

Maria del Carmen Suescun Pozas
Lecture: Wednesday 5:00-7:00 pm, WH206
Office hours: Thursday 3-5 pm (or by appointment), GL247
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Introduction

This course offers you an entry-point into issues of race, class and gender as categories useful in the study of the history of the region. We will examine the question of how race or ethnicity, class and gender intertwined and shaped life in French, Spanish and Portuguese America (this includes the Caribbean) during the Colonial period (1500-1800), as well as during the Modern (early National) period (1800-1900), with some emphasis on the Twentieth century (second part of the Modern period). The course is organized thematically, each theme aiming at bringing in some analytical depth to a variety of issues with the purpose of helping you engage in sophisticated discussion at upper level courses should you wish to pursue further studies in Latin American history or professions that require knowledge of the region.

Objectives:

With this in-depth exploration of a single theme students will continue to refine the methods and skills that are proper to the historical disciplines.

The following is a summary of what historical thinking/writing comprises:

Problem Solving:

Identify central historical actors and their meaningfulness, identify geographical setting and time-frame, identify important institutional frameworks for human interaction, recognize economic, political, cultural, and social dimensions, identify patterns of continuity and change and the grounds for comparison and contrast using specific events as case studies, general themes, or categories of historical analysis.

Writing:

Developing a strong awareness of the fundamentals of grammar and style in writing, learning the fundamentals of essay writing, familiarizing themselves with the fundamentals of story-telling and narrative, and learning the protocols of writing in history.

Reading:

Become familiar with a variety of written sources, understand the audience for which the document is intended, identify the literary genre to which it belongs, identify the author's thesis statement, follow the author's central argument, learn to analyze and synthesize information, learn the fundamentals of historical interpretation.

Research:

Work with primary and secondary sources, learn to find support literature to compliment course material using library resources, prepare annotated bibliographies, use citation protocols, and familiarize themselves with various forms of dissemination of scholarly work. These may include books, refereed journal articles, book reviews and book chapters, as well as multimedia products such as websites, curatorial work for full or partial museum, gallery or web-based exhibits, digital visual or audio collections, and documentary films.

Institutional frameworks:

Be able to learn about public and private institutions that contribute to the dissemination of history works.

Work ethics:

Be able to work individually, learn to cooperate, learn to engage in team-work, set up short, medium and long-term goals and meet the goals, develop self-reflection skills and put what student learns about himself or herself to work in various learning environments, take responsibility for learning process in context, develop listening skills, and combine listening with communication effectively so as to create a life-enhancing environment for exchange.

Methodology:

This course invites students to consider the course syllabus, assignments, activities, and evaluation system from day one of class as part of a single joint venture in which teaching and learning bind together content, learning outcomes, instructional strategies and assessment protocols proper to the proposed field of inquiry.

Students will familiarize themselves with categories of analysis that are among the ones historians 'carry' in their toolbox: historical actors, their actions in context, their motivations and goals, and the balance historical actors strike between individual and group interests.

The weekly readings assigned for this course offer students an opportunity to learn how to theorize as well as read for race/ethnicity, class and gender with the aim of applying the lessons they learn in their independent research.

Lectures:

The two-hour lecture is not optional: it is a central component of this course. Important aspects of the profession, and working professionally are communicated to students during lecture. Furthermore, students do not simply 'attend' lecture, but rather are expected to participate as co-facilitators and actively engage with material presented during lecture.

Readings:

Readings include weekly readings and additional materials. The later will be made available to students in preparation to write their research papers. Students are responsible for finding these materials using Gibson Library resources.

On reserve at the Gibson Library:

URL: <http://e-reserves.library.brocku.ca/reserves/hist-3p21/#>

Seminars:

Seminars start on the week of January 14th and end on the week of March 25th.

SEM 1	F	9 am	PL311
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Any absence must be discussed with the professor in advance. Missing at least two seminars results in a failing grade on seminar participation (30% off the final grade).

