Latin America: A Study in Diversity since the Conquest

Course Grading:
Your grade will be based upon:

- Three Articles Analysis Essays and Discussion Participation, weighted 20% and 10%, depending on which is more favorable. (Article Analysis Due on Dates To Be Selected)  
  30%
- Research Paper Bibliography and Outline (Due: 23 February)  
  5%
- Research Paper (Due: 23 March)  
  40%
- Final Examination (To be Scheduled by Registrar between 20 and 30 April)  
  25%

Total 100%

You must complete all assignments to pass this course.

Required Texts:
None required for purchase; links to all of the required weekly readings are posted on the Course Blackboard, available through www.myucalgary.ca.

Recommended Background Reading:

General Works:
Frank Salomon and Stuart B. Schwartz, eds., *The Cambridge History of the Native Peoples of the Americas*, vol. 3: *South America* (relevant chapters).

Brazil:
Leslie Bethell, ed., *Colonial Brazil*.
Leslie Bethell, ed., *Brazil: Empire and Republic, 1822-1930*.
Boris Fausto, *A Concise History of Brazil*.
Robert M. Levine, *The History of Brazil*.
Teresa A. Meade, *A Brief History of Brazil*.
Ronald M. Schneider, *Brazil: Culture and Politics in a New Industrial Powerhouse*.
Thomas E. Skidmore, *Brazil: Five Centuries of Change*.
Joseph E. Smith, *A History of Brazil*. 
Peru and the Andean Region More Generally:
Christine Hunefeldt, *A Brief History of Peru.*
Peter Flindell Klarén, *Society and Nationhood in the Andes.*

Course Description:
To analyze aspects of Latin America’s richly complex and diverse societies, this course focuses on two regions: the Peruvian highland Andes and the plantations zones of Brazil. Both experienced many historical processes shared by the rest of the region: conquest, colonization, economic dependence, coercive labor regimes, and deep ethnic and racial divides. Broadly speaking, these two regions represent the cores of what might be termed “Indian” and “African” Latin America, areas in which the subject or lower-class population—Indian peasants and African slaves—was of different “race,” “culture,” or “ethnicity” from the dominant groups during the Spanish and Portuguese colonial rule. Such differences made for difficult transitions to independence in the 1820s and pose complex questions about liberalism, state formation, and definitions of nations in the nineteenth century. The failure of “capitalism,” “modernization,” or “economic development” to do away with ethnic and racial discrimination during the rapid transformations of these societies in the late twentieth century raises important questions concerning the nature of “class,” “race,” and “ethnicity” in the contemporary world. Finally, this course concludes with a consideration of contemporary identity politics and its limits in these two countries.

The narrow focus on these Peruvian and Brazilian regions serves several purposes, allowing us: (1) to address theoretic issues in greater depth; (2) to explore the exceptionally rich literatures on these regions that have appeared in the past two decades; (3) to examine the larger political and economic structures that impinged upon the indigenous peoples and Americans of African descent; (4) to consider the ways in which men and women responded to these larger structures, adapted to them, and sought to change them; (5) to compare and contrast societies not often considered together.

Reading knowledge of Spanish and Portuguese is not required for this course but if you are able to read in these languages, you should use some Spanish or Portuguese sources in your research paper. If your background in Latin American history is weak, I urge you to read one of the textbooks on Brazilian and Peruvian history listed above as recommended background reading.

I will maintain a limited Blackboard for this course on which I have posted the weekly readings and on which I will post what were formerly known as “handouts.” These will include glossaries of Portuguese and Spanish terms in the weekly readings. Prior to each lecture, I will post the PowerPoint presentation. PowerPoint presentations are not detailed lecture notes; rather, they include images that will be discussed in class, names and terms whose spelling may be unfamiliar to you, and a limited outline of the topics to be discussed.

