

HIST/LATI 181: Introduction to Latin America and the Caribbean

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Spring 2010
Old Main, 10
M/W/F , 3:30-4:30pm

Course Description

This course surveys the diverse histories of Latin American nations from the eve of encounter to the late 20th century, including themes and events such as cultural and religious hybridity, the struggle to consolidate stable nation-states after Independence, efforts to “modernize” in the late 19th century, and the extremes of rule that the region experienced during the 20th century. The broad geographical and temporal scope of the class makes exhaustive coverage impossible. Instead, we will focus on a balance of broad political, social, economic and cultural transformations, with insight into the daily lives of ordinary people. Throughout the course we will examine the persistence of hierarchies based in class, race, ethnicity and gender that have spanned from the colonial period to the present.

In this classroom, we will all be historians; we will focus on learning the skills that historians use to examine primary and secondary documents and to craft arguments. The discipline of history is rooted in the skillful interpretation, analysis, and production of written texts (among others). Writing is a process as well as a product, and writing proficiency is best achieved through focused and repeated practice; therefore, this course will offer many opportunities for you to develop your written communications skills while also introducing to you many of the key concepts, expectations, and assumptions essential to the field of history.

Required Texts

Azula, Mariano. *The Underdogs: A Novel of the Mexican Revolution*. New York: Signet, Classic, 1996. <http://www.historicaltextarchive.com/books.php?action=nextpre&bid=67&pre=1>

Gómez de Avellaneda y Arteaga, Gertrudis. *Sab and Autobiography*. Translated by Nina M. Scott. Austin: University of Texas Press, 1993.

James, Daniel. *Doña María's Story: Life, History, Memory, and Political Identity*. Durham: Duke University Press, 2000.

Pilcher, Jeffrey M. *¡Que vivan los tamales! Food and the Making of Mexican Identity*. Albuquerque: University of New Mexico Press, 1998.

Optional:

Rampolla, Mary Lynn. *Pocket Guide to Writing in History*. 6th Ed. New York: Bedford/St. Martin's, 2009.

All additional readings will be posted on our moodle site. It is your responsibility to print and read these BEFORE class. Please note that this is a cross-listed course – only the History moodle site will be updated regularly.

Course Requirements

1. Informed class participation (20%)

I will lecture as is necessary, but discussion is the primary driving force of this class. Your success in this course will rely on your active participation in the larger class discussions, smaller group work, in-class activities and assignments. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding the day's topic. Remember, participation is not about just how often you speak, but also what you have to say. Asking an intelligent and thought-provoking question can be as much of a contribution as answering one.

When reading and preparing for class, consider these questions:

- What are the differences and similarities between different national contexts and approaches?
- What is the major argument of each article or the book?
- What is the historiographical context of the book? For example: Where do the authors place themselves within the literature? What key concepts, conversations and arguments do they draw upon?
- What sources did the author use?
- What did you like and dislike? Think about this in terms of the questions the authors ask, the theoretical and methodological approach, the sources used, and your critical response.

You can miss three class sessions before your grade will be adversely affected. Absences due to university-sponsored events, hospitalization, death in the family, or other emergencies must be documented. Please see me if you plan to be absent for a session or have been absent. If you have a planned excused absence, assignments and responses are still due on time, so plan your time accordingly!

2. Discussion Facilitation (10%)

At the beginning of the semester, each student will sign up to lead discussion in one seminar meeting. As facilitator you are responsible for summarizing the main arguments, contributions and types of sources consulted, as well as offering both praise and critique of the author's analysis of the topic at hand. Following this brief presentation (5-10 mins), you should be prepared to pose a series of questions that will spark lively class discussion. Your discussion questions are due in the class prior to your facilitation date. I will review them and offer comment as necessary by email.

3. Short Essays (15%): You will be responsible for writing three 500 word critical response papers on Feb. 2, 23 and Mar. 25. These papers will form the basis of our forum discussions. See the moodle site for specific instructions.

