

**DEPARTMENT OF HISTORY  
TRENT UNIVERSITY**



**HIST 3470/4470Y  
MULTIETHNIC IDENTITIES IN LATIN AMERICA**

**Fall/Winter 2013/2014 – Oshawa**

|                                  |   |   |
|----------------------------------|---|---|
| <b>INSTRUCTOR:</b><br>Jason Dyck | <b>EMAIL:</b><br>jasondyck@trentu.ca    | <b>TELEPHONE:</b><br>905-435-5102, ext. 5048      |
| <b>CAMPUS:</b><br>Oshawa         | <b>OFFICE LOCATION:</b><br>Thornton 173 | <b>OFFICE HOURS:</b><br>Thursdays, 12:00PM–2:00PM |

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| <b>ADMINISTRATOR:</b><br>Christine Quigley                            | <b>EMAIL:</b><br>cquigley@trentu.ca          |
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**COURSE DESCRIPTION**

Latin America is ethnically diverse given the initial encounter between Amerindians, Africans, and Iberians and because of subsequent waves of migration from Europe, the Middle East, and Asia. This course explores the multiethnic character of the region through an analysis of ethnic identities and how nations were built along racial lines. Beginning with the viceregal period, students will be exposed to colonial socioracial hierarchies and how Indians, Africans, mulattos, mestizos, and creoles constructed personal and group identities under Spanish and Portuguese rule. This course will then look at how this diverse group of peoples were included/excluded as citizens in the new countries that formed in the wake of the wars for independence. Upon reaching the turn of the twentieth century, students will analyze how official programs of *mestizaje* and *indigenismo*, together with various aspects of popular culture, contributed to the formation of national identities. The last part of the course will follow the transition from national discourses of *mestizaje* to more recent attempts at multicultural citizenship as Latin American countries have been forced to confront their ethnic diversity in new ways.

By way of conclusion, this course follows the Latin American diaspora through experiences of transnational labour and migration in Canada and the United States.

## **COURSE FORMAT**

### **I. SEMINAR SCHEDULE**

| <b>TYPE</b> | <b>DAY</b> | <b>TIME</b>   | <b>LOCATION</b>               |
|-------------|------------|---------------|-------------------------------|
| Seminar #1  | Thursdays  | 2:00PM–4:00PM | Fall/Winter: Thornton 116/103 |
| Seminar #2  | Thursdays  | 4:00PM–6:00PM | Fall/Winter: Thornton 116/103 |

Please check <http://www.trentu.ca/admin/mytrent/Timetable/OshawaFWTimetable/TimeTableGen0.htm> to confirm times and locations.

### **II. SEMINARS AND SEMINAR READING/IMAGES**

This is a seminar course, which means that you need to come prepared to class on a weekly basis. Each seminar is two hours long and you are responsible for the following:

- Viewing and analyzing the assigned images and videos
- Reading and reflecting upon the required readings
- Attending weekly seminars
- Preparing responses for the minute round
- Participating generously
- Giving one seminar presentation

Your seminar grade will be evaluated based upon the following four interrelated elements:

- Attendance
- Minute round
- Participation
- Seminar presentations

**ATTENDANCE** is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

**MINUTE ROUND** is an opening exercise at the beginning of every seminar in which every student will briefly share his/her reactions, questions, problems, and insights into the weekly readings and images. These carefully pre-crafted statements will both prepare and guide the larger group in discussion.

**PARTICIPATION** in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to

attend seminar will be given an **automatic zero** for his/her participation mark. For a more detailed description of how your seminar participation is evaluated see the **“Guide to the Evaluation of Seminar Participation”** posted on Blackboard.

**SEMINAR PRESENTATIONS** (10 minutes) are an opportunity for you to critically engage with a supplementary reading for one weekly seminar. In the first week you will sign up for the reading of your choosing and then provide a ten minute presentation on the selected article or book chapter during seminar. Your presentation will provide a review of the author’s general argument and use of evidence together with your own assessment of his/her work. You are responsible for giving one seminar presentation throughout the course.

### III. SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

## COURSE OBJECTIVES

As a cross-listed third- and fourth-year seminar course, History 3470Y/4470Y provides students with the opportunity to explore Latin American ethnic, socioracial, and national identities in depth, both through class discussion of scholarship in the field and through advanced independent research. You should be able to use your advanced knowledge of the field and skills in critical thinking, historical writing, historical approaches and methodologies to conduct research using primary and secondary sources (both written and visual), produce an original analytical argument based on the evidence, and situate it in the appropriate historiographical and theoretical contexts. You should be able to communicate your arguments to the instructor and your peers with clarity, accuracy, and logic through major research papers and class presentations. Upon completing this course successfully, you should understand the conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge. You should also be able to evaluate historical writing effectively through the examination of sources, arguments, and methodologies.

