



Department of History

HTST 647

Topics in Latin American History: Historiography of the Colonial Period Winter 2022

Instructor: Hendrik Kraay

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Office Hours and Location/Method: SS 624, Mondays, 1:00-2:00 pm.

Class Room Location, Days and Times: SS 639, Mondays, 3:00-5:45 pm.

Course Delivery: In person

Description

Through the close reading of a selection of recent and classic books on colonial Latin America, this course examines how historians have addressed key issues in the region's history. The primary focus is on historians' approaches to the topics and our main task in this seminar is to analyze how they construct their arguments – in other words, historiography. The books may, on occasion, be supplemented by journal article and/or book chapters.

Learning Outcomes

By the end of this course, successful students will be able to analyze historical monographs by focusing on historians' definitions of their topics, their use of sources, their assumptions about society, and their understandings of historical change. Alongside this primary course outcome, students will also learn a great deal about colonial Spanish and Portuguese America. However, the main focus of this course will be on how historians have written about a selection of topics in colonial Latin American history.

Reading Material

The core reading material for this course consists of a dozen monographs on Latin American history, as listed below. These books are available from the library in ebook and/or print versions; some may be available at the University of Calgary bookstore and all are available through the usual commercial booksellers. Some students who took the last iteration of this course in fall 2019 are still around the department and they may have copies of some of the books to share with you. Some of the books may be supplemented with articles to offer different perspectives on the topics.

Students who feel that their background in colonial Latin American history is weak may find it helpful to read one of the following textbooks prior to the start of this course (most of these works are available in multiple editions at the library):

Matthew Restall and Kris E. Lane, *Latin America in Colonial Times*.

Mark Burkholder and Lyman L. Johnson, *Colonial Latin America*.

Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*.

James Lockhart and Stuart B. Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil*.

Assessment

Method	Due Date	Weight
Four Book Analysis Essays	Dates to be Selected	30%
Historiographical Essay	12 April 2022	50%
Participation (Including Presentations)	Throughout the Semester	20%

Grading Policies

All course work will be graded with letter grades and final grades will be calculated using the University of Calgary's grade point average conversion scale. Student must meet the cut-offs in order to achieve the next grade; in other words, a 3.5 GPA is required to earn a grade of A-.

Details on Methods of Assessment

Book Analysis Essay and Presentations:

During the semester, you will write at least four short book analysis essays (500-750 words) of the assigned book for selected weeks. These essays are due by 8:00 am on the day of the class meeting during which the book will be discussed. Copies should be sent by e-mail to the instructor and to the other students in the course. These are not book reviews and they should not summarize the books (for we will all have read them); rather, they should address some of the following questions (or similar ones):

1. How does the author define his or her topic? How is it delimited? What is excluded? How would consideration of other issues or questions have changed the author's argument?
2. How does the author use his or her sources? What limits or constraints does this pose for his or her argument? How might the sources (as presented by the author) have been interpreted differently? What other conclusions could be drawn? Why does the author, then, come to the conclusions that he or she does? How confident can the author be about what he or she knows?
3. What assumptions about society and culture underlie the author's approach? For example, does the author see society as divided into classes or castes, races or ethnic groups, genders? How does the author define (explicitly or implicitly) the analytical concepts that he or she uses: nation, state, race, ethnicity, class, gender, identity, revolution, rebellion, culture, etc.? What implications does this have for

his or her analysis? How would different assumptions or definitions have changed the argument?

4. What, according to the author, are the causes of historical change? Which historical actors have “agency”? What constraints are they under? How would different views of the causes of historical change and the agency of historical actors have changed the argument?
5. What are the author’s ideals? In whose interests does he or she write? What implications does this have for his or her analysis?

On two of the days that your book analysis essays are due, you will prepare a ten-minute presentation on the book in which you elaborate on (but not merely repeat) the points that you made in your book analysis essay. The purpose of this presentation is to launch our discussion of the book. You may use this presentation to situate your assessment of the book in relation to the other students’ book analysis essays.

Participation:

This is a seminar course in which active and informed participation is essential to your success and to the success of the course more generally. Effective participation is respectful of other students’ contributions and advances the discussion.

Historiographical Essay:

You will write a historiographical essay of at least 5,000 words on an issue in colonial Latin American history. Any one of the weekly topics is suitable for this assignment, but if you so choose, you may write on another topic. You should consult with the instructor to obtain approval of your proposed topic.