4. Research Paper (6-8 pages): You will write a research paper on a topic of your choice on some aspect of modern Latin American history. For example, you may choose to elaborate on

one of the week's themes by choosing readings of your own and analyzing how the theme has been addressed and evaluated in different national or cultural settings. Or, you might want to examine a particular interest of yours that we have not discussed. ALL TOPICS MUST GET APPROVAL FROM INSTRUCTOR.

The assignment requires that you identify and select an appropriately narrow topic and consult materials outside the course (library and on-line) in order to familiarize yourself with the research methods. The assignment is completed in stages in order to foster positive research habits. More information about the final paper will be distributed in class.

Grades for the course will be apportioned as follows:

Participation	20%
Discussion Leading/Response paper and comment	10%
Short Essays (3x 5%) (Feb. 1, 23 & Mar. 25)	15%
Topic Proposal (Feb. 9)	P/F
Annotated Bibliography (Feb. 28)	8%
Book Review (Mar. 11)	8%
Research Question and Thesis	P/F
Research Paper (Apr.13)	10%
Final rewrite (May 2)	15%
Presentation of Research Paper (Apr. 25-29)	4%
Final Exam (May 9, noon)	10%

Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

- A – Outstanding
- B - Significantly above requirements
- C – Meets requirements
- D – Does not meet requirements, but is worthy of credit
- F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course

Late Work: Assignments are due at the beginning of the class period on their due date. No assignments will be accepted electronically. Late work will be graded as submitted and penalized three percentage points (3%) for each day late. For example, a 91% paper handed in 1 day late would earn an 88% grade.

Student Writing Support: The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Hours are 9:00 A.M. – 4:30 P.M., M-F and 7 P.M. – 10 P.M., S-Th. Becky Graham and Jenny White also provide writing assistance to students during the daytime hours, M-F. You may drop in for help or call x6121 (daytime) or x6193 during evening hours to schedule an appointment.

Disabilities: I am committed to working with students with disabilities to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements.

Classroom Conduct: It is our responsibility to foster a safe classroom environment which is conducive to learning. Although lively discussion and disagreement with your colleagues can and should be part of the learning process, students who create a hostile environment for others through discourteous, threatening, harassing, or aggressive behavior will be asked to leave and counted absent. Nor will students be permitted to sleep in class, read non-class materials, dispute grades, talk or text message on cell phones, listen to iPods, or use other unauthorized forms of technology. You may use a laptop computer to take notes. However, if you abuse this privilege by surfing the internet, checking your email, or engaging in any non-class related activities, all computer privileges will be withdrawn for the rest of the semester for the entire class. Student behavior that is an obstacle to teaching and learning will be addressed and may be reported to the Office of Student Conduct and Academic Integrity and/or the University Police.

Week 1- Introductions and Pre-colonial Empires

Jan. 24 - Introduction: What is Latin America?

Jan. 26 – The Aztec and Incan Empires

Readings: Jeffrey M. Pilcher, “The People of Corn: Native American Cuisine,” in *¡Que Vivan los Tamales! Food and the Making of Mexican Identity!* (Albuquerque: University of New Mexico Press, 1998), pp.1-24. AND Rampolla, “Why Study History?”

Jan. 28 – Initial Encounters

Readings: John Hemming, “Atahualpa and Pizarro,” in *The Peru Reader: History, Culture, Politics* (Durham: Duke University Press, 1995), 84-106.

Matthew Restall, “A Handful of Adventurers,” in *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2003), 1-26.

Week 2 – Contesting Conquest: Myth and Memory

Jan. 31 – Myths of the conquest

Readings: Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico,” *American Historical Review*, 108.3 (June 2003): 659-87 AND Rampolla, “Evaluating Sources”

Feb. 2 – Forum: Contesting Accounts of the Noche Triste

Readings: excerpts from Florentine Codex and Diaz del Castillo

Short essay #1 due

Feb. 4 – Proclamation of Conquest

Readings: Patricia Seed, “The Requirement: A Protocol for Conquest,” in *Ceremonies of Possession in Europe’s Conquest of the New World* (New York: Cambridge, 1998), 69-99.

