

**HISTORY 109**  
**INTRODUCTION TO LATIN AMERICAN CIVILIZATION**

**BULLETIN INFORMATION**

HIST 109 - Introduction to Latin American Civilization (3 credit hours)

**Course Description:**

A discussion of the political, cultural, and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America.

**SAMPLE COURSE OVERVIEW**

TBA

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of History 109, students will be able to:**

1. Demonstrate principles of historical thinking to understand human societies, specifically through an introduction to Latin American civilization.
2. Define and summarize major events, developments, and themes of Latin American history.
3. Evaluate significant themes, issues, or eras in Latin American history.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

**SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

1. Chasteen, John Charles. *National Rhythms, African Roots: The Deep History of Latin American Popular Dance*. University of New Mexico Press, 2004.
2. Townsend, Camilla. *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*. University of New Mexico Press, 2006.
3. Silver and Entrepreneurship in Seventeenth-Century **Potosi**: The Life and Times of Antonio Lopez de Quiroga by Peter Bakewell—possible replacement for above book?
4. Garofalo, Leo and Erin O'Connor. *Documenting Latin America: Gender, Race, and Empire*. Prentice Hall, 2010 (collection of primary colonial documents).
5. Garofalo, Leo and Erin O'Connor. *Documenting Latin America: Gender, Race, and Nation*. Prentice Hall, 2011 (collection of primary republican sources).
6. Esteban Montejo, edited by Miquel Barnet, *Biography of a Runaway Slave*. New York: Curbstone, 1995.

7. Mark Danner, *Massacre at el Mozote: A Parable of the Cold War*. New York: Vintage, 1994.
8. Other required readings are available on Blackboard.

### **SAMPLE ASSIGNMENTS AND/OR EXAM**

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. **Class Participation, 10 percent**
2. **Quizzes, 10 percent**
3. **Exam one, Exam two, Final Exam**
4. **Paper assignment, 20 percent**
5. **Paper Assignment:** Interpreting a primary source in context
  - a. Once during the term, you are to turn in a formal written assignment, a short essay of 5-6 pages (typed, double-spaced, 12 point type, 1-1/2 inch margins), in which you analyze either a primary source in historical context or a secondary source in context. The two options are below. Students choose one of them. One is due in the discussion section for Week 9; the other is due in the discussion section for Week 12.
  - b. Read Esteban Montejo. *Biography of a Runaway Slave*. July, 1995, and answer the question below:
    - i. Q: *Biography of a Runaway Slave* was written from the perspective of Esteban Montejo. The slave's historical narration is a very different type of historical account than the secondary sources we are reading that were written by historians. How did the personal perspective affect your comprehension of the material? What are the benefits of this style of history-writing? What are the problems? Why?
    - ii. Read Mark Danner, *Massacre at el Mozote: A Parable of the Cold War*, Apr. 1994, and answer one of the question-sets below:
      1. Q: The subtitle of Mark Danner's book is *A Parable of the Cold War*. What does he mean by this? How is the Salvadoran case a parable of the Cold War? Explain with examples.
      2. Q: The "Cold War" is often described as the "war of ideas, not bullets." Is that a fair characterization? Is there a need to re-think the actors and parameters of the effects of the Cold War after reading Danner's book?

### **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

**Week 1: The Making of Latin American Society**

Why History Matters— The class will examine three defining issues for historical study and for this course:

1. How the past matters to the present and what problems presentism plays for the study of the past
2. How we find history: an introduction to historical methods and research, selecting and interpreting evidence and sources
3. How historians see the past less as an unchanging recitation of names and dates and more as a constantly evolving, complex set of processes and forces that requires the ethical use of evidence

Key vocabulary and concepts: Chronology, Contingency, Negotiation, Mediation of power, Resistant adaptation, Oral history

Readings: Chapter by Susan Ramirez about an Inca Kuraka for Discussion Sections

Townsend, Malintzin's Choices pp. x to 84.

[Discussion sections for three weeks will require students to analyze the historical context of the life of a translator to Hernando Cortes (1. And 1.b) and to identify and analyze the historical context and apply historical methods to interpret the lives of an Inca Kuraka and a Mayan translator.]

Key Questions: What unifies Latin America as a unit of historical study? What are the chronological and geographic boundaries of Latin American history? What unique opportunities and challenges do Latin American historical sources offer to scholars?

