Course Description:

The current political, economic, cultural and social conditions of modern Latin America are deeply connected to the region’s historical past. This course traces the historical trajectory of the region (including South and Central America, Mexico and the Caribbean) from the moment of contact between European and Indigenous peoples in the late 15th century until the present. We will study the complex diversity of different actors and groups during this long stretch of time, to help reveal how contestations over power and justice among groups from the colonial period continue to impact current social contestations today.

The course is broken into four separate units, which represent four distinct historical periods in Latin America. The first unit on the colonial period spans the longest chronological stretch of time and begins with the arrival of European empires and peoples to the Americas, and discusses in detail the impact that interchange provoked in the region. The second unit covers the long 19th century, a historical moment characterized by different waves of independence movements, the establishment of national republics, and the shifting influence of Europe and the United States on local and international relations.

The third unit covers the first half of the twentieth century, which saw profound transformations in economic and political power relations internally and internationally, with the concurrent resilience of certain colonial legacies. The fourth unit covers the second half of the twentieth century, up to the present, tracing the rise of both radical revolutionary movements and conservative reactionary dictatorships, the spread of neoliberal economic models, and the impact global Cold War politics had on local conflicts.

Throughout the course, we not only focus on the construction of social and political hierarchies at the national and international level, but also examine pressure from subaltern groups to subvert those hierarchies. Students will reflect on how the social location of different Latin American actors/groups affected their interactions and choices. This self-reflection will extend to a potentially more personal perspective as we examine contemporary Latin American migration to the United States, and larger U.S. domestic and foreign policy choices in the late twentieth and early twenty-first centuries.

Lectures provide the historical base to help place the (three) assigned books and the two in-class movies into context. Assignments include participation in discussion, a mid-term and final exam, and three short essays, described in more detail below.
Course Objectives:

- Introduce students to a broad overview of the different historical currents in Latin America from the late 1400’s to the present.
- Explore the nature and significance of diversity within and among different groups inside Latin America.
- Analyze the dynamics of power and justice throughout the different historical periods.
- Train students in the concept of historiography and the use of different types of sources in academic writing.
- Hone written and oral communications skills

Required Books:

- Steve J. Stern, *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640* (Madison: University of Wisconsin Press, 1993.)

Note: All books are available at the St. Lawrence University Bookstore. All other assigned readings can be found on the course’s Sakai webpage.

Suggested Book:


While you are not required to purchase Rampolla’s guide (on sale at the SLU bookstore), it should prove very useful for the written assignments and is highly recommended, especially for freshman and first time history students.

Assignments:

There are four principal activities that will form the base of evaluation for a student’s performance in the course:

1. *Weekly Participation in Discussion: 25%* - Students are responsible for reading and critically engaging with the assigned texts, and arriving prepared to discuss and exchange ideas with the rest of the class each session. For most weeks, Friday classes will be designated specifically for open discussion. Fridays also have a much higher reading load, so make sure to allot sufficient time throughout the
week to complete Friday texts, since discussion will center on the assigned secondary source material. However, even days that are lecture oriented will usually include discussions at the end of class on short primary document readings assigned for that day, so keep your eye out for those shorter sources on Sakai (they have all been uploaded to the ‘resources’ section.) The overall discussion grade will be based on three components:

a. (10%) Weekly attendance and participation in class. Attendance is not only important for your discussion grade, but it may also impact the quality of your written assignments (and therefore your final grade). Discussion is a space where you can work through ideas and insights inspired by the lectures and readings collectively. These ideas will serve as the base for your individual written work. Perfect attendance is therefore expected. As emergencies do occur, three excused absences will be allowed during the term. Any absences beyond those three will result in a half percent drop in the final grade. If you have a valid excuse for missing class beyond the three allowed absences (death in the family, illness, etc.), you will be permitted to make up the absence without penalty to your grade through written or oral work outside class time.

b. (5%) Leading Friday discussion once during the semester (a sign up sheet will be distributed at the beginning of the semester). You will have relative freedom to choose the format, as long as it focuses on exploring, in-depth, the assigned readings for that week in some way. Due to the size of the class, students will present in groups of 2-3, and you should coordinate amongst your group members to decide strategy and division of labor beforehand. This exercise will force a deeper engagement with the materials/topic for the week you lead class and will also help build leadership and oral presentation skills.

c. (10%) Bluebook Reflection Journals. Each student will receive a bluebook journal, which will be used to free-write responses to questions asked during class time. This will help students spur discussion, practice writing extemporaneously, and will also provide a written record of reflections during class that can be used in addition to notes to prepare for the midterm and final exams. These will be graded on a credit/no-credit basis: as long as you write a reflection that shows you did the readings and/or listened during class– you will get full points! As with regular attendance, you can miss three reflection entries with no penalty to your grade. Beyond those three, you will incur a half percent penalty.

