

LAH2020 Introduction to Latin American History

Dr. Fernanda Bretones Lane

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Class Meetings: Tuesdays 3-4:55pm & Thursdays 4:05-4:55pm in Keene-Flint Hall 0111

Student Hours: Wednesdays 1-3pm & Thursdays 1-2pm | Office: Grinter Hall 333

Course Description

Latin America is a diverse region with vibrant cultures and a rich history. This course surveys the main themes in Latin American history, from the pre-Columbian period to the present, including: conquest and genocide; colonial societies; slavery and resistance; Afro-Latin American cultures; nationalism, liberalism, and populism; revolution and counterrevolution, among others. Students will have a chance to engage with first-hand accounts, scholarly works, and film as we study the peoples, cultures, and events that formed contemporary Latin American nations.

Learning Outcomes

In addition to developing proficiency in the history of Latin America, students will:

- Learn how to distinguish between primary and secondary sources
- Improve critical thinking through the interpretation and analysis of historical events
- Develop these research skills: locating sources on the library catalog; process and deliver information in both written and oral forms

Required Texts

Please obtain a copy of the following (available at the campus library and from a variety of sellers online):

- 1) John Chasteen, *Born in Blood and Fire: A Concise History of Latin America* 4th Edition (Norton, 2016) (Referred in the weekly schedule as BBF)
- 2) Clorinda Matto de Turner, *Birds Without a Nest A Novel: A Story of Indian Life and Priestly Oppression in Peru* Translated by J.G.H and Emended by Naomi Lindstrom (Austin: University of Texas Press, 2008)

Additional readings will be available on Canvas. You must print these readings and bring them to class on relevant day(s) so that we can discuss them together.

Course Assignments

Annotated Syllabus: Students must read this syllabus in its entirety, and annotate it electronically.

This means: highlighting important information; inserting comments or questions, etc. This will be graded for Pass/Fail only, but the result can be used to either round-up, or round-down, your final grade at the end of the semester (for example, when between an A- and an A, successful completion of this assignment can help you get the A!)

Map Quiz: In class (see weekly schedule), based on a map distributed in advance

Unit Quizzes: Online (Canvas), multiple-choice and short answers based on the week’s reading from the course textbook, to be completed before Thursday discussions. Each quiz will be available on Canvas from Monday 8am through Wednesday, 10pm.

Mid-Term Exam: In class on February 27

Final Project: In small groups, students will research a specific region of Latin America throughout the semester, using the readings provided on the syllabus as well as other sources they will locate. There will be a special session with the Latin American Librarian to help you research the library catalog for these additional sources. Each group will produce a report on the region (due on the last class of the semester), and will prepare a 15-minute presentation to be delivered to the whole class on April 21. More details regarding the format of the presentation will be provided in class.

There will be no final exam.

Grade Breakdown:

Annotated Syllabus	P/F with potential to round-up final grade
Map Quiz	3%
Reading Quizzes (x 11)	5% (x 10 = 50%)
Mid-Term Exam	12%
Project Presentation	15%
Project Report	10%
Participation*	5%
Self-Assessment	5%

Information on current UF grading policies for assigning grade points can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

*** Participation**

Students are expected to show up for class ready to engage with the material (answer questions that the instructor may raise/complete in-class assignments, etc), the professor (ask questions or offer insights during lectures), and with other students (during discussion). It is not just about how much you talk in class, is also about the quality of your contribution. Students are required to bring a copy of the assigned readings on relevant day(s) (following the weekly schedule). Unpreparedness (including failure to bring readings to class), recurrent breach of class etiquette/policies (i.e. use their phones/laptops without authorization, repeated tardiness, disruptive behavior), unexcused absences, and uncourteous behavior will affect participation grades negatively, while energetic and informed participation will raise final grades. “Energetic and informed participation” includes engaging in productive conversations, posing pertinent questions, and generally contributing to advance our collective knowledge in class. These expectations begin on day one, and in fact, your first assignment is to annotate this syllabus. In order to demonstrate that you are actually reading it closely as instructed, at this point please insert a comment here and tell me what your favorite animal is. Yes, I am serious.