Facilitator:

Week 3 – Spiritual Conquests and Conversions

Feb. 7 – Spiritual Conquest

Readings: Dot Tuer, “Old Bones and Beautiful Worlds: The Spiritual Contestation between Shaman and Jesuit in the Guarani Missions,” in *Colonial Saints: Discovering the Holy in the Americas*, eds. Allan Greer and Jodi Bilinkoff, (New York: Routledge, 2003), 77-98.

Film: The Mission

Feb. 9 – The Extirpation of Idolatry according to Guaman Poma (Guest Speaker TBA)

Readings: Adorno, “Felipe Guaman Poma de Ayala: Native Writer and Litigant in Early Colonial Peru,” in *The Human Tradition: Colonial Latin America*, ed. Kenneth J. Andrien (New York: Scholarly Resources, 2002), 140-165.

Research paper proposal due

Feb. 11– Abuses of Indigenous peoples: de las Casas versus Sepulveda

Readings: Excerpts from Bartolome de las Casas “The Destruction of the Indies” (online primary source) at: <http://www.columbia.edu/acis/ets/CCREAD/lascasas.htm> AND Juan Gines de Sepulveda at <http://www.columbia.edu/acis/ets/CCREAD/sepulved.htm>

Facilitators:

Week 4 – Gender hierarchies in the Colonial Era

Feb. 14 - Honour and Gender

Readings: Ann Twinam, “Honor, Sexuality, and Illegitimacy in Colonial Spanish America,” in *Sexuality and Marriage in Colonial Latin America*, ed., Asunción Lavrin (Lincoln: University of Nebraska Press, 1989), 118-155.

Feb. 16 - Challenging Gender Inequalities

Readings: Ana Maria Presta, “Doña Isabel Sisa: A Sixteenth-Century Indian Woman resisting Gender Inequalities in *The Human Tradition*, 35-50.

LIBRARY TOUR

Feb. 18 – Gender and racial hierarchies

Readings: *Sab*, Intro and preface, ix-xxvii; Autobiography, 1-24.

Facilitators:

Week 5 – Race and economy in the Colonial Era

Feb. 21 – Colonial Notions of Race: Casta Paintings

Readings: Ann Twinam, “Pedro de Ayarza: The Purchase of Whiteness,” in *The Human Tradition: Colonial Latin America*, ed. Kenneth J. Andrien (New York: Scholarly Resources, 2002), 194-210; AND Magali Carrera, “Locating Race in Late Colonial Mexico,” 37-45.

Feb. 23 – Forum: Colonialism

Readings: *Sab*, 25-67.

Film: Excerpt from *The Last Supper*

Short essay #2 Due

Feb. 25 – Midterm evaluation

Readings: Jeffrey Pilcher, Chp. 2, “Conquests of Wheat, 25-44.

Week 6 – Independence Movements

Feb. 28 – Creole discontent

Readings: *Sab*, 68-110.

Annotated Bibliography due

Mar. 2 – The Haitian Revolution

Readings: *Sab*, 111-147.

Facilitators:

Mar. 4 – Independence Movements: Hidalgo in New Spain and Bolivar in Gran Colombia

Readings: George Reid Andrews, "Spanish American Independence," *Latin American Perspectives* 12:1 (Winter, 1985), pp. 105-132.

Facilitator:

****MODERN PERIOD****

Week 7 – New Nations

Mar. 7 – What is a nation?

Readings: Jeffrey Pilcher, Chp., 3, "Many chefs in the national kitchen," 45-76.

Facilitator:

Mar. 9 – Liberals versus conservatives

Readings: Sarmiento - "Civilization or Barbarism," 80-90.