## COURSE EVALUATION

| COMPONENTS OF THE COURSE        | PERCENTAGE OF THE FINAL GRADE | DUE DATE          |
|---------------------------------|-------------------------------|-------------------|
| Seminars                        | 30%                           | N/A               |
| Seminar Presentation            | 5%                            | TBD               |
| Essay #1: Race and Nation       | 20%                           | October 31, 2013  |
| Proposal/Annotated Bibliography | 5%                            | November 28, 2013 |
| Essay #2: Research Paper        | 40%                           | March 27, 2014    |

**\*At least 25% of the grade will be determined and made available before the deadline for withdrawal without academic penalty.**

**\*Fourth-year students will be held to higher standards of writing and analysis than third-year students.**

**\*You need to hand in all assignments to receive a passing grade in this course.**

## **I. ESSAY #1: RACE AND NATION**

### **1. Description and Purpose**

The first assignment of this course will be an essay on the intersection between ideas of “race” and nation building in modern Latin America. From Mexico to the Southern Cone politicians, artists, and intellectuals drew upon their multiethnic past to construct national identities in the present. Depending on the country, indigenous and African cultural practices became national symbols and hence were officially promoted by the state. Your task is to compare and contrast the ways in which indigenous people and those of African descent have been both included and excluded in nation building in Latin America. In order to make these comparisons you will read through the studies listed below by Peter Wade, Rebecca Earle, and George Reid Andrews, assessing both the strengths and weaknesses of their arguments.

### **2. Important Details**

**Due Date, Time, and Place (3470Y/4470Y):** October 31, 2013, 2:00PM (Thornton 116)

**Length (3470Y):** 6 pages (double-spaced, 12-font, Times New Roman)

**Length (4470Y):** 8 pages (double-spaced, 12-font, Times New Roman)

#### **Sources (3470Y):**

- Peter Wade. “Chapter 2: Blacks and Indians in Latin America.” In *Race and Ethnicity in Latin America* (London: Pluto Press, 1997): 25–39. **[Blackboard]**
- Rebecca Earle. “Sobre Héroes y Tumbas: National Symbols in Nineteenth-Century Spanish America.” *Hispanic American Historical Review* vol. 85, no. 3 (2005): 375–416. **[e-Journal]**
- George Reid Andrews. “Remembering Africa, Inventing Uruguay: Sociedades de Negros in the Montevideo Carnival, 1865–1930.” *Hispanic American Historical Review* vol. 87, no. 4 (2007): 693–726. **[e-Journal]**

#### **Sources (4470Y):**

- Peter Wade. “Chapter 2: Blacks and Indians in Latin America.” In *Race and Ethnicity in Latin America* (London: Pluto Press, 1997): 25–39. **[Blackboard]**
- Rebecca Earle. *The Return of the Native: Indians and Myth-Making in Spanish America, 1810–1930* (Durham: Duke University Press, 2007). **[e-Book]**
- George Reid Andrews. *Afro-Latin America, 1800–2000* (Oxford: Oxford University Press, 2004). **[e-Book]**

## **II. PROPOSAL/ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER**

### **1. Description and Purpose**

The second assignment of this course is a short proposal on a research topic of your choosing together with an annotated bibliography. The purpose of a proposal/annotated bibliography is to provide you with the opportunity to do some

preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal should be 3 pages (doubled-spaced) and should briefly describe your topic (rooted in both a specific time and place) and general approach. Be specific in your proposal, remembering that you cannot address the entire history of Latin America in one research paper. Your annotated bibliography should be roughly 2–2.5 pages (single-spaced) and should include brief descriptions (2–3 sentences) on all of your sources. In these descriptions you should identify the general argument and usefulness of the book or article for your research paper. You can modify your topic and add or remove sources from your bibliography after submitting your proposal; but if you make substantial changes you should notify the instructor.

## 2. Important Details

**Due Date (3470Y/4470Y):** November 28, 2013 (email)

**Length (3470Y/4470Y):** 5–5.5 pages (double/single-spaced, 12-font, Times New Roman)

### Sources (3470Y):

- At least 2 primary sources
- At least 10 secondary sources (both journal articles and books [at least 5])

### Sources (4470Y):

- At least 4 primary sources
- At least 16 secondary sources (both journal articles and books [at least 5])

## IV. ESSAY #2: RESEARCH PAPER

### 1. Description and Purpose

The third assignment of this course is a research paper on a theme of your choosing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include both primary and secondary sources (see below for required amounts), which means drawing upon books, articles, and book chapters. Using primary and secondary sources from the syllabus is permissible if they are used as additional sources to the required amounts listed below. Beyond e-Books and e-Journals available through the Trent University Library, online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. Before writing your paper make sure to review the “**Guide to Writing an Essay,**” “**Sample Paper,**” and “**Research Essay Resources**” posted on Blackboard together with the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>.

## 2. Important Details

**Due Date, Time, and Place (3470Y/4470Y):** March 27, 2014, between 12:30PM–4:30PM (Trent Oshawa Office, Room 101)

**Length (3470Y):** 16 pages (double-spaced, 12-font, Times New Roman)

**Length (4470Y):** 26 pages (double-spaced, 12-font, Times New Roman)

**Sources (3470Y):**

- At least 2 primary sources
- At least 10 secondary sources (both journal articles and books [at least 5])

**Sources (4470Y):**

- At least 4 primary sources
- At least 16 secondary sources (both journal articles and books [at least 5])

## **UNIVERSITY POLICIES**

### **I. ACADEMIC INTEGRITY**

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### **II. ACCESS TO INSTRUCTION POLICY**

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (BH Suite 132, 748-1281, [accessibilityservices@trentu.ca](mailto:accessibilityservices@trentu.ca)) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

## **REQUIRED TEXTS**

\*All readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the Trent University Library and a few readings available on reserves in the Oshawa Campus Library). Readings for seminar presentations are available from the instructor unless otherwise indicated in the Seminar Schedule below.

