

## LAH4602: The Conquest of Amazonia: Fall 2019

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**Course Description:** This course is designed to offer a historical analysis of the Amazon region from before contact with Old World peoples down to the present. It is a useful contribution to the established and increasing efforts to understand Amazonia at the University of Florida. It is intended to be taken by undergraduates with backgrounds across the disciplines. It is not intended as a course at the higher level of undergraduate training in history, which often requires a research paper, based partially on primary sources (e.g., unpublished sources or contemporary published sources, etc.). Graduate students may make separate arrangements to take the course as a graduate “trailer” with the professor.

The instructor will assume no previous knowledge of Latin American history; indeed, the course is designed precisely to provide that to students interested in the historical background to the issues confronting the region today. It also attempts something of a novelty in Amazonian studies, in that it will strive to link the tendencies and forces affecting the region to larger ones affecting the nations dividing the region today. It will not only put Amazonia back into time, but back into Latin America. Thus, students will be learning something of general Latin American history and of the specific history of the nations in which the region lies, all as a way of understanding the region's past and its historic role in the efforts and vision of outsiders as well as the lives of those native to it.

**Course Objectives:** The course is designed

1. To acquire the historical knowledge described above.
2. To emphasize the basic skills critical to the discipline of history, skills useful to the citizen and in any number of professions after graduation: comprehension of research from a variety of disciplines, writing clearly, research skills using the library and online resources, critical analysis of sources in terms of approach, bias, and success.

The acquisition and comprehension objectives will be achieved through the students' mastery of the material in the map handout, the lectures and assigned readings, and measured through the map examination and two essay examinations (a midterm and a final). (see below for details on all three examinations).

The acquisition of the skills listed will be measured through the students' writing of a term paper; this paper will be in the form of a historiographical essay (see below).

**Grades** for each student derive from averaging the each of the student's grades on each of the three exercises above: the grade on the midterm examination, the grade on the final examination, and the grade on the term paper each count for 33% of the final grade. The map examination grade only affects the student's course grade indirectly, and only if they delay passing it or fail to pass it; they must pass it in a timely fashion to avoid a penalty.

University policy on grades is noted on the last page, below.

**Midterm and Final Examinations** will be based on the assigned reading and the lectures. They will be taken in class, where students will be asked to write essay answers to questions and items selected from a list distributed at least seven days in advance of the examination.

**Map Examination:** The map examination is administered in the first twenty minutes of the last session of the second week of the term. The purpose of the maps examination is to familiarize the students with the names and locations critical to understanding the geography and history of the Amazon Basin. Students will be presented with a map of the region and a list of geographical items and will be expected to locate the items correctly on that map. Students pass the map examination by making five errors or fewer; students who fail must repeat the examination and pass it before the midterm examination. **There is a one-grade reduction for the course as a penalty for those who do not pass the map examination before the midterm. The examination must be passed, of course, to pass the course.**

**Term papers** for will be in the form of a historiographical essay. This will be up to fifteen pages, double-spaced, with regular 1” margins and a 12 font. **The topic of the paper must be discussed with, and approved by, the instructor**

**within the first four weeks of the term.** Students must analyze the work of at least six scholars, drawing upon approximately 500 pages of reading from scholarly monographs and journals. **The paper is due at the beginning of the last session of the eleventh week.** Guidelines for the historiographical essay, including the criteria which must be employed in analysis, are posted on the instructor's website (accessible via the department's website faculty list). The instructor expects students to follow a format for this paper which includes either footnotes or endnotes; no bibliography is required, assuming the student cites each work at least once, and parenthetical notes in the body of the text are not acceptable. The notes' format is drawn from the *Chicago Manual of Style*. The appropriate references from the *CMS* can be found online.

### **Assigned Reading:**

There are three required readings:

1. A selection of required articles and chapters in a photocopy packet designed for the course, available at Target Copy, across from the university campus before NW 13<sup>th</sup> Street, on West University Avenue (just east of Chipotle restaurant).
2. Two chapters (7 and 10) from Henry Walter Bates, *The Naturalist on the River Amazons* (1863, available online through Smathers or the 1988 paperback on Reserve at Library West)
3. Hemming, John. *Tree of Rivers: The Story of the Amazon* (New York: Thames & Hudson, 2008), available for purchase in hardcover or the 2009 paperback edition.

