INTRODUCTION TO THE HISTORY OF LATIN AMERICA
History 8, Spring 2016
Final Syllabus

TEACHING TEAM
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COURSE DESCRIPTION

This course examines the history of the part of the American continent known as "Latin America" from the pre-Columbian era to the present. The history of more than thirty modern nations and the half billion people comprising Latin America cannot possibly be covered in the short span of ten weeks. Therefore, many regions and countries will remain uncovered. I know this will disappoint some, but it is unfortunately inevitable, given curricular demands beyond the instructor's control.

The course will concentrate on the regions of North, Central and South America colonized by Spain, because Spain controlled the largest portion of the American continent for three centuries, from the early 1500s through the early 1800s. However, Spain was not the only European power to invade and colonize the region. The areas colonized by the Portuguese (today Brazil), the French (today Haiti and French Guiana), the British (Guyana, West Indies, Belize), and the Dutch (Suriname), where Spanish is not spoken, are also part of "Latin America". Although, except for Haiti, we cannot delve into their histories, I encourage you to read about them in your textbook and other books your teaching assistants or I can recommend to you, if you are interested.

This course is divided into two parts. The first part (weeks 1 through 5) covers the pre-Columbian and colonial periods. It surveys the main social and political features of the late pre-Columbian civilizations and follows their transformations under Spanish rule, up to around the 1820s. Our inroads into the colonial history of Latin America (sixteen through early-nineteenth centuries) will emphasize social and political developments in the Andean region, while "Mesoamerica" (today Mexico and part of Central America) will remain our most important comparative referent. The second part of the course (weeks 6 to 10) deals with "modern" Latin America, and covers the nineteenth through twenty-first centuries. We will observe the way in which ex-European colonies struggled to find their way into modern nations. Here our attention shifts to Mexico in North America, to Cuba in the Caribbean, and to Chile in the southern cone of South America. The emphasis is on social history, politics and revolutions. We will focus on violent as much as on peaceful ways to achieve social and political change. Key notions in this second part of the course include nationalism, socialism, democracy, dictatorship, U.S. intervention, neoliberalism, ethnicity, and globalization.

This course entails heavy reading and writing, as well as mandatory attendance to lectures and discussion sections. You will also be required to watch some films. In addition to two term-papers and one final exam, you will write short, 250-word weekly papers, due in your sections, responding to prompts about the weekly readings and, when appropriate, the films. Please calculate dedicating this course a study time of at least 10 hours per week, that is, in addition to attending lectures and sections.

MAIN OBJECTIVES

- Provide an overview of the history of Latin America through case studies, and classic works.
- Develop your ability to understand the world from a different perspective.
- Develop your ability to write and think and critically.
- Foment your awareness of the importance of the past to understand the present, and vice-versa.

REQUIRED READINGS

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, (Bedford/St Martin's Press, 8th ed. 2015)
- Edwin Williamson, *The Penguin History of Latin America* (Penguin Books, 2009, revised edition).
- Karen Spalding, *Huarochirí, An Andean Society Under Inca and Spanish Rule* (Stanford U. Press, 1984)
- Peter Winn, *Weavers of the Revolution* (Oxford University Press, 1986).
- A Reader of articles and documents available from Associated Students, University Center, Room 1523
- Articles and documents not included in the Reader, available through Gaucho Space.

REQUIREMENTS

- Discussion sections (250-word weekly papers, attendance, and participation) 25 %
- First paper, due **Monday April 25** by 4 p.m. 20 %
- Second paper, due **Monday May 30th** by 4 p.m. 25%
- Final Exam: **Wednesday, June 8,** 7:30- 10:30 p.m. 30%

Other Important Rules

a) *Attendance to every discussion section is required. Any student who fails to attend three or more sections will fail the discussion section.*
b) *Students who fail the discussion section fail the course.*
c) *Students who get an F in the final exam, or who fail to show up to the final exam, fail the course.*
d) *Attendance to lectures is required and will affect your final grade.*
e) *No electronic devices such as cell phones, iPods, tablets or computers are allowed in class. Please, make sure to bring your Reader, or print the necessary materials before coming to class.*
f) *Late papers will not be accepted in this course.*

