

HIS 218- Latin American History

Fall 2016 / Tuesdays & Fridays 12:30-1:50pm

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COURSE OVERVIEW

This course introduces students to the history of Latin America and the Caribbean - from the first voyage of Christopher Columbus to the New World in 1492 to the present. The first half of the course explores the different manifestations and transformations that the region established with the larger world from the discovery of America until the early nineteenth century through biological exchanges, the emergence of an inter-racial society, slave trade, global commodity exchange, mercantile reform, and revolutionary politics. The second half of the highlights the challenges of the new Latin American nations to integrate and reach economic, social and political stability from the nineteenth century to the present.

The main goal is to develop students' ability to critically think about and understand how the region that we know today as Latin America, came into being, was influenced by, and shaped global historical processes. In addition, while the course aims to provide students of an understanding of Latin America as a whole, it furthers an understanding of the heterogeneity of the region and its particularities using cases from specific countries (Chile, Guatemala, Bolivia, Argentina, Dominican Republic, Colombia, Brazil, Mexico, and Cuba).

The class encourages students to think about the entanglements of Latin America to worldwide historical processes as well as to challenge stereotypes of Latin American culture and history.

LEARNING OBJECTIVES

- Students will read and debate key topics on Latin American history and develop working knowledge of the connections between past and present historical developments in the region.
- Students will engage a range of complicated issues that historians face when trying to reconstruct and make sense of the past, analyzing primary sources such as maps, images, newspapers and literary writings.
- Students will develop skills to understand how historians investigate and analyze texts and images as 'primary sources'; develop an argument through revision of 'secondary sources' or 'historiography', and write scholarship that changes our understanding of the past.
- Students will consider questions about Latin America and its relation to the larger world that historians have puzzled over: Why did the indigenous societies of America "fall" to Europeans? How the biological exchange with the New World transformed the entire world? Why did the Spanish and Portuguese empires

collapse? Why did Latin America follow a different path compared to the United States after independence if both regions share a colonial past? What are the challenges of Latin America in an increasingly globalized world?

REQUIRED READINGS

1. Course packet with a selection of book chapters, articles and primary sources available on Moodle.
2. **Matthew Restall**, and **Kris E. Lane**. *Latin America in Colonial Times*. Cambridge ; New York: Cambridge University Press, 2011.
3. **Teresa A. Meade**. *History of Modern Latin America: 1800 to the Present*. 2 edition. Chichester, UK ; Malden, MA: Wiley-Blackwell, 2016.
4. **One** of the following novels or biographies (**your choice**):
 - Héctor Adab Faciolince. *Oblivion: A Memoir*. Translated by Anne McLean and Rosalind Harvey. Reprint edition. New York: Farrar, Straus and Giroux, 2013.
 - Greg Grandin. *Who Is Rigoberta Menchu?* London ; New York: Verso, 2011.
 - Isabel Allende. *Inés of My Soul*. 1st ed. New York: Harper Collins, 2006.
 - Junot Díaz. *Drown*. First Edition edition. New York: Riverhead Books, 1997.
5. Ensure access or subscription to **The New York Times**, **The Washington Post**, or other major newspaper with coverage of events and issues in Latin America.

CLASS REQUIREMENTS AND GRADES

1. **Movie Response Paper: (10%)** (300 words)
2. **Book Review: (15%)** (500 words)
3. **Research and Digital History Project: (30%)**

Research prospectus: (15%) Students will monitor contemporary newspapers in search of news about Latin America. They will choose an issue, problem, and/or event and trace its historical roots in secondary literature and primary sources. They will write a 1000-word research prospectus indicating: historical problem and significance, chronology, short list of tentative primary and secondary sources, and proposed digital history project.

Final project presentation: (15%) The research findings may be presented in the form of a digital history project (webpage, blog, short film, podcast, interactive map/timeline, digital exhibition, digital archive, etc). Students will present the findings of their project in a short presentation during class.
4. **Take-Home Final Exam: (30%)** Take home final exam. Two short essays (max. 700 words each) covering topics from first and second half of the semester.
5. **Reading Quizzes/Participation: (15%)** 5% of this grade will be defined by three random quizzes based on the readings. The other 10% will be based on attendance and the quality of your involvement in class discussions. You are allowed one absence; after that, I will deduct 10% from your participation grade for each unexcused absence.

