

LAH2020: Introduction to Latin American History
Cross-listed LAS 3931: Special Topics in Latin American Studies
Fall 2021

Meeting day/ time: MWF 1:55-2:45 PM (Period 7)

Location: FLI 105 (Find Keene-Flint Hall on [campus map](#))

Professor Fernanda Bretones Lane (Dr. Bretones)

Email: f.bretones@ufl.edu

Office Hours: Weds. 3:00 – 4:00pm | Fris. 8:30-10:30am | Grinter Hall 333

Online or in-person. Please consult Canvas for further details

T.A.: Mr. Charles Davidson davidsonc@ufl.edu

General Education designations: H and N.

A minimum grade of C is required for general education.

COURSE FORMAT

Following the University's mandate, this course is offered in-person (face-to-face in the classroom) at the scheduled times and place. However, due to the current context of the COVID-19 pandemic, instructors (Professor and T.A.) will offer a HyFlex *option* during the first five weeks of the class (from 8/23 to 9/24). This option is being offered so that students who have been withheld from campus by the Screen, Test, Protect initiative during the initial part of the semester, or who feel unwell, or otherwise have reason to believe they might have contracted COVID, can stay home while recovering without having to miss class. If you find yourself withheld from campus or sick after 9/24, you should also stay home. Please consult the attendance policy below (p.7) for details. The same option applies to students who want to get fully vaccinated before coming to campus in-person: you can get a full round of vaccines and attend lectures online during this period if you so choose. After these initial weeks, all class meetings will default to the primary modality only (that is, face-to-face in the classroom), unless I determine otherwise. I will make a decision on this regard in mid-September, based on the circumstances at that time. Students should not expect the course to have a HyFlex component through the duration of the semester, and must be prepared to return to the classroom for face-to-face instruction starting 9/27.

COURSE DESCRIPTION

What *is* Latin America? It is not a continent per se; neither can it be defined on the basis of language or religion alone. The term Latin America was coined by the French in the nineteenth

century—prior to that, people referred to specific regions as defined by European colonizers (Portuguese America, Spanish America, sometimes simply “America,” or by more specific colony names such as Brazil, Argentina, Mexico, etc. or even imperial administrative units such as Viceroyalty of New Spain, Viceroyalty of Peru, etc.). Of course, before any European even set foot in these territories, the various Native groups that had inhabited them for thousands of years called them many other names.

Our course thus begins with a consideration of the very term “Latin America,” and what it means to study its history in a survey format. We then study the Original Peoples of this region, before spending significant time learning about and evaluating the legacies of European colonization of the Americas. In the second half of the course, we will turn to contemporary issues in Latin America, including the continued struggle for Native autonomy, women’s rights, immigration and asylum, and other pressing topics that are currently on the news. Rather than seeing the distant past and the more recent past (or even the present) as dissociated, we will consider the ways in which events from the colonial period inform contemporary issues, in a diachronic dialogue typical of the historical discipline.

COURSE OBJECTIVES & EXPECTATIONS

In addition to developing an appreciation for, and an understanding of the history of Latin America, students will learn the basic skills that professional historians use to examine and write about the past. As such, this course also emphasizes skills essential to the historical discipline. Reading, writing, and exchanging ideas is the bread-and-butter of the historical discipline. Students should expect to read anywhere from 40 to 100 pages of text per week, and to write academic essays en par with the course level. They should also be ready to engage in well-informed, thoughtful conversations with their peers and instructor about the various materials assigned and topics covered throughout the semester.

STUDENT LEARNING OUTCOMES

In taking this course, you will:

- * Learn how to distinguish between primary and secondary sources
- * Improve your text interpretation abilities (various levels of reading)
- * Work on and improve your writing
- * Learn and practice basic research skills, such as identifying relevant sources, compiling and analyzing data
- * Process and deliver information in both written and oral format

All of these are transferable skills that can be used in your future academic and professional endeavors.

REQUIRED BOOKS

Available at the UF Bookstore and other online vendors. Please obtain a print copy of the indicated edition. Students who obtain electronic copies should note the “Policy Regarding Electronic Devices” below.