Seminar will be led by Ken Scholtens ken.scholtens@gmail.com. Office hours and location TBD.

Assignments and Weighting of Marks

a) Seminar Participation	30%	
b) In-class Written Test	30%	(Feb 13th)

c) Research Paper Proposal and Annotated Bibliography	10 %	(Feb 6th)
e) Final Research Paper	30 %	(April 3rd)

Description of Assignments

a) Seminar Participation

Regular participation and attendance are essential to this course. It is important that everyone reads the assigned readings carefully (taking notes is recommended – a must!) and arrives at class ready for reflection and discussion with fellow participants. The grade will reflect both quantity and quality of contribution.

b) In-class Written Test

This is a 1h30 minute test with two open questions. This test is meant to help you prepare to write your research paper proposal and serve as foundation for your research paper: how to formulate a research question, how to read with that research question in mind, how to develop an argument and use evidence, as well as convey thought using an essay structure and writing conventions that are specific to the discipline. You will be asked to write two short essays drawing from lecture presentations, reading materials, and seminar discussions. If you attend and participate in lecture, actively participate in seminar discussions, and do the readings in a timely manner you will be well prepared to accomplish the task assigned. This is all it takes to be prepared. No questions will be pre-circulated.

c) Paper Proposal and Annotated Bibliography

A one-page proposal on a theme from lectures from February 27th-April 3rd, plus an annotated reading list which should include at least 5 articles and 3 books chapters, 2 books; or b) 8 articles and two books; or c) some combination of the other kinds of reading materials adding up to at least 10. Your proposal must demonstrate a good understanding of how race, class and gender play out or have a bearing on the topic of your choice following lecture presentations/discussions. The annotated bibliography must explain how you are already using the reading (rather than stating that you plan to use it in the future in one or another way). Discuss your topic with the professor in preparation to start working on the proposal. Remember to provide a working title. The proposal must be submitted on the due date via email: the subject line should read as follows: "Last Name, First Name, HIST3P21 Paper Proposal."

d) Final Paper

The final paper must demonstrate a deeper understanding of any specific theme addressed on a given week. In particular, and most importantly it has to demonstrate that you have been attending lectures and actively participated in seminars. It should include a cover page with the title, your name and I.D., seminar number and date; the essay proper should be about 8 pages long (maximum, font Arial, size 11), plus the bibliography. Use endnotes to make the page count easy. You must draw upon the weekly case studies, lectures, and required readings, as well as any additional reading materials provided by the professor or of your choice. The final paper must be submitted on the due date via email. The subject line should read as follows: "Last Name, First Name, HIST3P21 Final Paper."

Course Outline

Lecture 1 January 9 Introduction

Lecture 2 January 16 Race, Class and Gender: Categories for Historical Analysis

Lecture 3 January 23 Public vs. Private Sphere

Readings:

Ramón Gutiérrez, "Honor Ideology, Marriage Negotiation, and Class-Gender Domination in New Mexico, 1690-1846," *Latin American Perspectives* 12:1 (Winter 1985): 81-104

Sandra Lauderdale Graham, "Slavery's Impasse: Slave Prostitutes, Small-Time Mistresses, and the Brazilian Law of 1871," *Comparative Studies in Society and History*, Vol. 33, No. 4 (Oct., 1991), pp. 669-694

Lecture 4 January 30 Labour

Readings:

Steve J. Stern, "The Rise and Fall of Indian-White Alliances: A Regional View of "Conquest" History," *The Hispanic American Historical Review*, Vol. 61, No. 3 (Aug., 1981), pp. 461-491

Barbara A. Bush, *Slave Women in Caribbean Society, 1650-1838* (London and Kingston, 1990), Chapter 5 "The Woman Slave and Slave Resistance," pp. 51-82. HT 1071 B87 1990

Lecture 5 February 6 Mass Mobilization and Policy

Readings:

Aline Helg, "Race and Black Mobilization in Colonial and Early Independent Cuba: A Comparative Perspective," *Ethnohistory*, 44:1 (Winter 1997): 53-74.

