

Conrad Grebel University College
University of Waterloo

HIST 391 – Special Topics: History of Latin America

Winter 2021

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Instructor: Dr. David Y. Neufeld

Synchronous Meetings: Wednesday, 1:00-2:20 p.m.

Office Hours: Tuesday/Thursday, 1:00-3:00 p.m. and by appointment

* I will use Google Meet for office hours and Calendly to schedule student appointments. See the course homepage on LEARN for links.

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Course Description:

This course teaches methods of historical thinking and writing through the study of Latin America, with a particular focus on the colonial period (~1500-1800). We will trace the astonishing series of events that marked these centuries chronologically, examining the long conquest and development of political, religious, and economic institutions that structured colonial life. We will also assess major developments in colonial society and culture thematically, paying particular attention to the function of colonial hierarchies of race, ethnicity, and gender. Through a series of case studies, we will gain insight into the world Indigenous Americans, enslaved Africans, and European settlers created and identify its modern legacies.

While introducing you to important contexts, events, and people in Latin American history, this course invites you to engage in the techniques of historical interpretation yourselves. You will do so primarily through deep analysis of recent scholarly monographs, each of which uses the examination of a particular phenomenon to ask broader questions about chronology, scale of analysis, and source interpretation. As historians in training, you will learn how to better discern the significance of primary sources, evaluate the arguments of other scholars, and present original conclusions about the past. History requires you to think critically, use information effectively, understand and value difference, and communicate well-informed arguments. This course will help you develop related skills that you will continue to use in the future.

This course takes place during its own difficult moment, marked by disruptions brought on by COVID-19. I have made every effort to organize and deliver the course with new realities in mind. While this course is primarily asynchronous, I am confident we will have an excellent and rigorous learning experience with plenty of opportunities for collective interaction. I realize these conditions require patience and flexibility, which I hope we can offer one another. If, at any point during the semester, you are unable to meet requirements laid out in this course outline, we can communicate about alternatives.

Course Goals and Learning Outcomes:

Upon completion of this course, students should be able to:

- A. Identify significant events, contexts, and people in the history of colonial Latin America.
- B. Assess the impact of contexts, values, and motivations on primary sources.
- C. Critique historical arguments through the evaluation of evidence.
- D. Analyze how and why narratives about the past gain credence.
- E. Formulate arguments about change over time and present them persuasively in a variety of forms.

Required Texts:

- **Either** Stuart B. Schwartz, *Sea of Storms: A History of Hurricanes in the Greater Caribbean from Columbus to Katrina* (Yale University Press, 2015) **or** Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World* (Cornell University Press, 2008)
- **Either** Lisa Sousa, *The Woman Who Turned into a Jaguar and Other Narratives of Native Women in Archives of Colonial Mexico* (Stanford University Press, 2017) **or** Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco* (Duke University Press, 1999)
- **Either** Alex Hidalgo, *Trail of Footprints: A History of Indigenous Maps from Viceregal Mexico* (University of Texas Press, 2019) **or** Laura Matthew, *Memories of Conquest: Becoming Mexicano* (University of North Carolina Press, 2012)
- All other course materials will be posted on the course LEARN page.

Course Requirements and Assessment:

I will supplement this brief overview with more detailed assignment instructions on LEARN.

Assessment	Date of Submission	Weighting
Class Participation/ Reading Journal	11:59 p.m. Feb. 3, Mar. 17, Apr. 7	30%
Content Quizzes (3)	11:59 p.m., Feb. 10, Mar. 10, Mar. 31	15%
Discussion/ Roundtables	Jan. 27, Mar. 10, Mar. 31	15%
Primary Source Analysis	See instructions below	15%
Final Historiographical Essay	11:59 p.m., Apr. 19	25%

Total		100%

Class Participation/Reading Journal:

I expect you to demonstrate active engagement with the course material in the following ways:

1. Completion of course video lectures and readings, evaluated through LEARN's viewing record.
2. Weekly reading journal: an *informal* thought piece of 1-2 double-spaced pages/week in which you analyze the content of the assigned readings. You may raise questions, highlight significant themes, or evaluate scholars' methods and use of evidence. I would suggest using this journal in a way that helps you prepare for your final project. You will submit this journal at the end of modules four, nine, and twelve.

Content Quizzes:

You will write three 5-question, short answer quizzes (50 min.) based on the content of course lectures.

Discussion/Roundtables

History is not what happened, but rather a set of acts of interpretation in the present to find meaning in this past. Good historical interpretation is a set of skills and way of thinking that you build through practice; it's a process best refined through participation in a collective. For this reason, I've requested a weekly synchronous meeting (Wednesdays from 1:00-2:20 p.m.) that we'll dedicate to open discussion of course readings, in a kind of seminar style. Most weeks, I'll lead. I'd ask you to come prepared with at least one evaluative statement and one question related to each reading you've been assigned. (You may draw from your reading journal).

Three times during the semester, we'll begin our meeting with a roundtable discussion taking a broader look at the monograph pairs you've been assigned. I will provide one or two framing questions to which each of you should prepare a short response. You should also prepare to ask the peers your own question about the book. After this interchange, the audience (those who have selected a different common reading) can ask question or seek clarification in a free-ranging conversation. These discussions will occur on the following dates:

- Jan. 27: Hidalgo/Matthew
- Mar. 10: Sousa/Burns
- Mar. 31: Schwartz/Norton

When evaluating your participation, I am looking for evidence of deep consideration of the assigned texts and a willingness to engage with your peers. I realize this is a new format for some, and perhaps an uncomfortable one: comment as you can and focus on the quality, rather than the quantity, or your contribution. Questions are as important as declarations. I'm also aware that for logistical or other reasons, you may not be able to participate in synchronous class activities. If this is the case, please let me know as soon as possible and we will find another means of fulfilling this requirement.