Course Requirements:
Participation and Articles Analysis: This course is a combination of lectures and seminars. Friday class meetings will normally be devoted to discussion of two articles, discussions which may involve group work. You should, therefore, have carefully read the articles before each discussion period. Your participation grade will be based on the quality of your contribution to these seminars, not simply your attendance at them, and on the articles
analysis that you will submit for three discussion classes during the semester. Because this
analysis will help you prepare for the discussion, late ones cannot be accepted. You will select
the articles for this assignment in the first weeks of class, when we will also discuss preparing
this analysis. The articles analysis assignment is outlined on the last page of this syllabus. On the
days for which you have prepared an articles analysis, you should come prepared to make a brief
presentation of the major issues that you consider important in the two readings. This
presentation should not exceed two minutes in length (practice it at home to be sure that you do
not exceed the time limit). Please endeavor to consult with the other students presenting in order
to coordinate your presentations.

Research Paper (and Bibliography and Outline): You will write one research paper of
about 2500 words in length; it must conform to the History Student’s Handbook, available on the
course blackboard and on the department of history’s web site (follow the link labeled “Essay
Guide”). Research papers with improper footnoting will be returned for rewriting. The research
document should be based on 8 to 10 substantial sources (including both books and articles, and
excluding textbooks). The research paper is due on 23 March; your bibliography and outline are
due on 23 February. As reflected in the weight assigned to this component of HTST 469,
selecting a topic and researching it are essential parts of this course. Your topic may (1) examine
in more depth an issue raised in this course; (2) examine issues in African and indigenous Latin
America not addressed by this course; (3) examine issues in African and indigenous Latin
America addressed in this course but for countries other than Brazil or Peru. We will discuss
writing a good research paper in February, at which time I will also distribute a list of suggested
topics and research aids available at the library. There is no penalty for late bibliographies and
outlines, but I will not accept a research paper until the bibliography and outline has been graded
and returned to you. Late research papers will be penalized one-third of a letter grade for each
day that they are late.

There is no set format for the bibliography and outline for your research paper, although
the bibliography should, of course, conform to the style laid out in the History Student’s
Handbook. Depending on how far along you are in your research and writing, your outline
should include a thesis statement or at least a set of questions, the answers to which will
constitute your thesis, as well as a list of the major topics that you plan to address. If your grade
on the research paper is higher than that on your bibliography and outline, I will raise the latter to
the same grade as the research paper.

Please return your graded bibliography and outline to me when you submit your research
paper.

Use of Internet Sources
The World Wide Web poses unique problems for students of history. While it
contains a great deal of material, much of it is not particularly reliable, and it is
sometimes difficult to identify good resources. Primary data produced by government
agencies is generally reliable and most easily accessed on the Web, a few electronic
journals maintain the same scholarly standards as print journals, and some enterprising
individuals have posted primary documents on web sites. And, of course, electronic
resources of all sorts facilitate library research by making it easier to identify print
materials, many of which now appear in electronic versions. Beyond these uses, however,
the Web is unlikely to be of much help to you in this course. If you wish to use Web
resources for your research paper, they must be included in your bibliography and
outline, and they must be specifically approved by me.
Final Examination: A comprehensive final examination, including material from both the lectures and the weekly readings, will be held during the examination period (20-30 April), at a time to be scheduled by the registrar. Do not make plans for this period until the examination schedule has been posted.

Submitting Written Work: All written assignments must be submitted in “hard” copy by the due date; no e-mail submissions of assignments will be accepted. If you cannot hand in your research paper in class, use the red box outside the history department main office (SS 656); do not ask the office staff to place research papers in my mailbox. Staff empty the red box regularly.

Department of History Plagiarism Policy:

Plagiarism is defined as submitting or presenting one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that course, when, in fact, it is not.

As noted in the History Student’s Handbook, plagiarism may take several forms:

a) Failure to cite sources properly may be considered plagiarism. This could include quotations, ideas, and wording used from another source but not acknowledged.

b) Borrowed, purchased, and/or ghost-written papers are considered plagiarism, as is submitting one’s own work for more than one course without the permission of the instructor(s) involved.

c) Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works. The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence. A paper that contains plagiarism will automatically be failed. Plagiarism may also result in a failing grade for the course and other penalties as noted in The University of Calgary Calendar (pp. 54-57).