Attendance

Whether it is a lecture day or a discussion session, **attendance is mandatory**. But I know life happens, and sometimes things come up that may prevent students from coming to class. I practice a pedagogy of care by which **each student gets three unexcused absences during the semester, no questions asked**. Additionally, per the [University of Florida Attendance Policies](#), students are excused when class schedule conflicts with religious holidays, military obligations, jury duty, or university-sponsored athletic or scholarly activities. **In these cases, the student (or student's advisor) must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations**. Students should also contact the professor as soon as possible if they are absent from classes or examination because of illness. In these cases, proper documentation may be required at the professor's discretion. This may seem like pro-forma information, but it is important that students become familiar with the University's policies and their rights and obligations. At this point, please make sure to click on the link embedded above and review UF's Attendance Policies in full. Then, answer the following questions as part of your annotated syllabus assignment: 1) What can students experimenting medical issues do? 2) What is the "twelve-day rule" and would it apply to you? If so, how?

Unexcused absences beyond the three outlined above will earn you an "F" for that day, which will affect your participation grade. Poor attendance is grounds for failing the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Deadlines & Extensions

All deadlines are dully noted on this syllabus, so plan accordingly. In line with my pedagogy of care, I grant each student a one-week extension on any one assignment without incurring in any grade deduction, one time in the semester, no questions asked. In order to benefit from this opportunity, you need to contact me via email prior to the deadline (ideally, at least 24 hours prior, unless in extreme circumstances). Beyond that, any other time you anticipate not being able to meet a particular deadline for reasons beyond your control, contact the instructor right away to inquire about possibly turning in late work. In these cases, acceptance of late work will occur at the discretion of the instructor. Unless you are dealing with a documented acceptable absence/reason for tardiness as described above ("Attendance"), any late work that the instructor chooses to accept will incur a penalty: Half a grade point will be deducted for each day the work is late, starting from the indicated deadline.

Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which *must* be presented to the instructor when requesting accommodation. You can deliver a hard copy in class, bring one to me during office hours, or send me an email with the letter attached. In any case, **please act on this as soon as possible in the semester so I can plan accordingly**. **Audio/video recording is not permitted without the instructor's consent**,

even if you have a letter from the DRC. If audio or video recording is part of your accommodation, make sure to see me in my office, with your DRC letter in hand, to discuss how to proceed.

Classroom Etiquette

Respectful and courteous behavior is expected from each and every one of us in this class. Argument is an important part of intellectual discussion, so I expect and encourage lively debates that will give us opportunities to work through problems, ask questions, and evaluate answers and interpretations together in a respectful way. When discussing ideas/concepts/interpretations, we may disagree, but we may never insult/dismiss/diminish others and their ideas just because they may be different from our own. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

Everyone is expected to arrive to class on time. If you arrive late, please be as unobtrusive as possible. If you must leave early for a medical appointment or other university-sanctioned business, please notify me in advance and also try not to be too disruptive as you exit. You are welcome to bring a water bottle/coffee/smoothie to class, but be careful with spillage. Light snacks are also allowed. On days when we meet for two class periods, I will offer a short break halfway through the class to allow for bathroom usage, water refills, and stretching.

Class Policy Regarding Electronic Devices

While I recognize the importance of technology in specific learning contexts, the nature of this particular course does not necessitate the use of electronic devices. Research shows that, unless essential for the subject of the course, [multitasking on a laptop](#) during class hinders users and nearby peers' learning and can result in [lower testing grades](#). Studies also suggest that [taking notes in longhand](#) improves information processing and retention (you should bring a notebook to take notes from lecture and to jot down your thoughts). For these reasons, I do not allow cell phones, tablets, and laptops. So unplug and enjoy a distraction-free environment in class!