The **First Paper** is an essay based on the book *Huarochirí, An Andean Society Under Inca and Spanish Rule* by Karen Spalding, and other relevant materials pertaining the first part of the course. Length: no less than 1,000 and no more than 1,100 words discounting footnotes, references, name, date, and title.
The **Second Paper** is an essay based on the book *Weavers of Revolution* by Peter Winn. Length: no less than 1,100 and no more than 1,200 words discounting footnotes, references, name, date, and title.
The **Final Exam** is comprehensive and consists of two essay questions, and identification questions based on lectures and readings.
The **Weekly 250-word Short Papers**, due in your sections, are meant to prepare you for discussion in section; hence, *T.As. cannot accept late papers*. They are also meant to sharpen your writing and analytical skills so that you are better prepared for the longer papers. Please do not be misled by the length of a short paper! A well-written one-page essay can take a few hours to write! These short papers will respond to questions that will be posted on Gaucho Space and which you are responsible to download.

COURSE OUTLINE AND READINGS

PART I : PRE-COLUMBIAN AND COLONIAL PERIODS

Week 1 **Introduction/ Ancient Civilizations**
T March 29 Mapping "Latin" America, and America: the importance of naming.
Th March 31 Ancient Civilizations in Mesoamerica: the Aztecs (1420s-1519)
Required Readings: *The Penguin History*, pp. 37-54; Peter Winn, "A View From the South"; "Indigenous Society" (selection of documents on the Aztecs by Gruzinski) in Reader and Gaucho space.

Week 2 **The Inkas, The Aztecs and the European Invasion (1430s-1532)**
T April 5 The Inkas and their Ancestors.
Th April 7 European Invasion: The Fall of the Aztecs (1519-1520)
Required Readings: *Penguin History* pp. 3-36; *Huarochirí*: Intro, and chaps. 1 & 3; Bernabé Cobo, *History of the Inca Empire* (excerpts in Reader); Urton "Quipu: Knotting Account in the Inka Empire" (Reader); Rampolla, *A Pocket Guide*, chapters 1, 2, and 3.

Week 3 **Early Colonial Society (1530- 1572)**
T April 12 European Invasion, Fall of the Inka Empire (1532)
Th April 14 The Early Colonial System, The Toledan Reforms
Required Readings: *The Penguin History*, pp. 55-115; *Huarochirí*, chap. 4. Olivia Harris, "The Coming of the White People"; Kenneth Millls and William B. Taylor eds., "Felipe Guamán Poma de Ayala's Appeal Concerning the Priests, ca. 1615, "Author's Letter", and "Rulers of Peru" pp. 201-204 (all in Reader). Rampolla, *A Pocket Guide*, chapters 4, 5 (only pp. 98-102), and 7.

Week 4 **Indian Elites/ From Hapsburgs to Bourbons (sixteen to eighteenth centuries)**
T April 19 Kurakas, Evangelization and Religion
Th April 21 The Bourbon Reforms 1750s-1780s
Required Readings: *The Penguin History,* pp. 116-166, and 195-209; *Huarochirí*, chapters 7 and 8.

Week 5 **Challenges to Colonial Rule (the late eighteenth-century)**
T April 26 The Age of Andean Insurgency: The Rebellion of Túpac Amaru II (1780-1781)
Th April 28 An overview of Independence in Latin America, and the case of Haiti.

Required Readings; Alberto Flores Galindo, "The Rebellion of Túpac Amaru"; Melchor de Paz, "What is an Indian?"; José Antonio de Areche, "All Must Die!"; "Letters of Insurrection" (all in Reader); *Huarochirí*, chapter 9 & conclusions.
Recommended Film**:** *Túpac Amaru II* (dir: Federico García, Peru/Cuba, 1984). In Spanish. Watch on line https://www.youtube.com/watch?v=bFTrSTIkgNA&feature=em-share_video_user