## **SEMINAR SCHEDULE**

# **FALL TERM (2013)**

### ***SEMINAR I: INTRODUCTION (SEPTEMBER 5)***

## **RACE AND CLASSIFICATION**

### ***SEMINAR II: RACE, ETHNICITY, AND IDENTITY (SEPTEMBER 12)***

#### **REQUIRED READINGS**

- Hendrik Kraay. "Introduction: Negotiating Identities in Modern Latin America." In *Negotiating Identities in Modern Latin America*, ed. Hendrik Kraay (Calgary: University of Calgary Press, 2007): 1–24. **[Blackboard]**
- Peter Wade. "Race in Latin America." In *A Companion to Latin American Anthropology*, ed. Deborah Poole (Malden: Blackwell Publishing, 2008): 177–192. **[<http://www.utm.utoronto.ca/~w3his454/A-Wade-Race.in.LatAm.pdf>]**
- Andrew B. Fisher and Matthew D. O'Hara. "Introduction: Racial Identities and Their Interpreters in Colonial Latin America." In *Imperial Subjects: Race and Identity in Colonial Latin America*, eds. Andrew B. Fisher and Matthew D. O'Hara (Durham: Duke University Press, 2009): 1–37. **[e-Book]**

#### **SEMINAR PRESENTATION READING**

- Patrick J. Geary. "Chapter 1: A Poisoned Landscape: Ethnicity and Nationalism in the Nineteenth Century." In *The Myth of Nations: The Medieval Origins of Europe* (Princeton: Princeton University Press, 2002): 15–40.

### ***SEMINAR III: PURITY OF BLOOD IN THE IBERIAN WORLD (SEPTEMBER 19)***

#### **REQUIRED READINGS**

- David Nirenberg. "Race and the Middle Ages: The Case of Spain and Its Jews." In *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires*, eds. Margaret R. Greer, Walter D. Mignolo, and Maureen Quilligan (Chicago: The University of Chicago Press, 2007): 71–87. **[Blackboard]**
- María Elena Martínez. "Chapter 1: The Emergence of the Spanish Statues of *Limpieza de Sangre*." In *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford: Stanford University Press, 2008): 25–41. **[Blackboard]**
- Karoline P. Cook. "'Moro de linaje y nación': Religious Identity, Race, and Status in New Granada" In *Race and Blood in the Iberian World*, eds. Max S. Hering Torres, María Elena Martínez, and David Nirenberg (Zürich: Lit Verlag, 2012): 81–98. **[Blackboard]**

#### **SEMINAR PRESENTATION READING**

- Ann Twinam. "Purchasing Whiteness: Conversations on the Essence of Pardo-ness and Mulatto-ness at the End of Empire." In *Imperial Subjects: Race and Identity in Colonial Latin America*, eds. Andrew B. Fisher and Matthew D. O'Hara (Durham: Duke University Press, 2009): 141–165. **[e-Book]**

**SEMINAR IV: COLONIAL SOCIORACIAL HIERARCHIES  
(SEPTEMBER 26)**

**REQUIRED READINGS AND IMAGES**

- View Casta Paintings in Ilona Katzew. *Casta Painting: Images of Race in Eighteenth-Century Mexico* (New Haven: Yale University Press, 2004): 12–15, 20–23, 26–28. **[Google Books]**
- David Cahill. “Colour by Numbers: Racial and Ethnic Categories in the Viceroyalty of Peru, 1532–1824.” *Journal of Latin American Studies* vol. 26, no. 2 (1994): 325–346. **[e-Journal]**
- Ilona Katzew. “Chapter 2: ‘A Marvellous Variety of Colors?’: Racial Ideology and the Sistema de Castas.” In *Casta Painting: Images of Race in Eighteenth-Century Mexico* (New Haven: Yale University Press, 2004): 39–62. **[Blackboard]**
- Stuart B. Schwartz. “Brazilian Ethnogenesis: Mestiços, mamelucos, and pardos.” In *Le Nouveau Monde, Mondes Nouveaux: L’Expérience Américaine*, eds. Serge Gruzinski and Nathan Wachtel (Paris: Editions Recherche sur les civilisations: Editions de l’Ecole des hautes études en sciences sociales, 1996): 7–28. **[Blackboard]**

**SEMINAR PRESENTATION READING**

- Hebe Mattos. “‘Pretos’ and ‘Pardos’ between the Cross and the Sword: Racial Categories in Seventeenth-Century Brazil.” *European Review of Latin American and Caribbean Studies* vol. 80 (2006): 43–55. [[http://www.cedla.uva.nl/50\\_publications/pdf/revista/80RevistaEuropea/80Mattos-ISSN-0924-0608.pdf](http://www.cedla.uva.nl/50_publications/pdf/revista/80RevistaEuropea/80Mattos-ISSN-0924-0608.pdf)]