A historiographical essay analyzes the scholarship on an issue and how it has changed over time with the goals of identifying key contributions, teasing out underlying assumptions, highlighting contradictions or disagreements, and developing new approaches or finding lacunae in scholarship that need further work. Some are massive overviews of the state of scholarship in a field, while others are more narrowly focused on a few key works. Some are closer to collective reviews of a few books, while others focus on the contributions of a single important book. Writing historiographical essays is a way for students and scholars to gain a deeper understanding of the state of scholarship on a given topic.

The important difference between research articles and historiographical essays is that, while the former seeks to analyze an issue in a new way based on original scholarship, the latter analyzes how historians have written about a topic. Thus, instead of answering, for example, the question of why or how the Spanish succeeded in conquering the Aztec empire, a historiographical essay on this topic analyzes how historians have explained the Spanish conquest.

A few journals specialize in historiographical essays, mostly notably *History Compass*. The review essays in the *Latin American Research Review* sometimes amount to historiographical essays and many other journals occasionally publish articles that review the scholarship in a given field.

Learning Technologies Requirements

As long as this course remains an in-person course, there are no special technology requirements. Students should be able to e-mail their fellow students. Setting up a D2L site for a course of this size is not worth the trouble. If students are required to isolate during the pandemic, they will need to have a computer, webcam, microphone, as well as high-speed internet access to join in-person class as broadcast through the department's Owl.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness, whether temporary or permanent, visible or invisible. If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact me by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online.

Part of creating an inclusive learning environment involves respecting your fellow students. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of advancing scholarship.

I recognize that graduate students often face an especially heavy end-of-semester academic workload, including both coursework and GAT obligations. Please let me know if you will have difficulty completing your historiographical essay by the deadline so that we can discuss an appropriate extension.

Schedule

10 January: Course Organization (No Readings)

17 January: Matthew Restall, *When Montezuma Met Cortés: The True Story of the Meeting that Changed History* (New York: HarperCollins Publishers, 2019).

24 January: James Lockhart, *The Nahuas after the Conquest: A Social and Cultural History of the Indians of Central Mexico, Sixteenth Through Eighteenth Centuries* (Stanford: Stanford University Press, 1992).

- 31 January: Alida Metcalf, *Go-Betweens and the Colonization of Brazil, 1500-1600* (Austin: University of Texas Press, 2005).
- 7 February: Walter Hawthorne, *From Africa to Brazil: Cuilture, Identity, and an Atlantic Slave Trade, 1600-1830* (Cambridge: Cambridge University Press, 2010).
- 14 February: Tatiana Seijas, *Asian Slaves in Colonial Mexico: From Chinos to Indians* (New York: Cambridge University Press, 2014).
- 28 February: S. Elizabeth Penry, *The People Are King: The Making of an Indigenous Andean Politics* (New York: Oxford University Press, 2020).
- 7 March: Allan J. Kuethe and Kenneth J. Andrien, *The Spanish Atlantic World in the Eighteenth Century: War and the Bourbon Reforms, 1713-1796* (New York: Cambridge University Press, 2014).
- 14 March: Ann Twinam, *Public Lives, Private Secrets: Gender, Honor, Sexuality, and Illegitimacy in Colonial Spanish America* (Stanford: Stanford University Press, 1999).
- 21 March: Bianca Premo, *The Enlightenment on Trial: Ordinary Litigants and Colonialism in the Spanish Empire* (New York: Oxford University Press, 2017).
- 28 March: Lyman Johnson, *Workshop of Revolution: Plebeian Buenos Aires and the Atlantic World, 1776-1810* (Durham: Duke University Press, 2011).
- 4 April: Ada Ferrer, *Freedom's Mirror: Cuba and Haiti in the Age of Revolution* (New York: Cambridge University Press, 2014).
- 11 April: Sylvia Sellers-García, *The Woman on the Windowsill: A Tale of Mystery in Several Parts* (New Haven: Yale University Press, 2020).

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Graduate Grading System

The following percentage-to-letter grade conversion scheme is for graduate studies:

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass
C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [*The History Student's Handbook*](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic

versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information

on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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Winter 2022 (in-person)