

HILA 113
Spring, 2013
TuTh 12:30-1:50 p.m.
Solis Hall 110

**Lord and Peasant in Latin America
(From Columbus to Castro)**

Instructor: Dr. Eric Van Young

Office hours: Thursdays, 2-4 p.m., Muir HSS 5073

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Scope of the course: The course will focus on what is certainly one of the most important issues in the history of the Latin American region—the ongoing relationships between humans and the land, and the social and political arrangements that have grown out of those relationships and, in turn, influenced them. But it will take in more than just what might be called “agrarian” history—that is, the history of farming and farming peoples; it takes on something broader that might be called “rural history”—that is, not only farming, but other things that occur in rural areas. In contrast to the United States, for example, where in many areas of the country independent family farming came to predominate (although it is rapidly disappearing today), much of Latin America has seen the development of a hard-pressed peasant class on the one hand, and great privately owned estates (haciendas, ranchos, plantations) on the other. The reasons for this divergence will concern us in this course, as well as other aspects of man-land relationships, such as population change, technological innovation (or the lack of it), external dependency, political instability, and so on. The object of this approach is to show how fundamental the man-land relationship has been in the historical formation of Latin America, to look at the political as well as the economic dimensions of rural life, and to demonstrate some of the ways in which these same relationships influence societies in general.

Course format: 2 hours, 40 minutes of lecture weekly, with class discussion as appropriate, especially of the assigned books; possibly some guest lecturers; questions always welcome during lectures.

Course requirements:

- 1) Mid-term exam: in class, about 80 minutes long, consisting of an essay and several short identifications; 20% of final grade (a study guide will be made available several days in advance).
- 2) Final exam: during exam week, in class, about 2 hours 50 minutes long, mostly essay with some short identifications; 40% of final grade (study guide available in advance).
- 3) Research paper of **at least** ten pages in length, using **at least** six published sources **outside** the assigned class texts; 40% of final grade (see guide below).

Instructor's policies:

- 1) All exams must be taken in blue books.
- 2) The research paper must be typed.
- 3) No "Incompletes" will be given except for compelling personal and/or medical reasons.
- 4) No attendance will be taken, of course; but all things considered, you will not do well in the course unless you attend lectures regularly, especially since there is no central textbook.
- 5) Research papers should be turned in in the form of *hard copies*; lateness will be penalized two (2) points per day—i.e., two points Friday, two points Saturday, two points Sunday, two points Monday...so the papers will rapidly descend whole grade levels if late.

Required reading: The following books (in order of use) are all required reading for the course; all are available in paperback at the Price Center Bookstore (or you can get them anywhere you can find them, including in PDF format on the Internet). The books are also to be found on reserve in the Humanities and Social Science (Geisel) Library. The indication of the author's name in the lecture calendar below means that you should be reading the book concurrently with that unit of material, and that there is likely to be some class time devoted to discussion of the book during that unit of material. I cannot be more exact than that since, although these are the course texts, they are not "textbooks" in the conventional sense, but academic monographs, and each should be read as a whole. So, just start reading the book where it comes into the schedule and continue until you are finished with it.

Alfred W. Crosby, *The Columbian Exchange*, 30th anniversary ed., paperback, 2003.
 Eric Van Young, *Hacienda and Market in Eighteenth-Century Mexico*, 25th anniversary ed., paperback, 2006.
 Sidney W. Mintz, *Sweetness and Power*, paperback, 1986.
 Steven C. Topik and Allen Wells, *The Second Conquest of Latin America*, paperback, 1998.
 Paul Hart, *Bitter Harvest*, paperback, 2007.

Course Calendar
 (subject to change)

DatesLecture topics/readings

Weeks 1-2 (2/4, 9/11 April)

**NO CLASS MEETING TUESDAY 2 APRIL
 (Prof. Van Young will be out of town, so the
 first class will be on Thursday, 4 April)**
 Introduction and overview
 The history of population change
 Native societies of the Americas
Begin reading Crosby

Weeks 3-4 (16/18, 23/25 April)	The colonial period Begin reading Van Young
Weeks 5-6 (30 April/2 May, 7/9 May)	Latin America and the world economy to 1929 Sugar in the New World: Brazil Begin reading Mintz, followed by Topik/Wells Mid-term, in class, Thursday, 7 May (this date is approximate and subject to change, depending upon where we are in the lectures and reading)
Weeks 7-8 (14/16, 21/23 May)	Political solutions, I: The Mexican Revolution Begin reading Hart Political solutions, II: The Cuban Revolution
Weeks 9-10 (28/30 May, 4/6 June)	Economic solutions and their consequences Catch-up-day Research papers due by 5 p.m., Thursday 6 June

Guidelines for Research Papers

- 1) The paper is meant to accomplish three things: a) it is an exercise in writing; b) it is an exercise in research—specifically in this case historical materials and literature; c) it is meant to provide the student an opportunity to explore some aspect of Latin American history in greater depth than the overall course format allows, especially regarding life on the land.
- 2) **Students must consult** with instructor concerning the topic and sources for the essay; he will keep a list, and essays on topics that have not been approved will **not** be accepted. Topics should be selected as early in the quarter as possible (say, by the second or third week), and work on the research should begin early enough to avoid difficulty with obtaining books in the library, etc. Students should feel free to consult with the instructor regarding bibliography for the paper. The instructor will be available to read and comment upon paper drafts, provided these are not submitted at the last minute. **Papers will be checked for plagiarism**, which will be severely penalized in keeping with University regulations.
- 3) The topic should be sufficiently broad so as to allow the student to do sufficient research: i.e., not so narrow or specialized that there is no historical or other writing on it, but not so broad as to be meaningless. Example of the former: “Garbanzo Farming in Lower Baja California: Its Historical Influence”; example of the latter: “The Export Economies of Latin America since 1820.”
- 5) The essay should have a central idea, hypothesis, or argument—it should not just be a collection of odd facts thrown together. If students are in doubt as to what this means, they should consult with Professor Van Young about it. There will be discussion of the paper in

class, in any case.

6) The essay should reflect substantial thought and research in sources **outside** the course's assigned texts, although these may also be used. At a minimum, "substantial" means at least six sources (books, documentary collections, journal articles, etc.) related to the topic. Those students interested in working in primary (i.e., original, unpublished) sources, in materials in languages other than English (e.g., Spanish, French, Portuguese, etc.), or on areas not covered in the course (e.g., the Caribbean) are welcome to do so, but should consult with the instructor first. About sources on the Internet: **Be warned:** use these *sparingly* and *critically*, and when in doubt about them consult the instructor. If the paper's bibliography consists of six Wikipedia articles, it will get a failing grade. Just because something appears on the Internet does not mean that it's "true," or even useful.

7) The following are also important aspects of the essay:

- a) considerable attention should be paid to style, grammar, spelling, and so forth, and the final product should be proof-read carefully for errors; careless writing will be penalized when the grade for the paper is assigned;
- b) the essay should be *at least* ten pages in length, though anything up to about 25 pages or so will be read with interest; don't try to fudge the length by manipulating the margins or the font, please—Professor Van Young was not born yesterday;
- c) the essay should have a title page, some consistent form of references (foot-notes, end-notes, or social science-style notes within the text), and a bibliography at the end; if students are in doubt about proper citation form, they should consult a style manual;
- d) the paper should be typed, double-spaced;
- e) papers will be penalized for lateness;