Communicating with the Instructor

1) Student Hours

I hold regular Student Hours according to the schedule noted on the top of this document (also available on the course Canvas site). These are often known as “office hours,” but I choose to label them Student Hours to highlight the fact that these are specific times when my office is open to you, students, for any questions/concerns you may have. Student Hours function on a first-come, first-serve basis—no appointment necessary. If those hours conflict with your schedule, contact me to make an appointment at a time that works for both of us. Please note, conflicts in schedule involving University-related business, academic obligations, health issues, or medical appointments may occasionally result in cancellation of Student Hours in a particular week. If that happens, I will notify you in advance, and will arrange for alternative times to be available.

2) Electronic Communication

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student Hours and you have pressing concerns/questions, send me an email. Note, however, that emailing

your professors is not the same as emailing (or texting) your friends. Some useful tips (not only for this class, but also for all professional communication that happens online), see “How to Email Your Professor (Without Being Annoying AF)” at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16>. I generally check emails once daily, so please allow up to 24 hours for a response (I will try to answer as soon as possible). Weekends will likely disrupt this schedule. It is important to know how to communicate with your instructor. Have you been reading this closely? When and where can students meet with the instructor? Insert a comment to answer that, and let me know if you have any questions. I also send students group messages via Canvas (such as reminders, clarifications, notices, etc) as well as the occasional individual email if I deem relevant. It is the students’ responsibility to check messages for important information relating to the course, and to respond in a timely fashion when necessary. All electronic communication must happen via our respective University of Florida email addresses (no personal email accounts) or through Canvas.

Academic Integrity

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-honor-code/>) 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.

Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

In order to avoid the (unintentional) appearance of plagiarism, make sure you are familiar with standard forms of citation (for example, using quotation marks when citing primary and secondary sources, and inserting footnotes or endnotes to refer your reader to the source).

Campus Resources

UF is a big school, but there are many resources available to help students navigate campus life. Here is a sample of some useful resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> or call 392-1575

Hitchcock Field And Fork Food Pantry: For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

The Molm Family Gator Career Closet: An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

Police Department: 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Course Evaluations

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e=. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu><<https://evaluations.ufl.edu/>>.

Weekly Schedule

The schedule—as well as the rest of this syllabus—is subject to change at any point in the semester. If changes are made, the instructor will notify students in advance, in class and via the course Canvas page.

Week, Dates, & Topic	Tuesday, 3-4:55pm FLI 111	Thursday, 4:05-4:55pm FLI 111
<p>Week 1 – Jan 7, 9</p> <p>Introductions</p>	<p>Introduction to the course</p>	<p>Readings: 1) BBF Chap 1, pp.1-15 2) BBF, “A Tour of Latin America,” M2-M12 Discussion: based on BBF, p. 15 Quiz 1 Practice (available Thurs – Sun)</p>
<p>2 – Jan 14, 16</p> <p>Pre-Hispanic Societies</p>	<p>Reading: Cheryl Martin and Mark Wasserman, “The First Peoples of the Americas,” pp.1-30</p>	<p>Listen to Podcast: “Cave of the Jaguar God” [Overheard at National Geographic] Discussion: How can we access the past? What is interdisciplinary work?</p>
<p>3 – Jan 21, 23</p> <p>Encounters & Conquest</p>	<p>Readings: 1) BBF Chap 2, pp.17-48 (31pages) 2) Matthew Restall, <i>Seven Myths of the Spanish Conquest</i>, Chap 3 “Invisible Warriors: The Myth of the White Conquistador,” 44-63 (19 pages) Map Quiz</p>	<p>Quiz 2 Chap 2 (available Fri-Wed) Discussion</p>
<p>4 – Jan 28, 30</p> <p>Competing Accounts of the Conquest</p>	<p>*Special schedule:</p> <p>3-4pm: Library Session with Dr. Margarita Vargas Betancourt, Latin American and Caribbean Special Collections Librarian (location <i>tbd</i>)</p> <p>4:05-4:55: Discussion (in-class): Competing Accounts</p> <p>Readings: 1) BBF, 50-53 2) Stuart Schwartz and Tatiana Seijas (eds), “States in Conflict,” in <i>Victors and Vanquished: Spanish and Nahua Views of the Fall of the Mexica Empire</i>, pp.1-25 3) “Chronicles of the Encounter” in: <i>Latin American Voices</i>, ed. John Chasteen, pp.12-32</p>	<p>Guest Lecture, Dr. Margarita Vargas Betancourt</p> <p>Readings: 1) Margarita Vargas Betancourt, “Analysis of the Representation of Spaniards in the Mexican Manuscript Paintings” Online access & download at: https://ufdc.ufl.edu/IR00010692/00001</p>

