

SEMESTER AT SEA COURSE SYLLABUS
Colorado State University, Academic Sponsor

Voyage: Fall 2016

Discipline: History

Course Number and Title: HIST 411 Latin America Since Independence

Division: Upper

Faculty Name: Adrian Howkins

Semester Credit Hours: 3

Prerequisites: 3 credits of HIST; completion of 45 credits.

COURSE DESCRIPTION

This class will study the history of Modern Latin America from the wars of independence at the beginning of the nineteenth century through to the present. We will focus on the history of four Latin American countries: Brazil, Peru, Ecuador, and Costa Rica. By studying these countries in detail, students will develop an understanding of the great diversity of Latin American history, at the same time as getting a sense of broad regional trends. A major focus throughout the course will be on the interaction of ideas, politics, and the environment across the region and beyond. How have Latin Americans defined themselves and how have others defined them? Why have contests between imperialism, nationalism, and internationalism proved so enduring? In what ways have the material realities of the region helped to shape the history of Latin America since the beginning of the nineteenth century? In addressing these questions the course will engage with numerous other important themes including race, indigenous peoples, gender, economics, and culture in its broadest sense.

The course will be divided into three sections. In the first section, visits to Europe, the Middle East, and Africa will provide opportunities for thinking about the foundations of modern Latin American history. During the Atlantic crossing, the second section of the class will examine the history of Latin American independence and nation building in the nineteenth century, with a particular focus on the history of Brazil. Visits to Peru, Ecuador, and Costa Rica during section three of the class will give students a first hand experience of the recent histories of these countries, and encourage connections to be made with the themes studied in the first two parts of the class. Taken together, the class will provide numerous opportunities for making comparisons among different countries in Latin American, and demonstrate the global interconnectedness of the history of the region as a whole.

LEARNING OBJECTIVES

The overall aim of the course is to encourage students to think historically about Latin America. Students will learn how to use primary and secondary sources to construct and support original historical arguments. By the end of the course, students will be able to analyze the major themes in the modern history of Latin America, and place them in a wider context. They will also have learned how regional and national perspectives shape the way we write about history, not only in Latin America, but also more broadly.

REQUIRED TEXTBOOKS

AUTHOR: Robert M. Levine and John Crocitti (eds.)
TITLE: The Brazil Reader
PUBLISHER: Duke University Press
ISBN #: 0822322900
DATE/EDITION: 3rd Printing, 2002 Edition (first published 1999)

AUTHOR: Orin Starn and Ivan Degregori (eds.)
TITLE: The Peru Reader
PUBLISHER: Duke University Press
ISBN #: 0822336499
DATE/EDITION: Second Edition 2005

AUTHOR: Carlos de la Torre and Steve Striffler (eds.)
TITLE: The Ecuador Reader
PUBLISHER: Duke University Press
ISBN #: 0822343746
DATE/EDITION: 2009

AUTHOR: Steven Palmer and Ivan Molina (eds.)
TITLE: The Costa Rica Reader
PUBLISHER: Duke University Press
ISBN #: 0822333724
DATE/EDITION: 2004

AUTHOR: Edwin Williamson
TITLE: The Penguin History of Latin America
PUBLISHER: Penguin
ISBN #: 0141034750
DATE/EDITION: Revised Edition 2010

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

A1—September 12: Introduction to Modern Latin American History.

SECTION ONE: The Foundations of Modern Latin American History

A2—September 14: Discovery and conquest and the *Reconquista* of the Iberian Peninsula.

Reading

Williamson, 1. “Discovery and Conquest.”

Read the Introductions to the four national readers: Brazil, Ecuador, Peru, and Costa Rica.

No Classes—September 16

A3—September 17: The indigenous roots of Latin American History.

Reading

Williamson, 2. “Indians and Iberians.”

The Peru Reader, I “The Ancient Civilizations.”

Piraeus—September 19-23

A4—September 24: The Catholic roots of Latin American history.

Reading

The Peru Reader, II Conquest and Colonial Rule.