2. **Short Essay on Colonial Visual Artifact (2-3pp): 10%** - Students will select one illustration from Felipe Guamán Poma de Ayala’s work, and write a short analytical essay that discusses the social problem this image addresses from the colonial period in Peru. Students will also incorporate a reflection on the positionality of the author, his background, and the inspiration behind the creation of his letter to the King of Spain. Students will use information from lecture and Steve Stern’s monograph on Peru: outside research is not required.
3. **Mini-Historiography (4-5pp): 20%** - Students will write an analytical review that compares the monograph on Colombia by Sanders with one historical article from a scholarly journal. The journal article must have been written at a minimum five years before or after the book’s first publication date. In your essay you will discuss how a particular topic or idea has been reshaped before or after the monograph. The due date will be at the end of Week 9. A list of potential themes and articles will be passed out before the essay is due, although students are not limited to these suggestions.

4. **Mid-Term In-Class Exam: 15%** - This exam will cover the material from lecture and readings in Units 1 and 2. It will include a series of short answer identifications, and one short essay.

5. **Policy Analysis (3-5pp): 15%** - Students will write a critical analysis of current U.S. immigration policy towards Latin American migrants, which incorporates secondary research and also uses information from the first hand accounts described in the last book by Sonia Nazario. Students will not only include their own assessment of key problems and best policy solutions, but also reflect on how issues of power and justice play into the debate.

6. **Final In-Class Exam: 15%** - This exam will cover the material from lecture and readings in Units 3 and 4. It will include a series of short answer identifications, and one short essay.

**Email Policy:** I only check my email once a day, and the time of day varies widely depending on my schedule (and my internet connection). Therefore, you should expect to receive a response within 24-48 hours. If you have an intellectual question about the readings or assignments, please come see me during office hours instead of using email, since direct conversation is a more effective manner of talking through ideas. Plus I would like to get to know you all better as individuals, so please drop by whenever you have a question or just want to chat!

**Office Hours:** I will have open, walk-in office hours every Wednesday from 5-6pm and Thursday 2:00-4:00pm. If you need to speak with me, and cannot attend regular office hours, I am also happy to arrange to meet at an alternate time.

**Disability Accommodations:** If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office (x5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early (within the first two weeks) so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before an exam, so there is proper time to make arrangements for alternate testing. For more specific information visit the DASO website http://www.stlawu.edu/disability-and-accessibility-services
Course Schedule:

UNIT ONE: THE COLONIAL ENCOUNTER, 1492-1790s

Week 1 (January 20-22): Pre-Colombian Civilizations in Europe and the Americas

Wednesday (1/20): General Orientation, Review of Syllabus, Introductions

Friday (1/22): (SHORT LECTURE + DISCUSSION)

Week 2 (January 25-29): European Conquest and New Empires

Monday (1/25): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (1/27): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Friday (1/29): (DISCUSSION)
Readings: Stern, Peru's Indian Peoples, Chapters 2-3, pp. 27-79.

Week 3: (February 1-5): Resistance, Adaptation and Creolization

Monday (2/1): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (2/3): (LECTURE TOPIC)

Friday (2/5): (DISCUSSION)
Readings: Stern, Peru’s Indian Peoples, Chapters 4-5, pp. 80-137.
Week 4 (February 8-12): Rising Rebellion in the late 18th Century


Wednesday (2/10): (MOVIE + DOCUMENT DISCUSSION)

Friday (2/12): (DISCUSSION)
Readings: Stern, Peru’s Indian Peoples, Chapters 7-8, pp. 158-193.