## **COLONIAL IDENTITIES**

**SEMINAR V: INDIGENOUS SURVIVAL  
(OCTOBER 3)**

**REQUIRED READINGS**

- Jane E. Mangan. “A Market of Identities: Women, Trade, and Ethnic Labels in Colonial Potosí.” In *Imperial Subjects: Race and Identity in Colonial Latin America*, eds. Andrew B. Fisher and Matthew D. O’Hara (Durham: Duke University Press, 2009): 61–80. **[e-Book]**
- James Lockhart. “Double Mistaken Identity: Some Nahua Concepts in Postconquest Guise.” In *Of Things of the Indies: Essays Old and New in Early Latin American History* (Stanford: Stanford University Press, 1999): 98–119. **[Blackboard]**
- Inga Clendinnen. “Landscape and World View: The Survival of Yucatec Maya Culture under Spanish Conquest.” *Comparative Studies in Society and History* vol. 22, no. 3 (1980): 374–393. **[e-Journal]**

**SEMINAR PRESENTATION READING**

- Robinson A. Herrera. “Surviving the Colonial City: Native Peoples in Early Santiago de Guatemala.” In *City Indians in Spain’s American Empire: Urban Indigenous Society in Colonial Mesoamerica and Andean South America, 1530–1810*, eds. Dana Velasco Murillo, Mark Lentz, and Margarita R. Ochoa (Portland: Sussex Academic Press, 2012): 48–62.



**SEMINAR VI: MESTIZOS AND MAMELUCOS  
(OCTOBER 10)**

**REQUIRED READINGS**

- Juan de Solórzano Pereira. "The Mestizo: Seed of Tomorrow." In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen. 6th ed. (Boulder: Westview Press, 1996): 121–123. [Blackboard]
- Alida C. Metcalf. "Domingo Fernandes Nobre: "Tomacauna," a Go-Between in Sixteenth-Century Brazil." In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 51–63. [Blackboard]
- John K. Chance. "On the Mexican Mestizo." *Latin American Research Review* vol. 14, no. 3 (1979): 153–168. [e-Journal]
- Stuart B. Schwartz. "Spaniards, *Pardos*, and the Missing Mestizos: Identities and Racial Categories in the Early Hispanic Caribbean." *New West Indian Guide* vols. 1–2, no. 71 (1997): 5–19. [Blackboard]

**SEMINAR PRESENTATION READING**

- Sarah C. Chambers. "Little Middle Ground: The Instability of a Mestizo Identity in the Andes, Eighteenth and Nineteenth Centuries." In *Race and Nation in Modern Latin America*, eds. Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Rosemblatt (Chapel Hill: University of North Carolina Press, 2003): 32–55.

**SEMINAR VII: AFRICANS AND MULATTOS  
(OCTOBER 17)**

**REQUIRED READINGS**

- Luiz Antonio de Oliveira Mendes. "A Portuguese Doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage." In *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 15–23. [Blackboard]
- Katia M. de Queirós Mattoso. "Chapter 4: The African Adapts to Brazil and the Brazilians." In *To Be a Slave in Brazil, 1550–1888* (New Brunswick: Rutgers University Press, 1979): 85–105. [Blackboard]
- Nicole Von Germeten. "Colonial Middle Men? Mulatto Identity in New Spain's Confraternities." In *Black Mexico: Race and Society from Colonial to Modern Times*, eds. Ben Vinson III and Matthew Restall (Albuquerque: University of New Mexico Press, 2009): 136–154. [Blackboard]
- Renée Soulodre-La France. "Los esclavos de su Magestad: Slave Protest and Politics in Late Colonial New Granada." In *Slaves, Subjects, and Subversives: Blacks in Colonial Latin America*, eds. Jane G. Landers and Barry M. Robinson (Albuquerque: University of New Mexico Press, 2006): 175–208. [Blackboard]

**SEMINAR PRESENTATION READING**

- Rachel Sarah O'Toole. "To Be Free and Lucumí: Ana de la Calle and Making African Diaspora Identities in Colonial Peru." In *Africans to Spanish America: Expanding the Diaspora*, eds. Sherwin K. Bryant, Rachel Sarah O'Toole, and Ben Vinson III (Urbana: University of Illinois Press, 2012): 73–92.

**\*\*\* FALL READING WEEK \*\*\***

**SEMINAR VIII: CREOLE IDENTITY FORMATION  
(OCTOBER 31)**

**REQUIRED READINGS**

- Francisco Javier Clavijero. "A Scholarly Polemic: Clavijero Refutes the Myth of *Americano* Inferiority." In *Latin American Independence: An Anthology of Sources*, trans. and eds. Sarah C. Chambers and John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 26–32. [Blackboard]
- Jorge Cañizares-Esguerra. "Racial, Religious, and Civic Creole Identity in Colonial Spanish America." *American Literary History* vol. 17, no. 3 (2005): 420–437. [e-Journal]
- Stuart B. Schwartz. "The Formation of a Colonial Identity in Brazil." In *Colonial Identity in the Atlantic World*, eds. Nicholas Canny and Anthony Pagden (Princeton: Princeton University Press, 1987): 15–50. [Blackboard]

**SEMINAR PRESENTATION READING**

- Elizabeth Anne Kuznesof. "Ethnic and Gender Influences on "Spanish" Creole Society." *Colonial Latin American Review* vol. 4, no. 1 (1995): 153–176.