Lecture and Reading Schedule (Roman numerals refer to weeks of the term; names refer to authors of the excerpts photocopied in the packet or to Bates -- see above. Students should read Hemming as indicated below, the order which best coincides with the lectures):

- I. Earth and Water. Hemming, ch.11; Cleary, "Environmental."
- II. The Debate over the Native Peoples. Hemming, ch.9; Roosevelt, pp.373-84.
- III. Contact with Castile, 16th and 17th Centuries. Hemming, ch.1.
- IV. Portuguese Conquest, 17th and 18th Centuries. Hemming, ch.2; Boxer, chs.10&11.
- V. Iberian Catholicism and Native Policy. Alden, "Slavery."
- VI. Iberian Conquest and Native Policy. Hemming, ch.3
- VII. The Role of Colonial Rivalry, 1650-1770. Hemming, ch.3 (cont.)
- VIII. Review and Midterm Examination.
- IX. The Enlightenment, Science, and Amazonia, ca. 1750-1870. Hemming, ch.5; Bates, chs.7&10.
- X. The Amazon and State Policy, ca.1750-1870. Hemming, ch.4; Alden, "Cacao."
- XI. The Commerce in Rubber and State Policy, ca. 1870-1920. Hemming, ch.6; Tambs.
- XII. The "Rubber Boom" and Regional Catastrophe, 1870-1945. Hemming, ch.7; Wagley, chs.2&3.
- XIII. "Modernization" and Dictatorship. Stone, chs.5&6.
- XIV. Development, Human Rights, and Ecology. Hemming, chs.8&10; Stone, chs.7-9.

## XV. The Current Predicament and Final Review.

### Advice:

Prudent students will note that the assigned reading, when combined with the additional reading for the term paper, demands disciplined, constant attention. It will be apparent that students who do not have a research topic worked out with the instructor by the date of the midterm risk a crisis in meeting their responsibilities. Since very few students are familiar with Amazonian history, few come up with a topic quickly on their own. **The instructor does not expect you to develop a term-paper topic on your own. He invites you to consult with him at your earliest possible convenience.**

### Penalties, Catastrophes, and Course and University Policies:

Please note the map examination penalty noted above. Note, as well, that there **are severe penalties for missing the deadline of the term paper** (it must be submitted at the beginning of the session indicated; if it is turned in during the session, it is penalized a third of a grade (e.g., if you would have earned an A+, you earn an A, instead; an A becomes an A-, and so on); if it is turned in after the session but within the twenty-four hour period following the deadline, it is penalized a full grade; if it is turned in within the second twenty-four hour period, it is penalized two full grades; and so on (e.g., your A+ becomes a B+, then a C+, and so on). “Turned in” means delivered by hand as hard copy; email attachments will not be graded, although they may be considered as proof of the time and date of the paper’s submission and penalty level. **Students who send an email attachment to prove the time and date of submission are still responsible for submitting the hard copy to the instructor as soon as possible.**

**All components of the course must be submitted to the instructor and a grade for each component recorded by the instructor in order to earn a course grade.** Thus, students who have completed everything else but do not have a recorded grade for, say, the midterm, will fail the course.

The instructor will not tolerate **cheating**. The instructor will not tolerate **plagiarism** (the use of others’ materials without appropriate citation, credit, or permission). A student guilty of either will fail the course and the matter will be referred to, and recorded by, the appropriate university authority. **Please see the university’s policies in this regard, below.**

**Class attendance and make-up policy:** The instructor does not keep records of **attendance; he assumes it**. It is his assumption that adults are the best judges their best interest in this regard, and students missing lectures never do well. As life has been arranged so that **unexpected catastrophes** occur for which even the prudent and virtuous student cannot prepare, the instructor will be willing to review student petitions for a make-up examination or a waiver of penalty (or lessening of penalty) in regard to late assignments. Such waivers will be granted at the discretion of the instructor, and are most likely to be granted in those cases in which the instructor deems that the catastrophe is credible and reliably documented. There is no **extra credit** option or possibility in this course.

**Disability accommodation:** Students requesting classroom accommodation because of a **disability** must first register with the Dean of Students’ Office: Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). That office will provide documentation to the student who must then provide that same documentation to the instructor when requesting the appropriate accommodation.

**Class behavior** involves several expectations: students will arrive on time; students will neither eat nor drink in class; students will turn off their cell phones; students may use laptop computers for taking notes alone; students will raise their hands if they have a question or a concern; students wishing to read or converse during the lecture shall leave the class.

The instructor is obliged to provide other information in regard to taking the course, information on grading, the honor code, and evaluation of the instructor.

1. For the university's policies with regard to grades, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
2. Regarding university policy on matters of honor, such as cheating or plagiarism, note that 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 obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

3. What follows is the updated information on campus policies in regard to evaluation. Note that, in regard to the information and links below, there are references to the use of CANVAS for evaluation. In this course, the instructor has not made use of CANVAS, so that the data associated with using CANVAS for evaluations will not apply to evaluating this course. Students can do their evaluations using the email that they receive or in the last option with the link noted below.

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=](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>/] <https://evaluations.ufl.edu> <<https://evaluations.ufl.edu> u/>. Thank you for serving as a partner in this important effort.