6. **Extra Credit:** You may earn up to 3 Bonus Points on your final average by attending or viewing, and then reviewing a concert, film, or other cultural event, with a connection to Latin America in the Boston area.

GRADING POLICY:

Listed below are the criteria for the various letter grades used in this course:

- A: This is a superior grade and is given to work that has **far exceeded the specific requirements of the assignment**. Additionally, a student receiving this grade must have shown both **insight** and **initiative** in completing the graded task.
- B: This is a very good grade and is given to work that has **carefully and thoroughly met the specific requirements** of the assignment and shows evidence of **extra effort**.
- C: This is an average grade and is given to work that has **met the specific requirements** of the assignment.
- D: This is a below average grade and is **indicative of work not completed**. It is given when the specific requirements of an assignment are not met.
- F: This is a **failing grade** and is **given to work that is wholly an inadequate representation** of college-level work.
- 0: This is a grade **given when an assignment is not turned in**. Most work will be assigned some points. Try to avoid not doing your assignments.

Final letter grades will be assigned on the following numerical basis: **A=100-94; A-=93-90; B+=89-87; B=86-84; B-=83-80; C+=79-77; C=76-74; C-= 73-70; D+=69-67; D=66-64; D-= 63-60; F=59-below**

Papers and other assignments are due on the date established in class. Missing assignments are recorded as 0 and will adversely impact your final grade. Please take the due dates seriously. Late papers will be marked down one-third of a letter grade per day it is late (including weekends). If extenuating circumstance arise, please speak to me *in advance* of the deadline.

ACADEMIC INTEGRITY

You are expected to do your own thinking, write your own words, and create your own arguments. If you use someone else's words, ideas, or arguments, you must always make that clear in your paper using footnotes, citations, or references. Please ask if you have questions about citation. Cases of academic dishonesty will be reported to the Simmons Honor Board. To learn more, information is available at: <http://www.simmons.edu/student-life/handbook/rights-responsibilities/honor-system>.

ACCOMMODATIONS FOR DISABILITIES

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability or medical condition and anticipate that you will need a reasonable accommodation in this class, you will need to work with Disability Services, located in E-108 of the MCB at 300 The Fenway, 617-521-2474. The procedure for requesting accommodations, and other information, is available at:

<http://www.simmons.edu/student-life/student-services/disability-services>. All information and documentation are confidential.

Title IX and the Simmons College Gender-Based Misconduct Policy

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a ‘Gender-Based Misconduct Policy’ which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. To learn more about Title IX and the Gender-Based Misconduct Policy, please refer to: <http://internal.simmons.edu/students/general-information/title-ix>.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Gretchen Groggel Ralston (for faculty/staff concerns): Office Location: General Counsel, Room E-208 / Phone Number: (617) 521-2768

Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns): Office Location: Provost’s Suite, in room C-219 / Phone Number: (617) 521-2123

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra: Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety: Office Location: Lobby of the Palace Road Building (P-106) /Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher’s assistants, and supervisors at internship/field placement sites.

To view the full Simmons College Gender-Based Misconduct Policy, please go to:

<http://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors><https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>

****A syllabus is not a contract. All assignments are subject to change if needed for pedagogical or logistical purposes****

COURSE SCHEDULE

Week 1

September 9 Introduction
Course overview, expectations, and discussion
Readings: None

Part I: Colonial Latin America

Week 2

September 13 Latin American History in Global Perspective
Readings: Meade, “Introduction to the Land and its People”, 1-23; Matthew Brown, “The Global History of Latin America,” 1-29. [Moodle]

September 16 The Old and the New World
Readings: Restall and Lane, “The Colonial Crucible,” xiii-xv; “Before the Great Encounter”, 1-17; “Castile and Portugal”, 19-31; *The Long Conquest*, “The Iberian Imperial Dawn, 47-64;

Week 3

September 20 The Columbian Exchange
Crosby, 35-63; “The True History of Chocolate.” [Moodle]

September 23 New World Empires
Readings: Restall and Lane, “Native American Empires,” 67-84;
Inca Garcilaso de la Vega, “Royal Commentaries of the Incas, 27-36. [On Moodle]

Week 4

September 27 Conquest, Colonization and Native Resistance
Restall and Lane, 85-106; 109-128; Restall and Lane, “Native Communities,” 133-148.
Guamán Poma de Ayala, “Message to His Royal Catholic Majesty Don Felipe III, Monarch of the World, 36-43. [Moodle]

September 30 Short video screening: “The Spanish Empire, Silver & Runaway Inflation – In-class writing exercise.
Readings: John Tutino, “Making Global History in the Spanish Empire,” 1-22 [Moodle]. Kris Lane. “Potosí Mines.” *Latin American History: Oxford Research Encyclopedias*. [Moodle].

