



"América Invertida" by Joaquín Torres García (Montevideo, 1874-1949)

Introduction to Latin American History
LAH 2020 / Fall 2017
MWF 11:45-12:35 (Period 5) / FLI 0117

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This course covers around twelve centuries of social, political, cultural, and economic change in Latin America. We will focus on a few key themes, including conquest, slavery, nationalism, revolution, and neoliberalism. Through class discussions, an accessible textbook, and unique primary sources you will attain a general background in the broad sweep of the colonial, national, and modern periods in Latin America. Most importantly, you will learn how to ask good questions about the past.

Course Goals

By the end of the course, you will:

- have a basic knowledge of important events in Latin American history from pre-colonization to the present
- recognize and be able to analyze primary sources, including newspapers, speeches, diaries, music, photographs, films, and other visual sources
- improve your critical thinking skills
- improve your argumentative (thesis-driven) writing skills

Readings

Required:

- John Charles Chasteen, *Born in Blood and Fire*, 4th ed. (Called *BBF* in the course schedule)
- James A. Wood, *Problems in Modern Latin American History*, 4th ed. (Called *PMLAH*)

Both of these books are available for purchase from a variety of sellers. Please locate the editions listed above.

Additionally, some primary source readings will be available as PDFs on the course Canvas site.

Grading

Attendance and Participation	Your participation in class is crucial to our and your success. You will have two unexcused absences this semester without penalty. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx	200 points (20% course grade)
Quizzes	Eight (8) times during the semester, you will have a very short reading quiz (10 points each). You will also have a map quiz, which is worth 20 points.	100 points (10%)
Unit Essay	At the end of each unit, you will write a short essay (about 500 words) summarizing the unit and evaluating a question that <i>you design, related to the unit theme</i> . At first, you might simply explore the lasting impact of the theme on Latin America (as a region) and Latin Americans (as people), but your questions should become more interesting as the semester advances. Be sure to discuss the assigned secondary <i>and</i> primary sources. These essays will take the place of exams, which rarely reflect critical thinking.	50 points each x 5 = 250 points (25%)
In-Class Debate	During Week 11, you will prepare and participate in a classroom debate on an important question (that the class will write) related to the course.	250 points (25%)
Final Reflection Paper	Choose two of the unit themes of the course and explain them, then explore a question that <i>you design, related to the two themes</i> . Include at least four primary sources and 3 primary sources in your analysis.	200 points (20%)

There will be many opportunities during the semester to attend relevant events for extra credit.

[Note: Every assignment will have an assignment sheet and rubric with more information]

How to calculate your grade: You will earn points for each assignment, which will add up to a possible 1000 points across the semester. At any point, you can calculate your own grade by dividing the number of points you have earned by the number of points you *could have earned* and multiplying by 100.

Grade Scale

A+	980	C+	770
A	930	C	730
A-	900	C-	700
B+	870	D+	670
B	830	D	630
B-	800	D-	600

For information regarding current UF policies for assigning grade points, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Honor Code

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Cell phones, tardiness, class conduct

We may disagree at times, but together we will learn to discuss respectfully topics that are important to us. Please treat one another with respect.

Cell phone usage during class is distracting, as are online shopping and the expansion of your online media empire. In our class, please enjoy 50 minutes of distraction-free thinking.

Accessibility and accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565 OR www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

NB: I may update the syllabus if necessary through the course of the semester. If changes are made, the updated syllabus will be made available in hard copy and on the course Canvas site.

//\\//\\ COURSE READING SCHEDULE //\\//

****Readings are due on Monday of the week where they are listed unless otherwise noted****

Week 1: Introduction (Aug. 21, 23, 25) (17 pgs.)

For Wednesday,

BBF, "Welcome to Latin America," pp. 1-15

Kyla Wazana Tompkins, "Some Notes on How to Ask A Good Question... That Will Provoke Conversation and Further Discussion from Your Colleagues"

Handout

UNIT 1. CONQUEST – Case Studies: Aztecs and Mayas

Week 2: Master Narratives (Aug. 28, 30, Sept. 1) (32 pgs.)

BBF, "Encounter," pp. 17-49

Week 3: Competing Accounts of Conquest (Sept. 4 [NO CLASS], 6, 8)

For Monday, (23 pgs.)

** Excerpts, Pedro de Alvarado's Letters to Hernando Cortés, in Restall, *Invading Guatemala*

For Wednesday, (17 pgs.)

**Excerpts, Bernal Díaz del Castillo and Bartolomé de las Casas' Accounts, in Restall,

Invading Guatemala

For Friday, (15 pgs.)

**Excerpts, Maya Accounts, in Restall, *Invading Guatemala*

****Unit Essay due on September 10****

UNIT 2. SLAVERY – Case Studies: Cuba and Brazil

Week 4: Background (Sept. 11, 13, 15) (17 pgs.)

PMLAH, Reid Andrews, pp. 12-15

PMLAH, Section Introduction: Slavery, pp. 21-22

PMLAH, Mintz & Price, pp. 23-26

PMLAH, Thornton, pp. 26-30

Week 5: Master Narratives (Sept. 18, 20, 22) (44 pgs.)