Jim Handy, "The Most Precious Fruit of the Revolution: The Guatemalan Agrarian Reform, 1952-54," *Hispanic American Historical Review*, 68:4 (Nov., 1988): 675-705.

Lecture 6 February 13 In-class Written Test

Reading week

Lecture 7 February 27 Economy

Readings:

Lowell Gudmundson, "Peasant, Farmer, Proletarian: Class Formation in a Smallholder Coffee Economy, 1850-1950," *Hispanic American Historical Review*, 69:2 (May, 1989): 221-257.

David McCreery, "Coffee and Class: The Structure of Development in Liberal Guatemala," *The Hispanic American Historical Review*, Vol. 56, No. 3 (Aug., 1976), pp. 438-460

Lecture 8 March 6 Judicial Institutions

Readings:

Steinar A. Saether, "Bourbon Absolutism and Marriage Reform in Late Colonial Spanish America," *The Americas*, Vol. 59, No. 4 (Apr., 2003), pp. 475-509

Steven S. Palmer, "Law, Honor, and Impunity in Spanish America: The Debate over Dueling, 1870-1920," *Law and History Review*, Vol. 19, No. 2 (Summer, 2001), pp. 311-341

Lecture 9 March 13 Nation Building

Readings:

Mary Lowenthal Felsteiner, "Family Metaphors: The Language of an Independence Revolution," *Comparative Studies in Society and History* 25:1 (1983): 154-180

Florencia E. Mallon, "Indian Communities, Political Cultures, and the State in Latin America, 1780-1990," *Journal of Latin American Studies* (1992), 35-53.

Lecture 10 March 20 Popular Politics

Readings:

James Sanders, *Contentious Republicans: Popular Politics, Race and Class in Nineteenth-Century Colombia* (Durham, NC: Duke University Press, 2004), pp. 18-57.

Catherine LeGrand, "Informal Resistance on a Dominican Sugar Plantation during the Trujillo Dictatorship," *The Hispanic American Historical Review*, Vol. 75, No. 4 (Nov., 1995), pp. 555-596

Lecture 11 March 27 Material Culture

Readings:

Rebecca Earle, "'Two Pairs of Pink Satin Shoes!!' Race, Clothing and Identity in the Americas (17th-19th Centuries)," *History Workshop Journal*, No. 52 (Autumn, 2001), pp. 175-195

Robert M. Levine, "The Cautionary Tale of Carolina Maria de Jesus," *Latin American Research Review*, 29:1 (1994): 55-83.

Lecture 12 April 3 Race, Class and Gender Today

General Information:

Communication With Professor:

E-mail does not replace one-on-one discussions with me. Should you miss a class, questions regarding course content and assignments or any other content-related concerns SHOULD be brought up in seminar. I am happy to discuss things with you during my office hours or by appointment. All communication must display appropriate polite language.

Penalty for Late Submissions:

You must complete all the assignments for successful completion of this course. Do not consider skipping any assignment. There will be a 5-point penalty per-day for late submissions.

Withdrawal without Academic Penalty:

The date for withdrawal without academic penalty is March 6th, and the date by which students will receive notification of 15% of their final grade is March 6th.

On Plagiarism:

No computerized detection system will be used to mark written assignments for this course.

Academic Behaviour (Undergraduate and Graduate Students):

There is an expectation that all students shall act ethically and with integrity in academic matters and demonstrate behaviours that support the university's academic values.

These behaviours may include, but are not limited to:

1. Completing one's own original work;
2. Asking for clarification to ensure an understanding of expectations;
3. Collaborating appropriately; and participating actively in group work situations;
4. Acknowledging the contribution of others (giving credit);
5. Ensuring one's academic work is not used inappropriately by others (e.g., protecting access to computer files, research data or other academic work);
6. Acting ethically and with integrity while conducting research and in the reporting of research results;
7. Actively participating in the learning process;
8. Managing one's time.