<p>5- Feb 4, 6 Constructing Colonial Society</p>	<p>Readings: 1) BBF, Chap 3 excerpt, 55-82</p>	<p>Quiz 3 Chap 3 Discussion based on: "Last Will and Testament of Juana Barba, Free Black Woman, Lima, 1651" and "Last Will and Testament of María de Huancavelica, Free Black Woman of the <i>Folupa</i> Nation, Lima 1666" (excerpted from José Juave Martín, in <i>Afro-Latino Voices</i>, ed. Kathryn Joy McKnight and Leo Garofalo , pp.73-80 (Canvas)</p>
<p>6 – Feb 11, 13 Piracy, Contraband, Slavery</p>	<p>Readings: 1) "Black Communities," in Matthew Restall and Kris Lane, <i>Latin America in Colonial Times</i>, pp. 169-192 2) Selected documents from <i>Piracy in the Early Modern Era: An Anthology of Sources</i>, Kris Lane and Arne Bialuschewski, eds. 3) Webpage from T. Skidmore, <i>Brazil: Five Centuries of Change: "The African Slave Trade and Slave Life"</i></p>	<p>Discussion</p>
<p>7 – Feb 18, 20 Late Colonial Society</p>	<p>Readings: 1) BBF, Chap 3 excerpt, 82-93 2) "Latin America in 1790" in Teresa Meade, <i>A History of Modern Latin America</i>, pp. 23-41</p>	<p>Discussion</p>
<p>8 – Feb 25-27 Independence</p>	<p>Quiz 4 Chap 4 (available Thu-Mon) Readings: 1) BBF, Chap 4, pp.95-120 2) George Reid Andrews, "Independence and Slavery," in <i>Problems in Modern Latin American History</i> ed. James Wood, pp. 12-15</p>	<p>Mid-term Exam</p>
<p>9 – Mar 3-5 SPRING BREAK SPRING BREAK SPRING BREAK Begin reading Clorinda Matto de Turner, <i>Birds Without a Nest</i></p>		
<p>10 – Mar 10, 12 The Challenges of Nation-Building</p>	<p>Readings: 1) BBF, Chap 5, pp. 127-154 2) Continue reading Turner, <i>Birds Without a Nest</i></p>	<p>Quiz 5 Chap 5 Discussion</p>

11 – Mar 17, 19 Liberalism & its Discontents	Readings: 1) BBF, Chap 6, pp.161-187 2) Finish reading <i>Birds Without a Nest</i>	Quiz 6 Chap 6 Discussion
12 – Mar 24, 26 The Cost of Modernity	Readings: 1) BBF, Chap 7 - 8	Quiz 7/8 Chap 7 + 8 Discussion
13 – Mar 32, Apr 2 Wars & Revolutions	Readings: 1) BBF, Chap 9 2) The Platt Amendment (1903, transcript)	Quiz 9 Chap 9 Discussion
14 – Apr 7,9 The Military in Power	Readings: 1) BBF, Chap 10	Quiz 10 Chap 10 Discussion
15 – Apr 14, 16 Re-democratization, Neoliberalism, and the “Pink Wave”	Readings: 1) BBF, Chap 11 2) Thomas Skidmore, <i>Brazil: Five Centuries of Change</i> , Chapter 9 “Brazilian Democracy Takes a New Turn: Or Does It?”	Quiz 11 Chap 11 Discussion
16 – Apr 21	Presentations of students’ Final Project (and Final Project Report Due in class)	No class (reading day)