[E Reserve] “The Shaping of Faith” in González and González, *Christianity in Latin America: A History* (2008).

Civitavecchia - September 26-28

Livorno – September 29-30

A5—October 1: The Spanish roots of Latin American history.

Reading

Williamson 3. “Spain in America.”

[E Reserve] J.H. Elliott, “The Imperial Destiny” *Imperial Spain, 1469-1716* (2002).

Barcelona—October 3-7

A6—October 8: The Islamic roots of Latin American history.

Reading

Williamson 4. “The Spanish Indies.”

Paulo G. Pinto, “Arab Ethnicity and Diaporic Islam: A Comparative Approach to Processes of Identity Formation and Religious Codification in the Muslim Communities in Brazil” in *Comparative Studies of South Asia, Africa and the Middle East*, Vol. 31, No.2, 2011.

Casablanca—October 10-14.

A7—October 15: The African Roots of Latin American history.

Reading

Williamson 5. “Colonial Brazil.”

The Brazil Reader, I Origins, Conquest, and Colonial Rule.

A8—October 17: Colonial Society.

Reading

The Costa Rica Reader, I. “Birth of an Exception?”

The Ecuador Reader I. “Conquest and Colonial Rule”

A9—October 19: The Columbian Exchange.

Reading

[E Reserve] II. “Coffee Nation” in Palmer and Molina (eds.), *The Costa Rica Reader* (2004).

[E Reserve] Alfred Crosby, 1. “The Contrasts” in *The Columbian Exchange: Biological and Cultural Consequences of 1492*. 30th Anniversary Edition (Greenwood Publishing, 2003).

Dakar—October 21-24.

A10—October 25: MID TERM EXAM.

SECTION TWO: Independence and Nation Building: The Nineteenth Century

A11—October 27: Independence in Spanish America.

Reading

Williamson, 6. “Reform, Crisis and Independence.”

The Ecuador Reader, II “A New Nation.”

No Classes—October 28.

A12—October 30: Loyalty in Brazil.

Reading

The Brazil Reader, II “Imperial and Republican Brazil.”

The Brazil Reader, III “Slavery and Its Aftermath.”

Salvador—November 1-6

A13—November 7: Slavery and Empire in Brazil. **INDEPENDENT FIELD ASSIGNMENT DUE.**

Reading

No reading.

A14—November 9: Order and Progress: Positivism in Spanish America and Brazil.

Reading

Williamson, 7. “The Quest for Order: Conservatives and Liberals in the Nineteenth Century.”

The Peru Reader, III “Republican Peru.”

A15—November 11: Liberalism in Latin America in a comparative context.

Reading

Williamson, “‘Civilization and Barbarism’: Literary and Cultural Developments I.”

[E Reserve] Eric Williams, “The Contribution of the Indians” in *History of the People of Trinidad and Tobago* (1962)

Port of Spain—Nov. 13-14

A16—November 15: Discussion. **INDEPENDENT FIELD ASSIGNMENT DUE.**

Reading

No reading

A17—November 17: MID TERM EXAM.

Reading

No reading

No Classes--November 18

SECTION THREE: The Twentieth Century

A18—November 20: Lima: A Latin American Palimpsest.

Reading

Williamson, 9. “Nationalism and Development: An Overview.”

[Choose a section from The Peru Reader for the Independent Field Assignment Exercise: Part IV, Part V, Part VI, Part VII, Part VIII, Part IX, or Part X].

*Callao—November 22-26 **Field Class November 22, 2016***

A19—November 27: Discussion – Lima: Latin American Palimpsest.

Reading

No Reading.

A20—November 29: Modern Ecuadorian History.

Reading

The Ecuador Reader, IV “Global Currents”

The Ecuador Reader, “Domination and Struggle”

Guayaquil—December 1-4

A21—December 5: Discussion. **INDEPENDENT FIELD ASSIGNMENT DUE.**

Reading

No reading.

A22—December 7: Modern Costa Rican History.

Reading

The Costa Rica Reader, VII “Working Paradise”

The Costa Rica Reader, VIII “Tropical Soundings”

Puntarenas—December 9-13

A23—December 14: Discussion. INDEPENDENT FIELD ASSIGNMENT DUE.

Reading

No Reading.

A24—December 16: Contemporary Latin America. INDEPENDENT FIELD ASSIGNMENT DUE.

Reading

Williamson, 15. “Identity and Modernity: Literary and Cultural Developments II.”

Williamson, 16. Globalization and Reform: An Overview.

Study Day —December 18.

A25—December 19; A Day Finals: FINAL EXAM .

San Diego—December 22.

FIELD WORK

FIELD CLASS AND ASSIGNMENT (20%)

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class in Callao November 22, 2016

“Latin American Palimpsest.” The field class gives students an opportunity to identify overlapping themes and topics from the course in the contemporary Latin American city of Lima. Utilizing the concept of the palimpsest – medieval manuscripts that have been written over several times – we will explore the way that modern Latin American culture builds upon and writes over what came before. Visiting a colonial monastery, for example, offers an opportunity to think about the Catholic and Spanish roots of modern Latin America, but the monastery may be functioning as a museum to a largely secular nation state, and be surrounded by market stalls selling imported DVDs. The field class will visit at least one museum, but we will also look for opportunities to meet with local academics and public officials to discuss their understanding of contemporary issues and how these interact with the region’s history.

Assignment. Before the field assignment, students will chose a modern section to read from *The Peru Reader*. They should read this before the field class. During the field class, students should be thinking about and taking notes to prepare for the three part graded assignment.

- 1) Which of the “foundations” of modern Latin American history, studied in section one of the class, do you see as most prominently on display (both publicly and in daily life) of Lima, as experienced during the field visit. Alternatively, you might like to write about what you didn’t see – what seemed to be covered-up or deliberately written over? (2.5 pages, 5%)
- 2) The second section of the class looked at nineteenth century nation building. Where do you see the most prominent emphasis being placed today on the construction of Peruvian nationality? (2.5 pages, 5%)
- 3) After visiting Lima, which particular reading or set of readings stood out to you from the section you read of the “Latin American Reader”? Explain what attracted you to this reading or set of readings, and write an extended review based on your experience of visiting the Peruvian capital. (5 pages, 10%)

INDEPENDENT FIELD ASSIGNMENTS (25%)

There will be four ports with independent field assignments, each worth 5% of the total class grade (plus in class presentations worth an additional 5%). These assignments should include at least 2.5 pages of text (12 pt., double spaced) and can be accompanied with photographs, video, sound recordings, and other records of your visit. Independent field assignments in the respective ports should respond to the following questions:

- 1) Salvador: Afro-Brazilian history. What are some of the obvious characteristics of African culture on display in Salvador? How does this culture differ from what we experienced in Senegal? How do you think the strong emphasis on Afro-Brazilian culture on display in Salvador has shaped the history of the city and the region of Bahia?
- 2) Port of Spain: An Anglo-phone Latin America? The history of Trinidad and Tobago shares much in common with Spanish and Portuguese speaking Latin America, but the official language is English and the country has a history of British colonialism. Is it possible to think of the country as an Anglo-phone Latin America? Use this question to reflect more broadly on the borders and definition of Latin America, and the place of the English speaking Caribbean in this region.
- 2) Guayaquil: Mountains and Coast. Like several other Latin American Nations, Ecuador is often said to be divided between the Euro-African-Mestizo cultures of the coast and the Andean cultures of the mountains. In the coastal city of Guayaquil, what evidence do you see of these divisions? Is Andean culture celebrated? If you have an opportunity to travel outside Guayaquil, how do other parts of the country differ from this port city? How do you think these divisions shaped the construction of an Ecuadorian national identity from independence to the present?

3) Puntarenas: A Latin American Exception? Costa Rica is often said to be different from other countries in Latin America. What evidence, if any, do you see during your visit to Puntarenas for this exceptionalism? From a historical perspective, how would you account for these differences?

Students will also be expected to present their independent field assignments at least two times in class. These presentations will take place in the class immediately following the port visit. During the port visits, students should take photos, videos, sound recordings, etc. to illustrate their presentations (these can also be included in the written assignments where appropriate). 5% of the total class grade will be assigned to these presentations.

OTHER ASSIGNMENTS (55%)

Reading Questions With Rationale (15%)

Fifteen times during the semester (more or less in every class with reading) students will hand in a question raised by one of the two readings. The question should be expansive, and will be used to stimulate in-class discussion. The question should be followed by two or three sentences explaining what it was about the reading that provoked this particular question. The questions must be handed in during class, so will also be used for attendance.

Midterm I (10%)

Students will write an essay in answer to one question from a choice of three under exam conditions in class. Students will have the entire class time (80 minutes) to write their essay. These questions will relate to material from Section One (Foundations of Modern Latin American History) of the course. More information regarding the first midterm will be given out in class.

Midterm II (10%)

Students will write an essay in answer to one question from a choice of three under exam conditions in class. Students will have the entire class time (80 minutes) to write their essay. These questions will relate to material from Section Two (Independence and Nation Building: the nineteenth century) of the course. More information regarding the second midterm will be given out in class.

Final Exam (20%)

Students will write an essay in answer to one question from a choice of three under exam conditions. These questions will relate to material from Section Three (The Twentieth Century) of the class, although all they will also have a cumulative element, which will require the use of material from sections One and Two of the class. More information regarding the final exam will be given out in class.

GRADING SCALE

Field Class and Assignment: 20%
Independent Field Assignments 25%
Reading Questions with Rationale: 15%
Mid-Term Exam I: 10%
Mid-Term Exam II: 10%
Final Exam: 20%

Grading will be on a 100% scale, with pluses and minuses awarded as follows:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-90%: B+	77-80%: C+	Less than 60%: F
93-97%: A	83-87%: B	70-77%: C	
90-93%: A-	80-83%: B-	60-70%: D	

All deadlines are non-negotiable. If you miss a deadline your paper or exam will not be graded.

ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all classes is mandatory. Students must inform the instructor prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Although “class participation” is not a formal part of the grading, students are encouraged to participate fully in discussions and ask questions.

UNION SEMINARS

At the beginning of the semester, students will be informed of the Union Seminars that relate to Latin American history. Although there will be no specific assignments associated with the Union Seminars, students are strongly encouraged to attend relevant talks. Material from the Union Seminars will be discussed in class and can be incorporated into field assignments, book reviews, and exams. These lectures are an excellent way to incorporate interdisciplinary perspectives into the study of the history of Latin America.

LEARNING ACCOMMODATIONS

Academic accommodations will be provided for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code. I will request students to write out and sign the following honor pledge on the midterm exams and the final paper: "*I pledge on my honor that I have not received or given any unauthorized assistance in this exam [assignment].*" Please see me early in the semester if you have questions or concerns regarding the student conduct code.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

AUTHOR: Thomas H. Holloway (ed.)
TITLE: A Companion to Latin American History
PUBLISHER: Wiley Blackwell
ISBN #: 1444338846
DATE/EDITION: 1st Edition 2010

AUTHOR: Jose C. Moya (ed.)
TITLE: The Oxford Handbook of Latin American History
PUBLISHER: Oxford University Press
ISBN #: 0195166213
DATE/EDITION: 1st Edition 2010

ELECTRONIC COURSE MATERIALS

[E Reserve] "The Shaping of Faith" in González and González, *Christianity in Latin America: A History* (2008).

[E Reserve] J.H. Elliott, "The Imperial Destiny" in *Imperial Spain, 1469-1716* (2002).

[E Reserve] Paulo G. Pinto, "Arab Ethnicity and Diaporic Islam: A Comparative Approach to Processes of Identity Formation and Religious Codification in the Muslim Communities in Brazil" in *Comparative Studies of South Asia, Africa and the Middle East*, Vol. 31, No.2, 2011.

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[E Reserve] Alfred Crosby, 1. "The Contrasts" in *The Columbian Exchange: Biological and Cultural Consequences of 1492*. 30th Anniversary Edition (2003).