**SUBJECTS TO CITIZENS**

**SEMINAR IX: NATIONAL CELEBRATIONS  
(NOVEMBER 7)**

**REQUIRED READINGS**

- Rebecca Earle. "'Padres de la Patria' and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America." *Journal of Latin American Studies* vol. 34, no. 4 (2002): 775–805. [e-Journal]
- Hendrik Kraay. "'Let Us Be Brazilians on the Day of Our Nationality: Independence Celebrations in Rio de Janeiro, 1840s–1860s.'" In *Negotiating Identities in Modern Latin America*, ed. Hendrik Kraay (Calgary: University of Calgary Press, 2007): 27–47. [Library Reserves]
- John Charles Chasteen. "Chapter 8: Dances of the Country (Independence)." In *National Rhythms, African Roots: The Deep History of Latin American Popular Dance* (Albuquerque: University of New Mexico Press, 2004): 139–164. [Blackboard]

**SEMINAR PRESENTATION READING**

- William Beezley. "Chapter 3: Independence Celebrations and Representations of the Nation." In *Mexican National Identity: Memory, Innuendo, and Popular Culture* (Tucson: University of Arizona Press, 2008): 53–97.

**SEMINAR X: INDIGENOUS PEOPLES AND CITIZENSHIP  
(NOVEMBER 14)**

**REQUIRED READINGS**

- Karen D. Caplan. "Indigenous Citizenship: Liberalism, Political Participation, and Ethnic Identity in Post-Independence Oaxaca and Yucatán." In *Imperial Subjects: Race and*

*Identity in Colonial Latin America*, eds. Andrew B. Fisher and Matthew D. O'Hara (Durham: Duke University Press, 2009): 226–247. [e-Book]

- Joanna Crow. “Embattled Identities in Postcolonial Chile: Race, Region, and Nation during the War of the Pacific, 1879–1884.” In *Military Struggle and Identity Formation in Latin America: Race, Nation, and Community during the Liberal Period*, eds. Nicola Foote and René D. Harder Horst (Gainesville: University Press of Florida, 2010): 243–262. [e-Book]
- James E. Sanders. “Belonging to the Great Granadan Family: Partisan Struggle and the Construction of Indigenous Identity and Politics in Southwestern Colombia, 1849–1890.” In *Race & Nation in Modern Latin America*, eds. Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Roseblatt (Chapel Hill: The University of North Carolina Press, 2003): 56–86. [Library Reserves]

#### SEMINAR PRESENTATION READING

- Blanca Muratorio. “Images of Indians in the Construction of Ecuadorian Identity at the End of the Nineteenth Century.” In *Latin American Popular Culture: An Introduction*, eds. William H. Beezley and Linda A. Curcio-Nagy (Lanham: Rowman & Littlefield Publishers, 2012): 121–136.

### **SEMINAR XI: AFRO-LATIN AMERICA (NOVEMBER 21)**

#### REQUIRED READINGS

- George Reid Andrews. “Chapter 3: “Our New Citizens, the Blacks”: The Politics of Freedom, 1810–1890.” In *Afro-Latin America, 1800–2000* (Oxford: Oxford University Press, 2004): 85–115. [e-Book]
- Seth Meisel. ““The Fruit of Freedom”: Slaves and Citizens in Early Republican Argentina.” In *Slaves, Subjects, and Subversives: Blacks in Colonial Latin America*, eds. Jane G. Landers and Barry M. Robinson (Albuquerque: University of New Mexico Press, 2006): 273–305. [Library Reserves]
- Peter Blanchard. “The Language of Liberation: Slave Voices in the Wars of Independence.” *Hispanic American Historical Review* vol. 82, no. 3 (2002): 499–523. [e-Journal]

#### SEMINAR PRESENTATION READING

- James E. Sanders. ““Citizens of a Free People”: Popular Liberalism and Race in Nineteenth-Century Southwestern Colombia.” *Hispanic American Historical Review* vol. 84, no. 2 (2004): 277–313. [e-Journal]

### **SEMINAR XII: EUROPEAN MIGRATION TO SOUTH AMERICA (NOVEMBER 28)**

#### REQUIRED READINGS

- Michael Goebel. “*Gauchos, Gringos, and Gallegos*: The Assimilation of Italian and Spanish Immigrants in the Making of Modern Uruguay 1880–1930.” *Past & Present* vol. 208, no. 3 (2010): 191–229. [e-Journal]
- Jeffrey Lesser. “Chapter 4: The Creation of Euro-Brazilian Identities.” In *Immigration, Ethnicity, and National Identity in Brazil: 1808 to the Present* (Cambridge: Cambridge University Press, 2013): 89–115. [Blackboard]

- José C. Moya. "Spanish Emigration to Cuba and Argentina." In *Mass Migration to Modern Latin America*, eds. Samuel L. Baily and Eduardo José Míguez (Wilmington: Scholarly Resources, 2003): 9–28. [Blackboard]

**SEMINAR PRESENTATION READING**

- Giralda Seyferth. "German Immigration and Brazil's Colonization Policy." In *Mass Migration to Modern Latin America*, eds. Samuel L. Baily and Eduardo José Míguez (Wilmington: Scholarly Resources, 2003): 227–244.