UNIT TWO: EMERGING INDEPENDENCE – THE LONG 19TH CENTURY

Week 5 (February 15-17): South American Wars for Independence

Monday (2/15): (LECTURE TOPIC+DOCUMENT DISCUSSION)

(Visual Artifact Essay Due Wednesday, February 17)
Wednesday (2/17): (DISCUSSION)

Week 6 (February 22 – 26): Challenges faced by the New Republics

Monday (2/22): (LECTURE TOPIC + DOCUMENT DISCUSSION)

Wednesday (2/24): (LECTURE TOPIC + CITATION WORKSHOP)

Friday (2/26): (DISCUSSION)
Readings: Sanders, Contentious Republicans, Chapters 3-5, pp. 58-152.
Week 7: (February 29 – March 4): The Fall of the Last Colonial Outposts - Cuba, Puerto Rico, and Brazil

**Monday (2/29):** (LECTURE TOPIC + DOCUMENT DISCUSSION)

**Wednesday (3/2):** (LECTURE TOPIC+ HISTORIOGRAPHY CHECK-IN)

**Friday (3/4):** (DISCUSSION)

Week 8: (March 7-11): Review and Mid-Term Exam

**Monday (3/7):** (DISCUSSION)

**Wednesday (3/9)** (REVIEW)

**Friday (3/11):** (MIDTERM EXAM)

UNIT THREE: REVOLUTION AND REFORM-
THE EARLY 20TH CENTURY

Week 9: (March 14-18): *Post-colonial Legacies and Economic Dependence*

**Monday (3/14):** (LECTURE TOPIC+ POEM DISCUSSION)

**Wednesday (3/16):** (LECTURE TOPIC+ DOCUMENT DISCUSSION)

**Friday (3/18):** (DISCUSSION)

SPRING BREAK: March 19-27, 2016

(HIST 115: Intro to Carib. & Lat. Am. Syllabus)
**Week 10: (March 28 – April 1): Conflicting Strands of the Mexican Revolution**

**(Mini-Historiography Due Monday, March 28)**

**Monday (3/28):** (LECTURE TOPIC + LAST ESSAY INSTRUCTIONS)

**Wednesday (3/30):** (LECTURE TOPIC + DOCUMENT DISCUSSION)

**Friday (4/1):** (DISCUSSION)

**Week 11: (April 4-8): The Rise of Populism**

**Monday (4/4):** (LECTURE TOPIC)

**Wednesday (4/6):** (LECTURE TOPIC + DOCUMENT DISCUSSION)

**Friday (4/8):** (DISCUSSION)

**UNIT FOUR: DICTATORSHIP, DEMOCRACY AND NEOLIBERALISM - THE LATE 20TH AND EARLY 21ST CENTURY**

**Week 12: (April 11-15): Cuba and Its Revolution(s)**

**Monday (4/11):** (LECTURE TOPIC + DOCUMENT DISCUSSION)

**Wednesday (4/13):** (DOCUMENTARY EXCERPT + DISCUSSION)

**Friday (4/15):** (DISCUSSION)

**Monday (4/18):** (LECTURE+DOCUMENT DISCUSSION)  

**Wednesday (4/20):** (LECTURE + DOCUMENT DISCUSSION)  

**Friday (4/22):** (DISCUSSION)  

Week 14: (April 25-29): Immigration, Urbanization, and Economic Violence

**Monday (4/25):** (LECTURE + FINAL ESSAY CHECK IN)

**Wednesday (4/27):** (LECTURE + DOCUMENT DISCUSSION)  

*(Policy Analysis Due Friday, April 29)*  
**Friday (4/29):** (DISCUSSION + FINAL REVIEW)  

Week 15: (May 2-6): Review and Final Movie

**Monday (5/2):** (IN-CLASS MOVIE) Sin Nombre (2009) Dir. Cary Joji Fukunaga

**Wednesday (5/4):** (MOVIE + DISCUSSION)

**Friday (5/6):** (DISCUSSION)  

*Finals Week: Final Exam Tuesday, May 10th, 1:30-4:30pm*

(HIST 115: Intro to Carib. & Lat. Am. Syllabus) 9
**Deadlines at a Glance:**

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Essay 1 (Visual Artifact)</td>
<td>Wednesday, February 17th (due in class)</td>
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<td>Midterm Exam</td>
<td>Friday, March 11th (in class)</td>
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<tr>
<td>Essay 2 (Mini-Historiography)</td>
<td>Monday, March 28th (due in class)</td>
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<tr>
<td>Essay 3 (Policy Analysis)</td>
<td>Friday, April 29th (due in class)</td>
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<tr>
<td>Final Exam</td>
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HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY

Policies and sources on academic integrity
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council (http://www.stlawu.edu/resource/student-handbook, 62-63):
“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

Further sources of information
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.