- John Chasteen, *Born in Blood and Fire: A Concise History of Latin America* 4th Edition (Norton, 2016) (Referred in the weekly schedule as BBF)

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

CLASSROOM ETIQUETTE AND EXPECTED PRACTICES

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

With the approval of the University administration and in response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones:

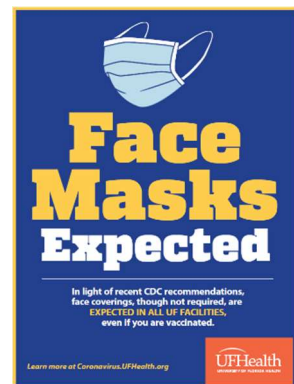
* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [this link](#) for details on where to get your shot, including options that do not require an appointment.. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

-Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- Hand sanitizing stations will be located in every classroom.

* If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing



and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

CLASS POLICY REGARDING ELECTRONIC DEVICES

The use of computers and other electronic devices is not allowed in the physical classroom. Students attending lectures face-to-face section should plan accordingly, and bring pen and paper to lectures to take notes. This decision relies on pedagogical studies that show 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. Students should also be prepared to bring print copies of the required course materials.

Students attending the first five weeks of the course on-line while HyFlex is an option should use electronic devices to connect to the class via Zoom or for text-referencing purposes *only*. Please refrain from using your devices for other purposes during our class meetings (such as surfing the web, texting, or online shopping), and silence cellphones and all other devices not being used for class.

CLASS POLICY REGARDING IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to

social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSEWORK, GRADING AND SCHEDULE

Assignment	Description	Points	Percentage of Final Grade
Annotated Syllabus	Students must read this syllabus in its entirety, and annotate it electronically (directly in Canvas). Annotating includes: highlighting important information such as policies, expectations, and deadlines; commenting on aspects of the syllabus that you find interesting; insert comments asking for clarification if something is not clear, etc.	10	2%
Map Assignment	Identify modern Latin American nations on a map.	100	3%
Participation	See description on p.8	100	5%
Tests (x2)	Test consisting of a combination of IDs, short answers, and essay.	100	15% each
Historian’s Toolbox (x6)	Learn, practice, and perfect the skills that this course seeks to teach them. There will be six different “historian’s toolbox” assignments—please consult the course schedule for details.	100	10% each

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
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A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

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

GRADING CRITERIA

A Work that goes beyond instructor’s expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all standards/requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Sometimes the result of truncate writing that could improve with more attention/work. Talk to instructor.

C+ Below the specifiable standards for good work. Sometimes the result of poor writing that compromises quality of the work/clarity of ideas. Talk to instructor.

C Work showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately. A C- or below will not confer GenEd credits.

EXTENSIONS

Students in this course can ask for a one-week extension, no questions asked, for any *one* assignment, without incurring in any grade deduction. In order to benefit from this opportunity, the student must contact the instructor via email up to 24 hours prior to the assignment deadline*. Each student can take advantage of this policy *once* in the semester. Students who anticipate obstacles in meeting subsequent deadlines should contact the instructor before the deadline to inquire about possibly turning in more late work. In these cases, acceptance of late work will occur at the discretion of the instructor. (In other words: I am happy to work with you to make it possible for you to successfully complete the course. Direct and clear communication is essential for making that happen. Please refer to the “Communicating with the instructor” section below, pp.11-12, for details about how to reach me). Please note that when late submissions occur, students must adjust their expectation regarding the timeline for instructor feedback. It may take the instructor and/or T.A. more time to provide feedback on late assignments, so please be patient.

*If a deadline falls on Monday, you should try your best to contact me before the end of business day the Friday prior, to plan ahead. There is lenience for emergencies occurring via the weekend.

