

- REFORMS AND RESISTANCE
Reading 15 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.

Dec. 1-3, 2015.

THE INDEPENDENCE OF THE COLONIES

Martin and Wasserman, Chapter 8

Reading 16 Plan de Iguala (February 24, 1821) available at <http://www.tamu.edu/faculty/ccbn/dewitt/igualah.htm>

Dec. 8, 2015.

THE NEW NATIONS

Reading 17 Eric R. Wolf and Edward C. Hansen, “Caudillo Politics: A Structural Analysis,” in Hugh M. Hamill, ed. *Caudillos. Dictators in Spanish America*, University of Oklahoma Press: Norman and London, 1992, 62-71. (OWL)

WINTER SEMESTER 2016

January 5-7, 2016

LIBERALISM, THE CHURCH AND THE STATE

Martin and Wasserman, Chapter 8.

Reading 18. Robert J. Knowlton, “Expropriation of Church Property in XIX Century Mexico and Colombia. A Comparison,” *The Americas*, Vol. 25:4 (1969) pp. 387-401.

January 12-14, 2016

NINETEENTH CENTURY IDEOLOGIES AND POLITICS

Martin and Wasserman, Chapter 9 and 10.

Reading 19 Joaquim Nabuco, “Negro Slavery in Brazil: The Chief Obstacle to Development” in Richard Graham, ed., *A Century of Brazilian History Since 1865. Issues and Problems*, Alfred A. Knopf, 1969, 68-75.

January 19-21, 2016

NINETEENTH CENTURY IDEOLOGIES: ECONOMIC AND SOCIAL CHANGES

Martin and Wasserman, Chapter 11.

Reading 20. E. Bradford Burns, ed., *A Documentary History of Brazil* (Los Angeles, University of California, 1966), pp. 311-25.

ESSAY #2: DUE January 26

January 26-28, 2016.

SOCIAL TURMOIL AND REVOLUTION

Reading 21. Thomas E. Skidmore and Smith, *Modern Latin America* 8th ed. (N.Y.: Oxford University Press, 2014), “Mexico: The Taming of a Revolution,” pp. 47-75.

February 2-4, 2016.

LATIN AMERICA U.S. RELATIONS IN THE FIRST PART OF THE 20TH CENTURY.

Reading 22 McCall, “From Monroe to Reagan: An Overview of U.S.-Latin American Relations and the Struggle for Democracy,” pp. 356-375.

February 9 – 11, 2016.

INDUSTRIALIZATION: ACHIEVEMENTS AND FAILURES

Martin and Wasserman, Chapter 13.

FEB. 16 – 18 READING WEEK

February 22-24, 2016.

POPULIST REGIMES

Martin and Wasserman, Chapter 12.

Reading 23. Skidmore and Smith, *Modern Latin America*, “Chile: Repression and Democracy,” pp. 274-92 (OWL).

March 1-3, 2016

THE CUBAN REVOLUTION: CAUSES AND CONSEQUENCES

Martin and Wasserman, Chapter 13

Reading 24. Peter H. Smith, *Talons of the Eagle. Latin America, the United States and the World* (N.Y., Oxford: Oxford University Press, 2008), 148-171.

ESSAY #3: DUE March 8

March 8 - 10, 2016

LATIN AMERICA AND THE COLD WAR

Martin and Wasserman, Chapter 14.

March 15 -17, 2016

MILITARY DICTATORSHIPS: ARGENTINA AND PERON.

Reading 25. Patricia Marchak, *God’s Assassins, State Terrorism in Argentina in the 1970s* (Montreal: McGill-Queens University Press, 1999), “Imprisoned under PEN,” p.118-145.

Reading 26. Paul H. Lewis, *Guerrillas and Generals. The “Dirty War” in Argentina* Westport CT: Praeger Publishers, 2002), “The Guerrillas’ World,” pp. 51-50

March 22 - 24, 2016.

CENTRAL AMERICA IN TURMOIL 1970s - 1990

Reading 27. Benjamin Keen and Keith Haynes, *A History of Latin America* (Boston, N.Y.: Houghton Mifflin Harcourt, 2009), “Twilight of Tyrants: Revolution and Prolonged Popular War in Central America,” p. 438-467.

March 29 - 31, 2016.

LATIN AMERICA’S PRESENT DAY PROBLEMS

Reading 28. Michael Shifter, “Central America’s Security Predicament,” *Current History* Vol. 110, Num. 733 (February 2011), p. 49-55.

Reading 29. T.B.A.

March 29 - 31, 2016.

LATIN AMERICA’S PRESENT DAY PROBLEMS

April 5, 2016.

CONCLUSION.

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 to 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](mailto:MentalHealth@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, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca