



HIST-158-20 LATIN AMERICA I

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COURSE INFO

Summer 2023 Session II

July 10 – Aug 11 /2023

MTWR – 8:30 AM-10:25 AM EST

Classroom: TBD

Office hours: by appointment

COURSE DESCRIPTION

This course provides an overview of Latin America's history from pre-contact times (long before 1492) to the wave of independences of the early 1800s. It begins with a survey of the long history of human occupation in the Americas, spanning 15,000 years. We will explore the diverse societies of the region, which thrived for many centuries before the coming of Europeans. We will study the deadly impact of the diseases they brought, and the many ecological consequences of contact. Later, the hemisphere was integrated into European empires and a new global economy flourished for centuries. We will emphasize how the long state-organized peoples of Latin America were equally subjected to and resisted Spanish and Portuguese rule, as they adapted socially and culturally to produce several key global commodities. We will explore how millions of Africans were brought in bondage to Atlantic America to labor in plantation economies ruled by European powers, including Portugal, Britain, France, Spain. The interactions among Europeans, indigenous peoples and Africans are the focus of much of the course —culminating in the rising resistance that challenged Europeans in regions from the Andes to Haiti in the late eighteenth century.

COURSE GOALS

This course is designed to teach you to think critically about key events in the region's past. You will gain a firmer understanding of the forces that have shaped Latin America's deep past and will be able to consider how this knowledge can be applied to present Latin American realities. You will also gain critical reading and writing skills and learn how to engage with different kinds of primary sources. I hope to refine your ability to reflect on how the world got to be the way it is, and to put today's world and your own lives into global historical perspective. This course will help you learn to think historically, to identify patterns and particularities over time; to pay attention to context, scale, cause and effect, and point of view. Finally, it will hopefully encourage you to value the study of history.

COURSE FORMAT

We will meet in person three times a week and have an asynchronous activity every Thursday. In-person classes will be divided into lecture and discussion sessions, with the expectation that students will lead some of the discussion. Once a week (at least), we will have primary source workshops. The asynchronous activity is typically a film viewing (all films will be available with English subtitles via Canvas), followed by a weekly response that integrates all materials (readings, primary sources, audiovisual). While the expected format is text, students can deliver up to two of their responses in other mediums, as long as previously agreed with me. The weekly responses will be peer-reviewed every Monday, starting the second week of class. There will also be a mid-term map quiz and a final exam (format TBD).

Weekly Class Schedule

Week	Theme of the week	Readings	Assignments
1. July 10-13	Intro: the Nacirema and decolonial thinking Pre-contact Mexico Pre-contact Peru Pre-contact Amazon	- Horace Miner - Paul Martin - Primary sources	- Film viewing - Weekly response
2. July 17-20	Columbian Exchange: Caribbean and beyond Myths of Conquest	- Alfred Crosby - Mathew Restall - Primary sources	- Film viewing - Weekly response
3. July 24-27	Commodity Cycles: Brazil/Colombia Race and Gender	- Claudia Leal - Kathleen Higgins - Primary sources	- Film viewing - Weekly response
4. July 31-Aug 3	A closer look at Brazil: From colony to Empire	- Emilia Viotti - Primary sources	- Film viewing - Map Quiz - Weekly response
5. Aug 7-10	Age of Independences: Haitian Revolution	- Truillot - Podcast	- Final Exam

Core Readings – Tentative list

1. Crosby, Alfred W. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, Conn: Greenwood Press, 1972.
2. Restall, Matthew. *Seven Myths of the Spanish Conquest*. New York: Oxford University Press, 2003.
3. Leal, Claudia. *Landscapes of Freedom: Building a Postemancipation Society in the Rainforests of Western Colombia* Tucson: The University of Arizona Press, 2018.

4. Higgins, Kathleen J. *"Licentious Liberty" in a Brazilian Gold-Mining Region: Slavery, Gender, and Social Control in Eighteenth-Century Sabará, Minas Gerais*. University Park, Pa: Pennsylvania State University Press, 1999.
5. Costa, Emília Viotti da. *The Brazilian Empire: Myths & Histories*. Chapel Hill: University of North Carolina Press, 2000.
6. Holloway, Thomas H. *A Companion to Latin American History*. John Wiley & Sons, Incorporated, 2010.

Primary Sources:

1. Green, James Naylor, Victoria Langland, and Lilia Moritz Schwarcz. *The Brazil Reader: History, Culture, Politics*. Edited by James Naylor Green, Victoria Langland, and Lilia Moritz Schwarcz. Second edition revised and updated. Durham: Duke University Press, 2019.
2. <https://libguides.bodleian.ox.ac.uk/latamhistory/primarysources>
3. <https://salalm.org/digital-primary-resources>
4. <https://icb.lunaimaging.com/luna/servlet/JCB~1~1>
5. <https://www.crl.edu/electronic-resources/collections>
6. <https://libguides.bgsu.edu/c.php?g=227239&p=1506266>
7. <https://guides.lib.uw.edu/research/history-latinam/primary>
8. <https://guides.lib.uw.edu/c.php?g=341397&p=7974923>

All materials available via LAU, CANVAS or provided in class.

Week 1 – Pre-Contact Americas

Readings TBD

- ❖ Weekly response due Monday July 17 in class

Week 2 – Columbian Exchange and Myths of Conquest

Readings TBD

- ❖ Weekly response due Monday July 24 in class

Week 3 – Commodity Cycles: race and gender

Readings + Map Quiz TBD

- ❖ Weekly response due Monday July 31 in class

Week 4 - A closer look at Brazil: from colony to Empire

Readings TBD

- ❖ Weekly response due Monday August 7 in class

Week 5 – Haitian Revolution

Aug 9 – Final Exam (tentative date)

Assignments and Grading

Class participation– 20%

Four Response Essays, 600 -1,000 words each – 30%

Map Quiz – 20%

Final Exam – 30%

Late Policy:

Due to the exceptional circumstances, I understand that extensions may be necessary, and that you may not be able to request one ahead of time. Good faith and transparent communication are important.