Peer Editing

Mar. 11- Indigenous peoples and nation building

Readings: Rick Lopez, "Ethnicizing the Nation: The India Bonita Contest of 1921," *Crafting Mexico: Intellectuals, Artisans, and the State After the Revolution*, 29-64.

Facilitators:

Book Review due

Week 8 – SPRING BREAK

Week 9 – US Imperialism in Latin America

Mar. 21 – Mexican American War

Readings: Mexican Views of the Mexican-American War (1850).

Mar. 23 – Monroe Doctrine, Roosevelt Corollary

Readings: *Monroe Doctrine (1823)*, "Ariel" (1900), *Platt Amendment (1901)*, *Roosevelt (1903)*, *Roosevelt Corollary (1904)*.

Facilitators:

Mar. 25 – Forum: US Imperialism

Readings: *Hay-Bunau-Varilla Treaty (1903)*.

Short essay #3 due

Week 10 – Positivism and Progress

Mar. 28 – Porfirian Mexico

Readings: Jeffrey Pilcher, Chp., 3, "Tortilla discourse: Nutrition and nation building," 78-98.

Facilitators:

Mar. 30 – Progress and Race: Eugenics

Readings: Nancy Leys Stepan, *The Hour of Eugenics*, Chp. 5, 135-170.

Facilitators:

Research Question and Thesis Due

Apr. 1 – The Mexican Revolution

Readings: *The Underdogs*, v-4.3

FILM: *Vamonos con Pancho Villa* or *Now Starring Pancho Villa* (Details TBA)

Week 11 – Revolutions

Apr. 4 – Urbanization and social change

Readings: *The Underdogs*, 44-105.

Facilitators:

Apr. 6 – TBA

Readings: *The Underdogs*, 106-161.

Apr. 8 – Research Day: NO CLASS

Week 12 - Politics and Identity in the 20th C

Apr. 11: Populism

Readings: *Doña Maria's Story: Life History, Memory, and Political Identity*, Prologue, 3-28.

Peer Editing

Apr. 13: Banana Republics

Readings: John Soluri, "People, Plants, and Pathogens: The Eco-social Dynamics of Export Banana Production in Honduras, 1875–1950," *Hispanic American Historical Review* 80.3 (2000) 463-502.

Film: *Banana Company*

Research Paper Due

Apr. 15: Racial Democracy in Brazil and Cuba

Readings: Alejandro de la Fuente, "Myths of Racial Democracy: Cuba, 1900-1912," OR George Reid Andrews, "Brazilian Racial Democracy, 1900-90: An American Counterpoint," *Journal of Contemporary History* 31, 3 (1996): 483-507.

Week 13 - The Cold War in Latin America

Apr. 18 - The CIA in Nicaragua, Guatemala

Readings: Dianne Walta Hart, "Leticia: A Nicaraguan Woman's Struggle," in *The Human Tradition in Latin America : The Twentieth Century*.

Apr. 20 - Cuban revolution

Readings: "Menace of Communism", "How to Read Donald Duck."

Facilitator:

Apr. 22 - The Dirty Wars

Readings: *Doña Maria's Story*, Listening in the Cold, 119 – 156.

Week 14 - Neoliberalism and its Discontents

Apr. 25 - Neoliberalism and Economic collapse

Readings: *Doña Maria's Story*, Tales Told Out on the Borderlands, 213-243.

Film: *The Take* or *Between Midnight and the Rooster's Crow*

FINAL PRESENTATIONS

Apr. 27 - Cultural exports

Readings: Jeffrey Pilcher, Chp 7., "National Cuisines in Global Perspective."

FINAL PRESENTATIONS

Apr. 29 - FINAL PRESENTATIONS

Week 15 - Conclusions

May 2: What is Latin America? Revisited

Final Evaluation

Final Research Paper Rewrite Due in class

FINAL EXAM DUE MAY 9 AT NOON