ATTENDANCE AND PARTICIPATION

Attendance in all class meetings (lectures and break-out discussion sections) is highly encouraged. As the COVID-19 pandemic continues to rage in our community, during Fall 2021 I will take attendance for record-keeping, but have relaxed grade policies in relation to attendance points. Some standards must be met, however. A student can miss up to TEN (10) class meetings during the semester (lectures and/or break-out sections) without any penalty and without the need to provide an excuse. Starting at the eleventh (11th) absence, further absences require official documentation, otherwise the student is at risk of failing the course. This generous attendance policy is in place to allow students who have been withheld from campus by the Screen, Test, Protect initiative, or who feel unwell, or otherwise have reason to believe they might have contracted COVID, to stay home while recovering. During the first five weeks of the semester, a student who finds her/himself in that position can attend class meeting via Zoom (see “Course Format,” p.1). After the initial five weeks, they should stay home and recuperate, and plan to meet with the instructor during office hours following their return to campus to discuss missed content and make-up work. There are minimal requirements for passing; students should be aware that poor attendance (40% or more of the semester) without communicating with the instructor for alternative arrangements 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 at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. It is the students’ responsibility to know and follow the University’s policies regarding religious holidays, illness,

and athletic or other extra-curricular activities. Please consult the link to become familiar with those, and contact the instructor if you have questions or concerns.

Class participation (100 points) includes: completion of assigned reading and consistent, informed, thoughtful, attentive courteous and professional engagement with class materials, fellow students and instructor/TA in class and/or office hours. Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means: informed (i.e., shows evidence of having done assigned work); thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and considerate (i.e., takes the perspectives of others into account).

To align with my attendance policy, participation points are assessed holistically for the semester, and not per individual class meeting. It is not about how much (or little) you talk in class, but rather, the quality of your contribution when you are present. If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

In the absence of strong positive or negative indicators, participation grades will default to align with the student’s average overall grade on written work.

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 1. Introduction

Mon 8/23, Wed 8/25, Fri 8/27

Read: BBF Chap 1, pp.1-15

Week 2. Original Peoples

Mon 8/30, Wed 9/1, Fri 9/3

Read: Martin and Wasserman, “The First Peoples of the Americas,” pp.1-30

Historian’s Toolbox Workshop: Thinking about sources

**Map Quiz due Fri 9/3*

Week 3. Encounters & Conquest

Mon 9/6 LABOR DAY, Wed 9/8, Fri 9/10

Read: 1) BBF Chap 2, pp.17-48

2) Restall, “Invisible Warriors: The Myth of the White Conquistador,” 44-63

**Historian’s Toolbox Assignment #1: Reflection: How do we access the past? Due Wed. 9/8*

Week 4. Conquest or Genocide?

Mon 9/13, Wed 9/15, Fri 9/17

- Read:** 1) Schwartz and Seijas, “States in Conflict,” pp.1-25
2) BBF, 50-53
3) “Chronicles of the Encounter,” pp.12-32

Historian’s Toolbox Workshop: Analyzing and comparing sources

**Historian’s Toolbox Assignment #2: Primary Source Analysis 1 due Fri. 9/17*

Week 5. Constructing Colonial Society

Mon 9/20, Wed 9/22, Fri 9/24

- Read:** BBF, Chap 3 excerpt, 55-82

Week 6. Slavery and the Trans-Atlantic Slave Trade

Mon 9/27, Wed 9/29, Fri 10/1

** Exceptionally this Fri. 10/1, students should bring a laptop or tablet for an in-class activity*

- Read:** 1) Restall & Lane, “Black Communities,” pp. 169-192
2) Skidmore, “[The African Slave Trade and Slave Life](#)” [hyperlink]

**Historian’s Toolbox Assignment #3: Database analysis (in class)*

Week 7. Late Colonial Society

Mon 10/4, Wed 10/6, ~~Fri 10/8~~ **HOMECOMING**

- Read:** 1) BBF, Chap 3 excerpt, 82-93
2) Meade, “Latin America in 1790,” pp. 23-41

**Test 1 – Wednesday 10/6*

Week 8. The Age of Revolutions in Latin America

Mon 10/11, Wed 10/13, Fri 10/15

- Read:** 1) BBF, Chap 4, pp.95-120
2) Blanchard, “The Slave Soldiers of Spanish South America”
3) Geggus, *The Haitian Revolution* (selected excerpt)

Week 9. The Challenges of Nation-Building: Latin America in the Nineteenth Century