In general, the following policy will be applied, based on the type of assignment:

- All weekly responses have set due dates and times, after which a ten percent daily reduction will begin to apply.
- The Map Quiz has a set date, after which a ten percent daily reduction will begin to apply.
- Final exam: it must be completed during the set timeframe. After this period, a late exam will be docked five percent every three hours.

Grading Scale:

94-100	A	77-79	C+
90-93	A-	73-77	C
87-89	B+	70-73	C+
83-87	B	67-69	D+
80-83	B-	63-67	D
		62 and below	F

Rubric for Written Work (Weekly Responses and Final Exam):

A/A- Exceptional writing and innovative analysis of the sources. You present an inventive claim about the film/sources and back it up persuasively, in clean and well-structured prose. These are the responses that surprise us, as your readers, for their excellence in all of the above listed qualities.

B+/B A thoughtful and well-written analysis of a film/sources that fulfills all of the requirements of the assignment.

B-/C+ A written response that accurately addresses a film/sources but may be lacking in one of the following areas: thoughtfulness; critical analysis; writing and proofreading. These are the responses that seem dashed off to submit the assignment on time.

- C/C- Has fundamental problems with facts or writing.
- D Has fundamental problems and shows clear lack of effort.
- F Failure to submit.

Honor System

Students are expected to be familiar with and abide by Georgetown University's Honor System in both letter and spirit, as presented here: <http://honorcouncil.georgetown.edu/system>

Sexual Harassment and Misconduct

There is a zero-tolerance policy for sexual harassment and misconduct in my classroom. I am committed to supporting survivors of sexual misconduct, which includes relationship violence, sexual harassment, and sexual assault. Beyond that, University policy requires me to report any disclosures about sexual misconduct to the Georgetown Title IX Coordinator. Georgetown has a number of professionals who provide fully confidential support and assistance to victims of sexual assault and other forms of sexual misconduct. You can find them by clicking [here](#). You can learn more about who to call – and who will help – by searching [here](#). And for all campus resources and reporting on sexual misconduct, visit: <http://sexualassault.georgetown.edu>.

Accommodations for Students with Disabilities

Students with documented disabilities, learning differences, or any other special needs or circumstances that may affect their learning in this course have the same rights and obligations as other students in the class, subject to reasonable accommodation. Guided by University policy, good faith, and common sense, I will do everything I can to make sure that all students are able to get the most out of this course. I encourage you to discuss any such issues with me promptly at the start of the semester, so that we can develop a plan to ensure that you are in a position to do so, working with Georgetown's [Academic Resource Center](#).

Technical Support for Students

- o Canvas - Students have 24/7 access to <http://canvas.georgetown.edu/getting-help>, including live chat and a support hotline at (855) 338-2770
- o Zoom - For support with Zoom, email: zoom@georgetown.edu
- o Use of [Georgetown University-issued accounts](#) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit [Google Drive Help Center](#).

Contact the UIS Service Center at help@georgetown.edu if you have a question regarding your GU netID and/or password, your GU email account, or any connectivity issues.

:: THIS CLASS IS CURRENTLY LISTED AS IN-PERSON ::

(The sections in italics are here for reference, should there be a need to move online again)

Revised Attendance and Participation Policy

The coronavirus pandemic has significantly affected our lives and our communities, including the way we study and attend classes. The most important adjustment was, of course, the move to an online learning environment. The online format and additional stresses of pandemic life make it an especially difficult time to be a college student. I will do my absolute best to be understanding and flexible as challenges arise. If you anticipate having any specific difficulties, please send me an email, and we can work something out.

Synchronous sessions will be held, during which your participation is welcome! I kindly ask (but do not require) that you turn on your cameras – it is much harder to engage with a series of blank squares. Recordings of the twice-weekly lectures will be made available online.

Summer classes are typically intense, as they try to achieve in one month what a normal course typically completes in three – this course will be no different in that regard. However, the practical constraints of the current situation, and the need to be flexible given everyone’s different circumstances, mean that this course will not be a similar experience as other courses you have taken in-person at Georgetown. Hopefully, we will make the most of our time together online.

Remote Course Delivery

This course is subject to the University’s ongoing status of Instructional Continuity and will be delivered remotely throughout the summer term. This means you should try to attend and to actively participate in synchronous sessions from Monday through Thursday at 1:15 p.m. Eastern Time via Zoom. Further, all coursework (assignments, response papers, discussion boards etc.) outside of the synchronous sessions must be submitted through Canvas. Canvas is Georgetown University's learning management system. You can access this course and related material in the Canvas learning management system by going to canvas.georgetown.edu and logging in with your Georgetown netID.

Student Expectations in a Remote Learning Environment

- *In this course I will use Canvas to send email and make important announcements. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day.*
- *Given Zoom will serve as the primary tool for synchronous sessions, please adhere to the following practices:*

- o Attend class on-time and remain on Zoom throughout the session.*
- o Arrive to the Zoom class prepared to discuss readings, current events, and other materials assigned by the instructor.*
- o Keep your microphone muted unless speaking.*
- o Dress appropriately for class.*
- o Limit eating to before or after class (or during breaks).*
- o Submit completed assignments by the date specified in the syllabus.*
- o Complete all assigned reading by the assigned due date.*