Primary Source Analysis (750 words):

During the semester, you will write a formal source analysis of any one of the assigned primary sources. In this short essay, you should:

1. describe the content of the primary source;
2. contextualize the source (situating it in the political, social, cultural, or intellectual environment in which it was produced) using your knowledge of course lectures and/or readings;
3. demonstrate the source's significance to understanding of colonial Latin America.

Your primary source analysis will be due at 11:59 p.m. of the last day of the module in which the reading you've selected is assigned.

Final Historiographical Essay

You will write an eight-page historiographical essay, discussing each of the three monographs you have selected in roughly equal measure. The thesis which drives your essay will take the form of an answer to *one* of the following questions:

- How do differences of scale (ex. temporal, geographical, or institutional) shape how we understand colonial Latin American history?
- How did hierarchies of race, ethnicity, and/or gender develop in colonial Latin America and how did they structure colonial experience?
- What particular challenges and opportunities does interpretation of colonial primary sources present?

- Do scholars argue effectively for contemporary relevance of the study of colonial Latin American history?

I encourage you to draw on your reading journal entries and discussion notes to structure your response. I will provide a rubric for evaluation on LEARN.

Course Outline:

I: Course Introduction

Module 1 – Before Conquest

Readings	Completion Date/Assignment
Matthew, Introduction, Ch. 1-2 Norton, Introduction, Ch. 1-2	Jan. 13, 2021

II: The Long Conquest

Module 2 – The Long Conquest I: North

Readings	Completion Date/Assignment
Primary Source: Conquest Narratives Matthew, Ch. 3 Schwartz, Ch. 1	Jan. 20, 2021

Module 3 – The Long Conquest II: South

Readings	Completion Date/Assignment
Hidalgo, Introduction & Ch. 1-2 Burns, Introduction & Ch. 1	Jan. 27, 2021

Module 4 – Political Structures and Early Colonial Economy

Readings	Completion Date/Assignment
Matthew, Ch. 4 Burns, Ch. 2-3	Feb. 3, 2021 Reading Journal #1

Module 5 – The Spiritual Conquest and Early Colonial Religion

Readings	Completion Date/Assignment
Primary Source: The Extirpation of Idolatry Norton, Ch. 3-4 Sousa, Introduction & Ch. 1 and 3 or 4	Feb. 10, 2021 Quiz #1

III: The Colonial Middle

Module 6 – Society, State, and Identity I: Race and Ethnicity

Readings	Completion Date/Assignment
Primary Sources: Casta Paintings; Urban Slavery in Brazil Norton, Ch. 5-6	Feb. 24, 2021

Module 7 – Society, State, and Identity II: Gender

Readings	Completion Date/Assignment
Burns, Ch. 4-5 Sousa, Ch. 5-6	Mar. 3, 2021

Module 8 – Society, State, and Identity III: Mid-Colonial Politics

Readings	Completion Date/Assignment
Matthew, Ch. 5 Schwartz, Ch. 2-3	Mar. 10, 2021 Quiz #2

Module 9 – Resistance to Empire: Insurrections, Revolts, and Rebellions

Readings	Completion Date/Assignment
Primary Source: Letters of Insurrection Norton, Ch. 7-9 Sousa, Ch. 9-10	Mar. 17, 2021 Reading Journal #2

IV: Renegotiating Colonialism***Module 10 – Cores, Peripheries, and Bourbon Reforms***

Readings	Completion Date/Assignment
Hidalgo, Ch. 3-4 & Epilogue Norton, Ch. 10 & Epilogue Burns, Ch. 6-7	Mar. 24, 2021

Module 11 – Independence

Readings	Completion Date/Assignment
Primary Source: Morelos, “Sentiments of the Nation” Matthew, Ch. 6 & Conclusion Schwartz, Ch. 4	Mar. 31, 2021 Quiz #3

Module 12 – Colonial Legacies

Readings	Completion Date/Assignment
Schwartz, one of Ch. 5-8 & Ch. 9 Burns, Epilogue	Apr. 7, 2021 Reading Journal #3

Course Policies

Style and Submission Guidelines and Policy on Late Work

All written assignments should be double-spaced and use 12-point font and one-inch margins. When direct citations to sources are necessary, please use footnotes in accordance with *The Chicago Manual of Style*, 16th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

Proper spelling and grammar and the clarity of your writing—in short, evidence of careful editing and proofreading—influence the reader’s ability to understand your ideas, and may impact your grade.

All individual writing assignments must be uploaded as Microsoft Word documents to appropriate submission folders under the “Assignments” tab on the course LEARN page by 11:59 p.m. on the due date. Please save your assignment submission receipts (that arrive via email) until the assignment has been returned to you. This will help us clear up any confusion about whether an assignment is submitted on time or not. If you do not receive a receipt, this means that your assignment was likely not accepted by LEARN. You will need to resubmit it.

Submission deadlines are firm, but I will make accommodations in the case of necessity at my discretion. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can. I will not accept late submissions of your final project unless there is a documented emergency.

University policy regarding grades and grading systems is available [here](#).

Information on Plagiarism Detection

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Attendance Policy

This course is asynchronous, allowing you to work through the weekly reading and assignment schedule as works best for you. I will evaluate attendance—the completion of course lectures and readings—through LEARN’s viewing record, which forms part of your class participation grade.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to

avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Note on Cross-Listed Courses

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a HIST/RS cross-list will count in a History major average, even if the course was taken under the Religious Studies rubric.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#).

Download [UWaterloo and regional mental health resources \(PDF\)](#).

Download the [WatSafe app](#) to your phone to quickly access mental health support information.