HILA 113
Spring, 2011
TuTh 2-3:30 p.m.
Sequoia Hall 148

Lord and Peasant in Latin America
(From Columbus to the Chiapas Zapatistas)

Instructor: Dr. Eric Van Young
Office hours: Thursdays, 3:30-5:30 p.m., Muir HSS 5073
Direct office phone: x46891
e-mail: evanyoung@ucsd.edu (do NOT harass me by e-mail)

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 which 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; 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 dominate (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, not only historically (since we were all peasants at one time), but in the contemporary world.

Course format: 2 hours, 40 minutes of lecture weekly, with class discussion as appropriate. There may be as many as two guest lecturers filling in while Professor Van Young is out of town in April. It is essential that enrolled students attend these lectures, even if they are out of historical sequence, if for no other reason than that the material they cover is likely to show up on one of the exams.

Course requirements:
1) Mid-term exam: in class, about 75 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 2-1/2 hours long, mostly essay with some short identifications; 40% of final grade (study guide available in advance).
3) Book review essay; at least 8 pages in length (see paper guide beloww); 40% of final grade.

Instructor's policies:
1) All exams must be taken in blue books.
2) The book review essay 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.

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. 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.

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.
Paul Hart, ***Bitter Harvest***, paperback, 2007.

Course Calendar
(subject to change)

Dates	Lecture topics/readings
Weeks 1-2 (29/31 March, 5/7 April) (7 April: Prof. Van Young out of town; guest lecturer will be Dr. Miriam Riggs on slavery in Brazil)	Introduction and overview The population issue Native societies of the Americas (read the Crosby book in its entirety)
Weeks 3-4 (12/14 April, 19/21 April) (12/14 April: Prof. Van Young out of town; guest lecturer will be Dr. Christine Hunefeldt, of the UCSD History Department, on Latin American slavery, and the Incas)	Native societies, continued The colonial period (read book by Van Young)

Weeks 5-6 (26/28 April, 3/4 May)	Latin America and the world economy to 1929 Sugar in the New World: Brazil mid-term exam in class, probably in week 6 (Read the book by Mintz)
Weeks 7-8 (10/12 May, 17/19 May)	Political solutions, I: The Mexican Revolution (Read the book by Hart) Political solutions, II: The Cuban Revolution
Weeks 9-10 (24/26 May/31 May-2 June)	Economic solutions and their consequences (The Green Revolution) catch-up day papers due by 5 p.m., Thursday, 2 June

Guidelines for Book Review Essay

The object of this exercise is for the student to select a book of her/his choice (it may be in English or Spanish) which looks closely at some aspect of the rural or agrarian history of Latin America during the last 1000 years or so. Novels or works of literary criticism are not acceptable, travel accounts might be, depending on when and by whom they were written. In addition to the substantive learning (i.e., facts and generalizations) that such a close reading entails, the work reviewed should also be looked at from a critical point of view–that is, as a work of historical writing.

Basic requirements:

1) The paper should be at least eight pages in length, though longer essays will be read with pleasure (standard margins, spacing, and fonts, please).
2) The paper must be typed.
3) Considerable attention should also be paid to matters of style, proof reading, and so forth. If the paper is badly or carelessly written, the grade will suffer accordingly. If you do not have confidence in your writing abilities, come see the instructor for help, or consult one of the tutorial writing help programs on campus. *Complete* drafts (i.e., not just outlines or fragments of drafts) will be read by the instructor (and comments offered) if submitted in a timely fashion.
4) The book selection **must** be cleared with the instructor by the end of the eighth week of class (25 May). If this is not done, the essay will not be accepted–*count on it*.
5) Some suggestions about identifying interesting works to review:
   –consult bibliographies of course texts or other similar recent works
   –consult reviews and/or review articles in historical journals like *Hispanic American Historical Review*, *Mexican Studies/Estudios Mexicanos*, *Journal of Latin American Studies*, *Latin American Research Review,* etc. (all in UCSD library)
   –do thorough subject searches in on-line catalogs
   --browse the stacks in the Geisel Library (who knows—you might also find the love of your life there)

6) Don't pick the book on the basis of its length—i.e., the shortest book you can find. Nor should you just skim it and hope for the best; the book is meant to be read carefully, even if not obsessively, and should be considered as the fifth assigned text of the course. Aside from Professor Van Young's own book the reading is not especially dense or demanding, and is not excessive in quantity. In total it amounts to about 100 pages per week, hardly excessive for an upper-division course in a leading university.

The paper should engage with the following points, though not necessarily in this order, and students are welcome to discuss other aspects, as well:

1) State the central idea or hypothesis of the book, if you can detect one.
2) Summarize the arguments or points the book makes to prove the central idea or hypothesis, but be relatively *brief* and concentrated in your summary–don't go on and on restating the argument or the evidence.
3) Describe the kinds of evidence the author uses to prove her/his points–e.g., is it quantitative (in the form of numbers), and if so, are the sources likely to be reliable?; is it contemporary testimony of historical participants or observers?; is it mostly drawn from modern (present-day) accounts by historians or other scholars (i.e., "secondary sources")?; or is it a combination of these and/or other types of evidence? What kind of evidence do you find most convincing, and what are your reasons?
4) Discuss the logic of the arguments. Do the conclusions follow from the evidence? Is the reasoning clear? Do the arguments in fact prove the hypothesis, or not? Are the arguments convincing? If not, why not? Is the writing good?
5) Finally, state your opinion of the book. Did you like it? Do you think the book is original? Does it contradict any of what you have read elsewhere, or any ideas you may have held previously? Do any of the conclusions surprise you? (To help you situate the book in its field and develop a critical opinion of it, here is a tip: you might look up some reviews of it in scholarly journals, book review digests, newspaper book review supplements, etc., but be sure to cite the source if you quote from any of them; lengthy direct quotes from un-cited sources will be treated as plagiarism if detected.)
6) You may not use any of the assigned books in the course for the central work of this assignment, although you may choose to draw upon them for criticism, ideas, etc.