# WINTER TERM (2014)

## NATIONAL IDENTITIES

### **SEMINAR I: MESTIZAJE (JANUARY 9)**

**REQUIRED READINGS**

- José Vasconcelos. "The Cosmic Race." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 16–19. [Blackboard]
- Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Roseblatt. "Introduction: Racial Nations." In *Race & Nation in Modern Latin America*, eds. Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Roseblatt (Chapel Hill: The University of North Carolina Press, 2003): 1–31. [Blackboard]
- Nancy Stepan. "Chapter 5: National Identities and Racial Transformations." In *The Hour of Eugenics: Race, Gender, and Nation in Latin America* (Ithaca: Cornell University Press, 1991): 135–170. [Blackboard]

**SEMINAR PRESENTATION READING**

- Peter Wade. "Rethinking "Mestizaje": Ideology and Lived Experience." *Journal of Latin American Studies* vol. 37, no. 2 (2005): 239–257. [e-Journal]

### **SEMINAR II: INDIGENISMO (JANUARY 16)**

**REQUIRED READINGS**

- Carlos Pellicer. "Ode to Cuauhtémoc." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 406–410. [Blackboard]
- José María Arguedas. "The Pongo's Dream." In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 258–263. [Blackboard]
- Alexander S. Dawson. "From Models for the Nation to Model Citizens: *Indigenismo* and the 'Revindication' of the Mexican Indian, 1920–40." *Journal of Latin American Studies* vol. 30, no. 2 (1998): 279–308. [e-Journal]

- María Elena García. “Chapter 2: Race, Education, and Citizenship: From ‘Indigenismo’ to ‘Interculturalidad,’ 1920s–1990s.” In *Making Indigenous Citizens: Identities, Education, and Multicultural Development in Peru* (Stanford: Stanford University Press, 2005): 63–83. **[Blackboard]**

#### SEMINAR PRESENTATION READING

- Alan Knight. “Racism, Revolution, and Indigenismo: Mexico, 1910–1940.” In *The Idea of Race in Latin America, 1870–1940*, ed. Richard Graham (Austin: University of Austin Press, 1990): 71–113.

### **SEMINAR III: MUSIC AND DANCE (JANUARY 23)**

#### REQUIRED READINGS

- Vicente Rossi. “Black Stuff.” In *Born in Blood and Fire: Latin American Voices*, ed. John Charles Chasteen (New York: Norton & Company, 2011): 158–161. **[Blackboard]**
- Zoila S. Mendoza. “Mestizo and Indigenous Identities on the Move.” *Bulletin of Latin American Research* vol. 17, no. 2 (1998): 165–183. **[e-Journal]**
- Eduardo P. Archetti. “Masculinity, Primitivism, and Power: Gaucho, Tango, and the Shaping of Argentine National Identity.” In *Gender, Sexuality, and Power in Latin America since Independence*, eds. William E. French, Katherine Elaine Bliss (Lanham: Rowman & Littlefield Publishers, 2007): 212–239. **[Blackboard]**
- Darien J. Davis. “Racial Parity and National Humour: Exploring Brazilian Samba from Noel Rosa to Carmen Miranda, 1930–1939.” In *Latin American Popular Culture: An Introduction*, eds. William H. Beezley and Linda A. Curcio-Nagy (Lanham: Rowman & Littlefield Publishers, 2012): 176–192. **[Blackboard]**

#### SEMINAR PRESENTATION READING

- Marco Velázquez and Mary Kay Vaughan. “*Mestizaje* and Musical Nationalism in Mexico.” In *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920–1940*, eds. Mary Kay Vaughan, Stephen E. Lewis (Durham: Duke University Press, 2006): 95–118. **[e-Book]**

### **SEMINAR IV: PERFORMANCE AND SPORT (JANUARY 30)**

#### REQUIRED READINGS

- Heather Levi. “The Mask of the Luchador: Wrestling, Politics, and Identity in Mexico.” In *Steel Chair to the Head: The Pleasure and Pain of Professional Wrestling*, ed. Nicholas Sammond (Durham: Duke University Press, 2005): 96–131. **[e-Book]**
- Gregg Bocketti. “Italian Immigrants, Brazilian Football, and the Dilemma of National Identity.” *Journal of Latin American Studies* vol. 40, no. 2 (2008): 275–302. **[e-Journal]**
- Thomas F. Carter. “Chapter 2: Circling the Base Paths: Baseball, Migration, and the Cuban Nation.” In *The Quality of Home Runs: The Passion, Politics, and Language of Cuban Baseball* (Durham: Duke University Press, 2008): 36–62. **[e-Book]**

#### SEMINAR PRESENTATION READING

- Joseph L. Arbená. “Nationalism and Sport in Latin America, 1850–1990: The Paradox of Promoting and Performing ‘European’ Sports.” *The International Journal of the History of Sport* vol. 12, no. 2 (1995): 220–238.

**SEMINAR V: CULINARY PRACTICES AND COOKBOOKS  
(FEBRUARY 6)**

**REQUIRED READINGS/IMAGES**

- Rebekah E. Pite. "Introduction: Setting the Table." In *Creating a Common Table in Twentieth-Century Argentina: Doña Petrona, Women, and Food* (Chapel Hill: University of North Carolina Press, 2013): 3–22. [Blackboard]
- Jeffrey M. Pilcher. "Chapter 6: Apostles of the Enchilada: Postrevolutionary Nationalism." In *¡Que vivan los tamales! Food and the Making of Mexican Identity* (Albuquerque: University of New Mexico Press, 1998): 123–142. [Blackboard]
- Paulo Drinot. "Food, Race, and Working-Class Identity: Restaurantes Populares in 1930s Peru." *The Americas* vol. 62, no. 2 (2005): 245–270. [e-Journal]