Key Words/Concepts: Empire, colony, Nation, Reconquista, Moors, Iberia

**Week 2 The Americas on the Eve of Conquest**

Readings: Chapter by Matthew Restall about a Mayan Translator for Discussion Sections, “Tenochtitlán and Mexico City under Aztec and Spanish Rule,” In *I Saw a City Invincible: Urban Portraits of Latin America*.

Townsend, Malintzin's Choices pp. 85 to 147.

Key Questions: How do the Spaniards’ eyewitness accounts of sheer admiration for the Aztec Empire shape our understanding of the Spaniards’ conquest of the native people? Why was there no conquest of Africa in the 15<sup>th</sup> century? How have popular perceptions of the Spanish conquest of the Aztec Empire influenced politics in the region in recent decades?

Key Words/Concepts: Naboria, Cacique, Tenochtitlan, Kingdom of Kongo, Mercantilism.

**Week 3 Conquest of the Caribbean and the Andes**

Readings: Chapter by Noble Cook on mistaken identity for Discussion Sections Townsend, Malintzin's Choices pp. 148 to 226

Key Questions: How did divisions among the Spaniards delay the process of conquest? How did Indigenous groups employ strategies of resistance against

the Spanish? What are the major differences between the ways European conquests are remembered in the Caribbean and in the Andes?

Key Words/Concepts: Cacicazgo. Ayllu, Las Casas, Hatuey, Vilcabamba

**Week 4 Brazil and the Periphery in the 16<sup>th</sup> Century**

Readings: Chapter by Alida Metcalf on Brazilian Go-Between for Discussion Sections

**Exam One**

Key Questions: How did Portuguese colonization contrast with Spain? How did Portugal link Africa to its colonization of Brazil? Beyond language, what the most significant, lasting ways in which Brazil is distinct from countries that grew out of Spanish colonies?

Key Words/Concepts: Core, Periphery, Columbian Exchange, Brazilian Deforestation, Sugar Revolution.

**Week 5 Ruling and Resistance in Colonial Latin America**

Readings: Chapter by Mary Karasch on Palmares for Discussion Sections, and “Seventeenth-Century Quilombo of Palmares: A Chronicle of War and Peace in Brazil,” in *Documenting Latin America*.

Key Questions: How did Africans use the natural environment of Latin America to form runaway slave communities? How did runaway slave communities shape the colonial project? Why would the Spanish and Portuguese sign treaties with runaway slaves? How do the primary-source accounts of army members who organized the final campaign against Palmares inform our understanding of the place of quilombos in colonial society? What are the similarities and differences between the ways in which slavery is remembered in Latin American and in the United States?

Key Words./concepts: Cimarron, Quilombo, Ganga Zumbi, International Rivalries, Palenque

**Week 6 Race, Class and Family Relations in Colonial Latin America**

Readings: Chapter by Ann Twinam on Whiteness for Discussion Sections, “Patrimony and Patriarchy in a Colonial Mexican Confraternity,” in *Documenting Latin America*, and “On her Deathbed: Beyond the Stereotype of the Powerless Indigenous Woman,” in *Documenting Latin America*.

Key Questions: How did the family provide the building block for Latin American society? What were the gendered differences in women's lives among the Spanish, Creole, Native American and African populations? How does the last testament, written in an indigenous language, of Ana María de la Cruz y Alpízar, condition our understanding today of gender in colonial Latin America?

Key Words/Concepts: Patriarchy, Paternalism, Godparenthood, compadrazgo, female legal identity.

**Week 7 Imperial Reforms**

Readings: Chapter by Muriel Nazzari on Gender and Sexual relations for Discussion Sections

Chasteen, National Rhythms, pp. vii-70.

Key Questions: How did the Bourbon reforms change the Hapsburg Compact with colonial Latin America? What was the Creole reaction to the Bourbon Reforms? What are the major long-term consequences of these reforms and the local reactions to them?

Key Words/Concepts: Volunteer Militia, Creole/Spaniard division, secularization, Viceroy Galvez, Audiencia removal

## **Week 8 Latin America on the Eve of Independence**

### **Exam Two**

Key Questions: How and when did Spaniards, Africans, and Native Americans begin to identify as Latin Americans? Did Latin Americans rebel for a return to an old order or to create a new order? How does the diary excerpt from José Santos Vargas, a combatant in Bolivia's independence war (in *Documenting Latin America*), inform participant's understanding of the changes independence would bring? How does this diary speak to the discourse in today's Bolivia?