All students are responsible for their behaviour and may face academic penalty under this policy should they engage in academic dishonest behaviours. Students in positions of responsibility, such as Teaching or Research Assistants, shall be expected to (not only) adhere to the academic principles and demonstrate behaviour that supports the University's mission, but also to encourage principles of academic integrity among the University community.

See respectful work and learning environment policy Office of Human Rights and Equity
<http://www.brocku.ca/humanrights/policyprocedures.php>

FROM THE FACULTY HANDBOOK: <http://www.brocku.ca/academic-integrity/academic-integrity-policy#1>

Academic Integrity:

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Brock University Graduate Calendar that pertains to academic misconduct (<http://www.brocku.ca/webcal/2011/graduate/acad.html#sec66>). Students are also reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University Community with disabilities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor, Schmon Tower, ext. 3240) and also discuss these accommodation(s) with the professor.

Safety Measures for Evening Courses:

BUSU Foot Patrol (ext. 4700) can walk you to your car or residence.

Evaluating Written Assignments

A Grade – Excellent (80-100%)

The A paper stands out and demonstrates commitment to excellence. It is technically well executed: well-written, free of errors of spelling and grammar. It is effectively organized and strongly argued and provides comprehensive coverage of its topic with few if any omissions or errors of fact or interpretation; it will be completely documented and properly formatted. (If appropriate, well researched, going beyond minimum requirements). The A paper will display maturity and independence of judgment.

B Grade – Good (70-79%)

The B paper shows good potential and strong effort and stands out from other papers, particularly at the upper B range (77-79). It has a clear thesis, effective research, and uses evidence well, though may not be entirely convincing in the form of its presentation. It may also suffer from minor omissions in research. The analysis amplifies the evidence, but remains somewhat underdeveloped.

C Grade – Acceptable (60-69%)

The C paper shows some effort and commitment, and a measure of organisation and argument. It is acceptable but lacks originality and needs significant improvement in one or more of the following categories: style, organization, argument, use of evidence, documentation.

D Grade – Poor (50-59%)

The D paper exhibits little or no originality, perhaps restating obvious points or failing to address the assignment. It demonstrates no clear argument (or lack of discernable argument entirely); frequent errors of spelling and grammar; content may be weak; formatting may be poor.

F Grade – Unsatisfactory (>45%)

The F paper will display minimal comprehension of the assignment or simply does not address the assignment at all. Many errors of spelling that mar the paper; writing will require attention; will not display solid knowledge of the subject, and may omit many key issues, facts, or interpretations; formatting problems; inadequately researched. Little effort.

Evaluating Participation in Seminar

Letter grade	Means you...
A (excellent preparation and contribution)	a) did all the assigned readings for the week for the lectures and the seminar; b) came to class well-prepared with questions and ideas for discussion; c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion; d) helped keep discussion focused on the assigned readings and issues in them; e) and contributed with <i>substantial, thoughtful comments or questions grounded in the readings</i> that move the discussion along, and avoided merely stating opinions.
B (good preparation and contribution)	a) did all the assigned readings for the week for the lectures and the seminar; b) came to seminar well-prepared with questions and ideas for discussion; c) listened respectfully and attentively to others' comments, encouraged others to participate, and avoided dominating the discussion; d) helped keep discussion focused on the assigned readings and issues in them; e) and contributed at least once with a <i>good, reasonable comment or question grounded in the readings</i> that moves the discussion along, and avoided merely stating opinions.
C (satisfactory preparation and contribution)	a) did most of the assigned readings for the week for the lectures and the seminar; b) came to seminar with questions and ideas for discussion; c) made an effort to contribute to the discussion but had difficulties in one or more of qualities c), d), and e) in the <u>previous letter grade</u> categories.
P	...were present but did not contribute to the discussion, or you did not prepare adequately and can therefore only state your relatively uninformed opinions based on your reaction to the discussion alone. If you attend regularly but make no effort to break the pattern of no contribution or poor preparation, you will receive a grade no higher than 8/20 for the seminar. See your seminar leader if you have questions or concerns.