**SEMINAR PRESENTATION READING**

- Christine Folch. "Fine Dining: Race in Prerevolution Cuban Cookbooks." *Latin American Research Review* vol. 43, no. 2 (2008): 205–223. [e-Journal]

**MULTICULTURAL CITIZENSHIP**

**SEMINAR VI: ASIAN LATIN AMERICA  
(FEBRUARY 13)**

**REQUIRED READINGS**

- Jeffrey Lesser. "Chapter 4: Searching for a Hyphen." In *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil* (Durham: Duke University Press, 1999): 81–113. [Blackboard]
- Gerardo Rénique. "Race, Region, and Nation: Sonora's Anti-Chinese Racism and Mexico's Postrevolutionary Nationalism, 1920s–1930s." In *Race & Nation in Modern Latin America*, eds. Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Rosemblatt (Chapel Hill: The University of North Carolina Press, 2003): 211–236. [Library Reserves]
- Ayumi Takenaka. "The Japanese in Peru: History of Immigration, Settlement, and Racialization." *Latin American Perspectives* vol. 31, no. 3 (2004): 77–98. [e-Journal]

**SEMINAR PRESENTATION READING**

- Joseph C. Dorsey. "Identity, Rebellion, and Social Justice among Chinese Contract Workers in Nineteenth-Century Cuba." *Latin American Perspectives* vol. 31, no. 3 (2004): 18–47. [e-Journal]

**\* \* \* WINTER READING WEEK \* \* \***

**SEMINAR VII: ARAB LATIN AMERICA  
(FEBRUARY 27)**

**REQUIRED READINGS**

- Jeffrey Lesser. "(Re) Creating Ethnicity: Middle Eastern Immigration to Brazil." *The Americas* vol. 53, no. 1 (1996): 45–65. [e-Journal]

- Theresa Alfaro-Velcamp. "Immigrant Positioning in Twentieth-Century Mexico: Middle Easterners, Foreign Citizens, and Multiculturalism." *Hispanic American Historical Review* vol. 86, no. 1 (2005): 61–91. [e-Journal]
- Gladys Jozami. "The Manifestation of Islam in Argentina." *The Americas* vol. 53, no. 1 (1996): 67–85. [e-Journal]

#### SEMINAR PRESENTATION READING

- Manzar Foroohar. "Palestinians in Central America: From Temporary Emigrants to a Permanent Diaspora." *Journal of Palestine Studies* vol. 40, no. 3 (2011): 6–22. [e-Journal]

### **SEMINAR VIII: RACIAL DEMOCRACY? (MARCH 6)**

#### REQUIRED READINGS AND DOCUMENTARY

- Abdias do Nascimento. "The Myth of Racial Democracy." In *The Brazil Reader: History, Culture, Politics*, eds. Robert M. Levine and John J. Crocitti (Durham: Duke University Press, 1999), 379–381. [Blackboard]
- Alejandro de la Fuente. "Myths of Racial Democracy: Cuba, 1900–1912." *Latin American Research Review* vol. 34, no. 3 (1999): 39–73. [e-Journal]
- Henry Louis Gates. *Black in Latin America (Episode 3): Brazil a Racial Paradise* [<http://www.youtube.com/watch?v=1SqubC7jIH4>]
- Juliet Hooker. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity, and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* vol. 37, no. 2 (2005): 285–310. [e-Journal]

#### SEMINAR PRESENTATION READING

- Peter Wade. "Chapter 1: The Racial Order and National Identity." In *Blackness and Race Mixture: The Dynamics of Racial Identity in Colombia* (Baltimore: The John Hopkins University Press, 1993): 3–28.

### **SEMINAR IX: INDIGENOUS ACTIVISM (MARCH 13)**

#### REQUIRED READINGS

- Zapatista Army of National Liberation. "EZLN Demands at the Dialogue Table." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 638–645. [Blackboard]
- June C. Nash. "Chapter 4: Radical Democratic Mobilization, 1994–1996." In *Mayan Visions: The Quest for Autonomy in an Age of Globalization* (New York: Routledge, 2001): 119–158. [e-Book]
- Mario Sznajder. "Ethnodevelopment and Democratic Consolidation in Chile: The Mapuche Question." In *Contemporary Indigenous Movements in Latin America*, eds. Erick D. Langer and Elena Muñoz (Wilmington: Scholarly Resources, 2003): 17–34. [Blackboard]
- Kay B. Warren. "Pan-Maya Activism in Guatemala." In *Contemporary Indigenous Movements in Latin America*, eds. Erick D. Langer and Elena Muñoz (Wilmington: Scholarly Resources, 2003): 169–186. [Library Reserves]

**SEMINAR PRESENTATION READING**

- Deborah J. Yashar. "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics* vol. 31, no. 1 (1998): 23–42. [e-Journal]