Key Words/Concepts: Tupac Amaru Revolt, Napoleonic Wars, Occupation of Iberian Peninsula, Creole Nationalism, Indigenous Restoration

## **Week 9 Independence**

Readings: Chapter on Latin American Independence for Discussion Sections, "Simón Bolívar's 'Message to the Congress of Bolivia,'" in *Documenting Latin America*, and "Bolívar's letter to his sister, María Antonia, regarding women and politics," in *Documenting Latin America*.

Chasteen, National Rhythms, pp. 71-138

### **PAPER OPTION #1 DUE DURING SECTIONS MEETINGS**

Key Questions: How did Indigenous movements for local control give birth to nation-states? Did the Latin American independence movements reverse the colonial hierarchy? How does Simón Bolívar's message to the congress of Bolivia and his letter to his sister María Antonia exemplify both the changes and the continuity of social relations that independence embodied, in Bolívar's opinion? To what extent have the particular nations Bolívar helped to establish realized his ideals?

Key Words/Concepts: Hidalgo, Morelos, Bolívar, San Martín, Llaneros

## **Week 10 Spain's Second Empire**

Readings: Chapter on the Formation of New Nations for Discussion Sections  
Chasteen, National Rhythms, 139-210

Key Questions: Why was the Spanish Caribbean loyal when mainland Latin America fought for independence? Did the same issues drive the cause for Cuban independence? How did the clash between the Spanish Empire and the United States shape geopolitics, including in the present day?

Key Words/Concepts: Cuba's Sugar Revolution, Americanization, Grito de Yara, Spain's War of Restoration, American Occupation.

**Week 11      The Problems of Nationhood**

Readings: Chapter on Nationalism for Discussion Sections, and “Pedro and Esperanza Martínez Describe Living through the Mexican Revolution,” in *Documenting Latin America*.

Chasteen National Rhythms Work on Rough Drafts of Essays

Key Questions: What problems did the Latin American nations encounter as they emerged as nation-states in the 19<sup>th</sup> century? How did Latin American create unity out of multi-cultural roots? How do popular actors’ accounts of participating in the Mexican Revolution inform our understanding between peasant communities and national politics in Latin America? In more recent times, how have memories of the revolution influenced relations between Mexico and Europe as well as Mexico and the United States?

Key Words/Concepts: Liberalism, Republicanism, Federalism, Voting Rights, Citizenship Rights

**Week 12      Mexican Revolution**

**PAPER OPTION #2 DUE IN SECTIONS MEETINGS**

Readings: Chapter on Populism for Discussion Sections

Key Questions: How did Mexico's 19<sup>th</sup> century create the conditions for the Mexican revolution of the 20<sup>th</sup> century? Did the Mexican revolution require a social revolution or a political revolution to address the problems of the 19<sup>th</sup> century? Are there parallels to Zapata and Pancho Villa in the 21<sup>st</sup> century?

Key Words/Concepts: Porfiriato, War of Reform, 1857 Constitution, Zapata, Villa

**Week 13      Cuban Revolution**

Readings: Chapter on Revolution for Discussion Sections

Key Questions: How did Fidel Castro emerge as the leader of the opposition movement to Batista? Why did the Cuban revolution radicalize so quickly? What were the causes and effects of the conflict between Cuba and the United States?

Key Words/Concepts: Moncada Attack, Platt Amendment, 26 of July Movement, Guerilla Warfare, Che Guevara, Cuban Missile Crisis, Elián González, Guantánamo Bay

**Week 14      Latin America in the 20<sup>th</sup> Century**

Class Review in Sections

Key Questions: How, and to what degree, did the transformation of the state address social and cultural issues in Latin America? How did populism,

nationalism, and unionized workers reform Latin American society? To what extent are these processes continuing through the 21<sup>st</sup> century?  
Key Words/Concepts: Estado Novo, Peronism, Vargas, La Violencia, Kleptocracy

**Week 15      Last day of Class: Review for Final Exam**

**FINAL EXAM according to University exam schedule**