**María Elena Martínez, "The Black Blood of New Spain: Limpieza de Sangre, Racial

Violence, and Gendered Power in Early Colonial Mexico," *William and Mary Quarterly* Vol. 61, No. 3 (July 2004), pp. 479-520

PMLAH, Stein, pp. 35-38

Week 6: Firsthand Accounts (Sept. 25, 27, 29) (9 pgs.)

PMLAH, Montejo, pp. 30-35

PMLAH, Nabuco, pp. 38-42

****Unit Essay due on October 1****

UNIT 3. NATIONALISM – Case Studies: Mexico, Argentina, Brazil

Week 7: Background (Oct. 2, 4, 6 [NO CLASS]) (38 pgs.)

BBF, "Neocolonialism," pp. 193-231

In-Class Film, TBD

Week 8: Background (Oct. 9, 11, 13) (32 pgs.)

BBF, "Nationalism," pp. 233-265

Week 9: Comparing Accounts of Nationalism (Oct. 16, 18, 20) (14 pgs.)

PMLAH, Sarmiento, pp. 96-97

PMLAH, Azevedo, pp. 100-104

PMLAH, Martí, pp. 113-115

PMLAH, Freyre, pp. 118-120

PMLAH, Arévalo, pp. 125-127

Unit Essay due on October 22

UNIT 4: REVOLUTION/COUNTERREVOLUTION – Case Studies: Nicaragua and Chile

Week 10: Background (Oct. 23, 25, 27) (27 pgs.)

BBF, "Revolution," pp. 267-292

PMLAH, "Social Revolution" section introduction, pp. 175-176

Week 11: From Revolutionaries & Counterrevolutionaries (Oct. 30, Nov. 1, 3) (30+ pgs.)

BFF, "Reaction," pp. 297-322

PMLAH, Guevara, pp. 177-182

PMLAH, Allende, pp. 190-194

***Church Committee report, "Covert Action in Chile, 1963-1973" [SKIM]*

Week 12: In-Class Debate Week (Nov. 6, 8, 10 [NO CLASS])

No assigned reading (finish readings from Week 11 and prepare for debate)

Unit Essay due on November 12

UNIT 5: NEOLIBERALISM – Case Studies: Canada/US/Mexico/Guatemala borders and NAFTA

Week 13: Background (Nov. 13, 15, 17) (26 pgs.)

BBF, "Neoliberalism and Beyond," pp. 329-355

Week 14: Neoliberal Economics (Nov. 20) (7 pgs.)

PMLAH, Furtado, pp. 221-224

PMLAH, BRIC Summit, pp. 235-239

Week 15: Human Rights (November 27, 29, Dec 1) (42 pgs.)

PMLAH, Menchú, pp. 253-256

PMLAH, Memory of Silence, pp. 260-263

**Diane M. Nelson, "The Algebra of Genocide," *Who Counts? The Mathematics of Death and Life in after Genocide*, pp. 63-92.

****Unit Essay due on December 3****

Week 16: Review and Office Hour meetings on final papers (December 4, 6)

5 P S O F R E A D I N G P R I M A R Y S O U R C E S

(Adapted by Drs. Heather Vrana and Kalani Craig from Dr. Wendy Gamber)

P l a c e

What is the context for this source? What kinds of social, cultural and environmental factors impact the document?

A document does not materialize out of thin air. Each belongs in a specific time, place, and social setting. This means that we have to place the document in its historical context. If you're still not sure why context matters, think about how the Declaration of Independence would sound if it were written today, or if it were written in 18th century China rather than the American colonies.

P e r s o n

Who is the author, and what do you know about him/her?

Every piece of writing we read has an author, even if we do not know who that was. It is important to determine how reliable and accurate that author is and how close the person was to the action that they describe. Sometimes the author was trying to influence the outcome of a certain event or process. Making sense of the author's writing thus depends on figuring out who they were.

P u r p o s e

What is the intention of the writer? Why is he/she writing?

In the same way a highway billboard is selling you something, a document is usually trying to convince its reader(s) of a certain opinion. It may even have more than one message. For instance, an article about the need to establish a Spanish colony in South America may argue that such a colony is needed to strengthen Spain's military power. It might also be a way for an official to prove himself to the Spanish ruler. The same official might also have financial interests in such a colony. Think about the overt or surface message, but also of as many other possible meanings. Remember—what someone writes is not necessarily the same as why he or she writes it. Also remember the difference between intent and result: none of these documents tells us what sort of influence it had.

P u b l i c

Who is the intended audience? What kinds of assumptions does the author make about his/her audience?

Just as a television commercial is aimed at a certain audience, a historical document is always aimed at an audience. You have probably heard about how certain "great" documents have shaped history, but consider also how certain audiences influence the way a document is written. Who was the audience? Who would have been able to or wanted, to read, such a document? What language was it written in? Consider also how

different audiences might react differently to a document, just as different audiences might react differently to an episode of “Pretty Little Liars.”

P l a n

What kinds of tone, form, genre or imagery did the author employ? Are these choices important and if so, how?

Most documents are written according to particular forms and rules. A poet, for example, might follow a metrical or rhyme scheme. A petition to a ruler must be written in a way that will not offend the ruler so much that the petitioners will lose their heads. Also, what type of language is used—formal, informal, technical, inflammatory, prescribed? Any imagery (e.g. embodying liberty as Lady Liberty in human female form)?