## **LATIN AMERICAN DIASPORAS**

### **SEMINAR X: MIGRANT WORKERS IN EL NORTE (MARCH 20)**

**REQUIRED READINGS, DOCUMENTARY, AND IMAGES**

- View the documentary film *El Contrato* (2003) on migrant Mexican workers in Leamington by Min Sook Lee at [http://www.nfb.ca/film/el\\_contrato/](http://www.nfb.ca/film/el_contrato/).
- View ex-voto paintings commissioned by migrant workers in the *Mexican Retablos* (Jorge Durand and Douglas Massey) collection on *Artstor*. [e-Resource]
- Jorge Durand and Douglas S. Massey. "Miracles on the Border: Retablos of Mexican Migrants to the United States." In *Identities on the Move: Transnational Processes in North America and the Caribbean Basin*, ed. Liliana R. Goldin (Albany: Institute for Mesoamerican Studies; Austin: University of Texas Press, 1999): 203–228. [Blackboard]
- Ronald L. Mize and Alicia C. S. Swords. "Mexican Labor in Canada: From Temporary Workers to Precarious Labor." In *Consuming Mexican Labor: From the Bracero Program to NAFTA* (Toronto: University of Toronto Press, 2011): 215–234. [Blackboard]

**SEMINAR PRESENTATION FILM AND READING**

- Gregory Nava and Anna Thomas. *El Norte*. Directed by Gregory Nava. Cinecom International, 1983. [[http://www.youtube.com/watch?v=8v7vld\\_E6Rc](http://www.youtube.com/watch?v=8v7vld_E6Rc)] AND Stephen M. Hart. "El Norte (The North, 1983), Directed by Gregory Nava." In *A Companion to Latin American Film* (Woodbridge: Tamesis, 2004): 99–106.

### **SEMINAR XI: NO SEMINAR: RESEARCH PAPERS DUE (MARCH 27)**

### **SEMINAR XII: LATINO CULTURES IN THE US AND CANADA (APRIL 3)**

**REQUIRED READINGS AND VIDEO**

- Ramón A. Gutiérrez. "Hispanic Identities in the Southwestern United States." In *Race and Classification: The Case of Mexican America*, eds. Ilona Katzew and Susan Deans-Smith (Stanford: Stanford University Press, 2009): 174–193. [Blackboard]
- Luisa Veronis. "The Canadian Hispanic Day Parade, or how Latin American Immigrants Practise (Sub)urban Citizenship in Toronto." *Environment and Planning A* vol. 38, no. 9 (2006): 1653–1671. [e-Journal]
- Rodolfo Acuña. *Occupied America: A History of Chicanos* (San Francisco: Canfield Press, 1972): iii–iv, 1–5, 274–277. [Blackboard] [Watch the following interview with Acuña on YouTube at <http://www.youtube.com/watch?v=tJKOzA3TAvs>]

**SEMINAR PRESENTATION READING**

- Arlene Dávila. "Introduction." In *Latinos Inc.: The Marketing and Making of a People* (Berkeley: University of California Press, 2001): 1–22.



## SEMINAR OVERVIEW

| FALL TERM (2013) |  |              |
|------------------|--|--------------|
| WEEK             | SEMINAR                                  | DATE         |
| 1                | #1: Introduction                         | September 5  |
| 2                | #2: Race, Ethnicity, and Identity        | September 12 |
| 3                | #3: Purity of Blood in the Iberian World | September 19 |
| 4                | #4: Colonial Socioracial Hierarchies     | September 26 |
| 5                | #5: Indigenous Survival                  | October 3    |
| 6                | #6: Mestizos and Mamelucos               | October 10   |
| 7                | #7: Africans and Mulattos                | October 17   |
| 8                | #8: Creole Identity Formation            | October 31   |
| 9                | #9: National Celebrations                | November 7   |
| 10               | #10: Indigenous Peoples and Citizenship  | November 14  |
| 11               | #11: Afro-Latin America                  | November 21  |
| 12               | #12: European Migration to South America | November 28  |

| WINTER TERM (2014) |   |             |
|--------------------|---|-------------|
| WEEK               | SEMINAR                                   | DATE        |
| 1                  | #1: Mestizaje                             | January 9   |
| 2                  | #2: Indigenismo                           | January 16  |
| 3                  | #3: Music and Dance                       | January 23  |
| 4                  | #4: Performance and Sport                 | January 30  |
| 5                  | #5: Culinary Practices and Cookbooks      | February 6  |
| 6                  | #6: Asian Latin America                   | February 13 |
| 7                  | #7: Arab Latin America                    | February 27 |
| 8                  | #8: Racial Democracy?                     | March 6     |
| 9                  | #9: Indigenous Activism                   | March 13    |
| 10                 | #10: Migrant Workers in El Norte          | March 20    |
| 11                 | #11: No Seminar: Research Papers Due      | March 27    |
| 12                 | #12: Latino Cultures in the US and Canada | April 3     |

## ADMINISTRATIVE/ACADEMIC MATTERS

### I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 3470” or “HIST 4470Y” or it may be placed into junk mail. You may feel free to email the instructor about any questions you may have concerning the course.

### II. BLACKBOARD

The syllabus, seminar readings, important handouts, internet links, and other important documents for this course will all be available for consultation on Blackboard.

### III. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically (with the exception of the research essay proposal). Assignments that are handed in late without the instructor’s permission will be penalized 5% of the assignment’s worth per day after the due date. To avoid a late penalty of two days on the weekend, email your assignment to the instructor upon completion and then submit a hardcopy to him at the following

lecture/seminar. When an assignment is more than a week overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a doctor's note for illnesses and establish a new due date in consultation with the instructor.

#### IV. ACADEMIC ASSISTANCE

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

#### V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the "[Guide to Writing an Essay](#)," "[Sample Paper](#)," and the "[Guide to the Evaluation of Essays](#)" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

#### VI. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before February 6, 2014.