Mon 10/18, Wed 10/20, Fri 10/22

- Read:** BBF, Chapters 5 and 6

Week 10. The American Century

Mon 10/25, Wed 10/27, Fri 10/29

**Historian's Toolbox Assignment #4: Primary Source Analysis 2 due Fri. 10/29*

Read: BBF Chapters 7 and 8

Week 11. The Cold War in Latin America

Mon 11/1, Wed 11/3, Fri 11/5

Read: BBF, Chapters 9 and 10

Week 12. The USA in Latin America

Mon 11/8, Wed 11/10, Fri 11/12

Read: Leslie Gill, *School of the Americas*, Chapters tbd

**Historian's Toolbox Assignment #5: Secondary Source Analysis Due Fri. 11/12*

Week 13. Contemporary Issues in Latin America: Return of the Military

Mon 11/15, Wed 11/17, Fri 11/19

Read: reading tbd

Watch: Documentary: The Edge of Democracy (Brazil 2019, Dir. Petra Costa)

Historian's Toolbox Workshop: Using the Library Catalog

Week 14. Contemporary Issues in Latin America: topic tbd by popular vote

Mon 11/22, ~~Wed 11/24, Fri 11/26~~ THANKSGIVING

Read: reading tbd

**Historian's Toolbox Assignment #6: Locating Secondary Sources Due Mon. 11/22*

Week 15. Contemporary Issues in Latin America: topic tbd by popular vote

Mon 11/29, Wed 12/1, Fri 12/3

Read: reading tbd

**Test 2 on Mon. 11/29*

Week 16. Contemporary Issues in Latin America: topic tbd by popular vote

Mon 12/6, Wed 12/8, ~~Fri 12/10~~ READING DAY

Read: reading tbd

POSSIBLE TOPICS FOR WEEKS 14-16:

Black Lives Matter in Latin America

Third-wave Feminism: #NiUnaMenos & Abortion Rights

Immigration & Asylum

Environmental Disasters

Natives and the Continued Quest for Rights and Justice

Venezuela After Chávez

Haitian Affairs

There will be a class vote to determine the topics for weeks 14, 15, and 16. The instructor will select the appropriate material based on the results of the class election.

COMMUNICATING WITH THE INSTRUCTOR

Student Hours

The best way to reach me is during Student Hours (also 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). I hold regular Student Hours according to the schedule noted on the top of this document (also available on the course Canvas site). Students may attend Student Hours to discuss any issues pertaining to the class (content questions, clarifications, requests for extensions, etc), or other topics such as request for recommendation letters, questions about going to graduate school, your general interests in Latin American and Caribbean history, or if you want to know more about my current and future research projects.

This fall, I will be offering both in-person and on-line office hours. Please consult Canvas for further details. If my regular Student Hours conflict with your schedule, contact me via email 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.

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 that cannot wait for an alternative meeting time, send me an email at f.bretones@ufl.edu using your own @ufl.edu account. I generally check and respond to emails once daily during the workweek, between 8am-6pm. Please allow up to 24 hours for a response. I do not respond to work emails during the weekend. Please refrain from using your personal email account, as I will not respond to those.

Professors love to hear from students, but keep in mind that emailing your professors or T.A.s is not the same as emailing (or texting) your friends. For some useful tips on how to email Professors, see “[How to Email Your Professor \(Without Being Annoying AF\)](#)”.

Canvas Messages

If you need to communicate with me, please do so via email (see above). In general, I tend not to read individual messages sent to my Canvas inbox (it gets very cluttered!). I use Canvas messages to send general course-related messages that are addressed to the entire class (including reminders about upcoming deadlines, clarifications, notices, etc), or, if I deem relevant, to individual students. But for *you* to reach *me*, *email is strongly preferred*. It is the students’ responsibility to check messages on both Canvas and their UF email regularly for important information relating to the course, and to respond in a timely fashion when necessary.

Communicating About Grades

Students who wish to discuss their grades should wait 24 hours after receiving their grade to contact the instructor or T.A.. I am happy to offer further clarification on assignments, but please note that grades are only re-evaluated in case of mathematical error.

REQUIRED POLICIES

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

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

(<https://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 or TAs in this class.

Campus Resources

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> P: 392-1575

University Police Department 392-1111 or 9-1-1 for emergencies.

The Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

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.

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/>

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

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.