Week 5

October 4 Africa in America: Slave Trade and Slavery
Readings: Restall and Lane, “Atlantic Africa”, 33-45; “Black Communities,” 151-172.

October 7 Religion, Deviance, and Daily Life

Readings: Restall and Lane, “The Religious Renaissance,” 175-191; “Defining Deviance,” 193-207; “Daily Life in City and Country”, 209-231. “Lieutenant Nun”, [Moodle]

Week 6

October 11 No class – Undergraduate academic holiday

October 14
Readings: The Bourbon Reforms, Enlightenment and Rebellion
Restall and Lane, 235-273; Meade, “Latin America in 1790,” 24-50.
Research prospectus is due, in-class discussion of projects

Week 7

October 18
Readings: Haiti and the Age of Revolution in Spanish America
Meade, “Competing notions of Freedom”, 51-83;

October 21
Readings: Simón Bolívar and the Independence of South America
Restall and Lane, “Independence”, 275-294; Jamaica Letter, *Simón Bolívar* [Moodle]; Movie screening (*The Liberator*, 2013)

Week 8

October 25
Readings: Transnational Networks and Independence
Second part of movie screening and in-class discussion. John Lynch, *Simon Bolívar, A Life*, 280-304; Karen Racine, *Francisco de Miranda: A Trans-Atlantic Life in the Age of Revolution*”, 211-241. [Moodle]

Part II: Modern and Contemporary Latin America

October 28
Readings: Nation Building, Liberalism and Race
Meade, “Fragmented Nationalisms”, 84-109; “Latin America’s Place in the Commodity Chain,” 110-139; “Immigration, and Urban and Rural Life,” 140-160; Jeffrey Richey, “The Macaquitos Affair: Soccer, Blackness, and Brazil as Argentina’s Racial Other, 1919-1929,” 116-136. [Moodle]

Week 9

November 1
Readings: Rural Conflict, Social Revolution and the Advent of Socialism
Meade, “Revolution from Countryside to City: Mexico,” 161-179; “The New Left and the Socialist Alternative,” 180-197.

November 4
Readings: The Era of Populism and Post-World War II Latin America
Meade, “Populism and the Struggle for Change”, 198-217; “Post-World War II Struggles for Sovereignty, 218- 240.
Movie Response Paper is due

Week 10

November 8

Readings:

From the Cuban Revolution to the War on Drugs

Meade, "Cuba: Guerrillas take Power," 241-259; "Progress and Reaction," 260-286; Matthew Brown, "Latin America in the Cold War", 126-158;

November 11

Readings:

Popular Culture, Music, Art, and Soccer

Julia Sellers, "Merengue and Dominican Identity," 1-7; Matthew Brown, "Violence and Exoticism," 176-182. [Moodle]

Week 11

November 15

Readings:

Neoliberalism, Democracy, Poverty and Political Violence

Meade, "Revolution and its Alternatives," 287-317.

Documentary screening (excerpt): "Living with One Dollar a Day"

November 18

Readings:

Immigration and Hispanic United States

Meade, "The Latin Americanization of the United States," 344-354; Felipe Fernández-Armesto, *Our America: A Hispanic History of the United States*, 285-329; [Moodle] Charles Ramirez Berg, *Latino Images in Film: Stereotypes, Subversion, and Resistance*, 66-77. [Moodle]

Book Review is due, in class discussion

Week 12

November 22

Readings:

Social Movements, Race and the New Latin American Left

Meade, "The Americas in the Twenty-first Century," 318-339.

George Reid Andrews, *Afro-Latin America*, 153-201. [Moodle]

November 25

No class-Thanksgiving break

Week 13

November 29

Readings:

Environmental Conflicts in Contemporary Latin America

London and Kelly, *The Last Forest: The Amazon in the Age of Globalization*, ix-xvi; 184-237.

December 3

Research projects are due, in class presentations

Week 14

December 7

Second part of presentations

December 9

Readings:

Conclusion: New Interpretations of Latin American History

Matthew Brown, *From Frontiers to Football: An Alternative History of Latin America since 1800*, 7-23. [Moodle]

Last day of class

Date TBD

Final exam is due