PART II, THE NATIONAL PERIOD

Week 6 **The Wars of Independence (1808– 1825)**
Monday **April 25** 4:00 pm **PAPER # 1 is due, 4 pm.**
T May 3 Independence of South America.
Th May 5 Independence of New Spain (Mexico and Central America).
Required Readings: *Penguin History*, pp. 210-232., J.M. Morelos, "Sentiments of the Nation"; A Letter by Simón Bolívar (Jamaica, 1815); "The Constitution of the Spanish Monarchy, 1812" (excerpts), all in Reader. Also, read Peter Winn, *Weavers of Revolution*, chapters 1 - 4, in preparation for the second paper.
Required Film: *Black in Latin America: Mexico and Peru: A hidden race*. PBS 2011
http://video.pbs.org/video/1915580662/

Week 7 **The Building of National States in the 19th Century: From *Caudillo* Rule to the "Liberal Era"**
T May 10 Early National States, *Caudillos*, and the Aftermath of Independence
Th May 12 The "Liberal Era": Export Boom, Economic Growth, Racial Ideologies
Required Readings *The Penguin History*, pp. 233-284; Peter Winn, "The Perils of Progress". Continue with *Weavers of Revolution*, chapters 5-9, in preparation for the second paper.
Required Film, in preparation for the second paper: *The Battle for* Chile (1972-1979, dir. Patricio Guzmán) Part I, "The Insurrection of the Burgeoisie", https://www.youtube.com/watch?v=b5GeEzBKGsQ ,

Week 8 **The Mexican Revolution (1910-1990s)**
T May 17 Porfiriato and the Origins of the Mexican Revolution, (1876-1911)
Th May 19 The 1910 Mexican Revolution and its Legacies.
Required Readings *The Penguin History*, pp. 316-319; 328-349; 378-409; 585-589; John Womack (editor), "The Plan de Ayala" and "The Zapatista Declaration of War", all in Reader. Continue with *Weavers of Revolution*, chapters 10-15, in preparation for the second paper. Required Films: *The Storm that Swept Mexico*, PBS documentary: http://www.youtube.com/watch?v=pVWcgOcvgV0&feature=em-share_video_user; *The Battle of Chile*, Part II, "Coup d'etat":
https://www.youtube.com/watch?v=d4I5LZbNbZs

Week 9 **Revolution, Nationalism, and Socialism in Cuba (1860s- 1990)**
T May 24 Cuba's War of Independence and U.S. Imperialism (1860s-1903)
Th May 26 Cuba's 1959 Revolution and the end of the Cold War
Required Readings: *The Penguin History*, 319-327; 436-458, 569-577, 610-616, "The Platt Amendment"; Ada Ferrer, *Insurgent Cuba*, introduction, epilogue and prologue; José Martí, "Our America"; Max Castro "Cuba, the Continuing Crisis", *The Cuban Revolution Reader*, chapter 10, "Proclamation of the Socialist Character" (all in Reader). In preparation for the second paper, *Weavers of Revolution*, chaps 16-18 and Epilogue. Required Films: *Cuba, the Next Revolution*. PBS documentary, April 25, 2011:
http://www.pbs.org/wnet/black-in-latin-america/featured/black-in-latin-america-full-episode-cuba-the-next-revolution/219/#.VKuLN1wIYAM.facebook; *The Battle of Chile*, Part III, "Popular Power":
https://www.youtube.com/watch?v=B_psW1O0WIk.

Week 10 **From Socialism to Neoliberalism: The case of Chile**
Monday **May 30**th **PAPER # 2 is due, 4 pm**.
T May 31 Rise and Fall of Salvador Allende and the "Chilean Road" to Socialism
Th June 2 Neoliberalism from Pinochet to NAFTA, and beyond. The case of Bolivia
Required Readings: *Penguin History*, pp. 346- 372; 485-510, 569-580; 603- 607; W. Finnegan, "Leasing the Rain", Guillermoprieto. Required Film: "In Women's Hands" (VHS), volume 5 of the series *Americas* (Annenberg/CPB Collection, 1993) available from the library in VHS.

FINAL EXAM: Wednesday June 8, 7:30 -10:30 pm.
NOTE: This syllabus is subject to modifications. Shall you miss any class, it is your responsibility to catch up with any information provided in your absence. Please consult with your classmates and your teaching assistants to check what you have missed. In addition, I am available during my office hours for students who have questions on the lectures or would like to explore further the themes of the course.