Office Hours:
Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can consult before class or schedule an appointment for another time. Feel free to telephone me during office hours, or to e-mail me at any time.
Weekly Topics and Reading Assignments

12 January: Course Organization
14-16 January: Introduction to Course Themes

Part I: Colonial Regimes

19-21 January: Early-Colonial Peru
23 January: Discussion: Conquest and Colonial Regimes
   Read: Susan E. Ramírez, “The ‘Dueño de Indios’: Thoughts on the Consequences of the
         Shifting Bases of Power of the ‘Curaca de los Viejos Antiguos’ under the Spanish in
         610; and Steve J. Stern, “The Social Significance of Judicial Institutions in an
         Exploitative Society: Huamanga, Peru, 1570-1640,” in *The Inca and the Aztec States,
         1400-1800: Anthropology and History*, ed. George A. Collier et al. (New York:

26-28 January: The Mature Spanish Colonial Regime
30 January: Discussion: The Tupac Amaru Rebellion
   Read: David T. Garrett, “His Majesty’s Most Loyal Vassals’: The Indian Nobility and
          Leon G. Campbell, “Women and the Great Rebellion in Peru, 1780-1783,” *The Americas*

2-4 February: Early-Colonial Brazil
6 February: Discussion: Indian Slavery in Early-Colonial Brazil
   Read: Alida C. Metcalf, “The Entradas of Bahia of the Sixteenth Century,” *The
          Americas* 61:3 (Jan. 2005): 373-400; Muriel Nazzari, “Transition toward Slavery:
          Changing Legal Practice Regarding Indians in Seventeenth-Century São Paulo,” *The

9-11 February: The Mature Portuguese Colonial Regime
13 February Discussion: African Slavery and Resistance
          Contribution to Local Governance in Colonial Brazil,” *The Americas* 57:1 (July 2000):
          13-36; Mariana L. R. Dantas, “For the Benefit of the Common Good’: Regiments of
          Caçadores do Mato in Minas Gerais, Brazil,” *Journal of Colonialism and Colonial
          http://muse.jhu.edu/journals/journal_of_colonialism_and_colonial_history/v005/5.2danta
          s.html.

15-20 February: Reading Week
Part II: Independence and the Long Nineteenth Century

23-25 February: Independence I: Peru
27 February: Discussion: Liberalism and the Peruvian Nation

2-4 March: Continuity or Change, 1880s-1920s (Peru)
6 March: Discussion: Indigenismo

9-11 March: Independence II: Brazil
13 March: Discussion: Free Blacks in a Slave Society

16-18 March: Abolition Its Aftermath in Brazil, 1880s-1930s
20 March: Discussion: Making Freedom Meaningful

Twentieth-Century Issues

23-25 March: Revolution, Reform, and Revolution in Peru
27 March: Discussion: Peasants (or Indians?) and Revolution
30 March – 1 April: Twentieth-Century Brazil
3 April: Discussion: Religion, Identity, and Politics in Bahia

6-8 April: Contemporary Identity Politics: Peru

10 April: Good Friday

13-15 April: Contemporary Identity Politics: Brazil

17 April: Summary and Review

Articles Analysis Assignment

Students will present two analyses of pairs of assigned articles, on dates to be selected in the first weeks of class. Because these analyses are intended as preparation for the discussion class, they must be ready to hand in at the start of class on the day that they are due; late ones cannot be accepted. These short essays should be 500-750 words in length and should address the following five major points in essay form. In order to practice for your research paper, use full footnotes to document your articles analysis essays; the grade for improperly footnoted articles analysis essays will not be recorded until the footnotes are done correctly.

1. What is the issue that these two articles address? What are the authors’ theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles’ theses?
4. Offer some constructive criticism of the reading. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead them to make questionable assertions?
5. Consider how these two authors arguments agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

Note: Some aspects of this assignment will be easier to do for some articles than for others and I will take this into account when grading the article analysis essays.