HIST 4600 LTAM 4600 LTAM 5600 (005)
Senior Research Seminar:
Race in Latin America

CRN 23142
University of North Carolina at Charlotte, Spring 2014
Thursday, 3:30 to 6:15pm
Room Garinger 239

Instructor: Oscar de la Torre
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Office Hours: T 10:45 to 11:45am and R 1:30-3pm

Course Description:

This reading and writing colloquium examines the importance of race in Latin America, with a special focus on the roles that Indigenous and Afro-descendants have played in the history of the region. The Seminar will be based on the discussion and analysis of a collection of studies from multiple disciplines, and on producing a research paper using primary sources. Students will be invited to think and to work on the multiple facets of this theme, including racial inequality between Indians, Afro-descendants, and whites; race- and ethnicity-based social movements, institutions and policies; scientific racism; comparative perspectives with the USA and other nations; intellectual debates; artistic currents; religious practices; the relationship between racial and other inequalities; and other issues.

In addition to the assigned books, students will examine a variety of primary and secondary sources. The class will look at these eclectic sources and apply techniques used by historians: to pose a historical question, to know where to look for primary and secondary sources to answer a question, to assess a source’s authenticity, value, and its strengths and weakness, to place evidence within a historical context, to form a hypothesis, to use evidence to craft an argument to prove a hypothesis. The objective is to improve your analytical and writing skills. The variety of sources also spices up the class by introducing students to the information researchers dig to find, wrestle to interpret, and pull together to write an essay or book that is accurate, persuasive and interesting to read.

Thematic Goals:

- Understanding the nature, magnitude, and variety of the roles played by Native and African-descended peoples in the history of Latin America.
- Practicing new ways of looking at history: beyond the borders of nation states, and beyond elite-based narratives.
- Exploring some of the main topics and discussions in the field of race in Latin America.
Methodological Goals:

- Carrying out a research project involving:
  - the formulation of a research question
  - the identification of appropriate sources to respond to it
  - the discussion of scholarship in that field
  - data analysis
  - writing a research paper

- More broadly:
  - Developing our analytical skills.
  - Familiarizing ourselves with the use of, and access to, archives and historical documents.
  - Improving our writing.
  - Adopting a proactive attitude in the learning process.

Requirements:
1. Attendance is mandatory. You are allowed to miss 1 class in the entire semester. Beyond that, a 2.5% per missed class will be subtracted from your final grade.
2. Doing the required assignments. Late papers will be docked ten percentage points a day. In the case of the final paper, no late submissions will be accepted.
3. Taking a professional, pro-active, and participative attitude in class.
4. Enjoying the process of learning.

Evaluation:

- Professionalism (5%): Coming to class on time and maintaining a respectful and constructive learning environment.

- Class discussion (20%): Participation in every class discussion and showing mastery of the assigned readings is required to succeed in this class.

- 5 Reaction papers (25%): 2-3 pp. reviews of the assigned books covering its most significant findings and its use of empirical data.

- Large research paper (50%). Grade breakdown:
  - Annotated list of primary and secondary sources (5%).
  - Paper abstract (5%)
  - Final paper draft (10%)
  - Final version of the 16-20 pages paper (30%). More details will be provided.

Grade categories:
- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F <60%
Note on Disabilities: Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services at http://ds.uncc.edu/ or 704-687-4355 and follow the instructions of that office for obtaining accommodations.

Required Readings (on reserve at Atkins library and available at the campus bookstore):


Moodle 2: The use of Moodle 2 is fundamental to succeed in this course. Students are therefore expected to know how to use their Moodle accounts. Log in to 49er Express and click on “Access Moodle.” Click on the title of the class, and you’ll be there. If you have doubts or problems with Moodle, contact Information Technology at (704) 687 55 00.

Cell phones and computers: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

NOTE: The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class.

Schedule of classes:
Week 1 (Thurs 1/9)

UNIT 0: Introduction.
- How to succeed in this class. How to read, how to write.
- Overview of research topics.

TO DO:
- Buy Rampolla and Eltis.
- Take the Online Quiz on Plagiarism, AND:
- Start thinking of your research topic asap.

Week 2 (Thurs 1/16)

UNIT 1: Identifying a research topic
- Discussion of online sources: print, audio, electronic, and published.

READINGS TO DISCUSS:
- Carefully preview one website out of the list posted on Moodle 2. Read a large sampling of the material posted. What catches your eye? Can you trust the accuracy of this site? How can you use this site to help you write a research paper? How easy is it to search it? How easy is it to browse? Are there primary or secondary sources posted to it? How would you improve the site? Did you find another site useful for your research interests? Bring answers to these questions and others you think of to class.
- Decide a subject and list of primary and secondary sources for your research paper asap.

Week 3 (Th 1/23)

UNIT 2: Identifying a research topic, II
- Library instruction visit at Atkins Library, room 125.

READINGS:
- DECIDE your research topic and prepare your annotated list of sources for next week.
Week 4 (Th 1/30)

UNIT 3: The Early Colonial Period, 1492-c.1700
- Latin American race relations in the making.
- Using quantitative sources (TSTD).

TO DO:
- Eltis and Richardson, chaps. 1-5 and 7.
- Turn in annotated list of sources.

Week 5 (Th 2/6)

UNIT 4: Colonial Changes, 1650-1800
- The heyday of slavery and the plantation economy.
- Using quantitative sources (TSTD), II.

TO DO:
- Finish Eltis and Richardson (chaps. 6 and 8-12).
- Turn in book review 1 (Eltis and Richardson).

Week 6 (Th 2/13)

UNIT 5: Late Colonial Changes and Independence, 1700-c.1850
- The enlightenment: new ideas on race and on politics.
- Using travel accounts as a historical source.

TO DO:
- Pratt, *Imperial Eyes*
- Turn in book review 2.

Week 7 (Th 2/20)

UNIT 6: Nation-Making in Latin America, 1800-1950
- Race and nation-making in Latin America.
- Using sources about culture to write about nation.

TO DO:


- READ Chasteen, *National Rhythms*.
- Turn in book review 3.

**Week 8 (Th 2/27)**

UNIT 7: Imperialism, Race, and U.S.- Latin American Relations, 1898-2000

- The role of race in U.S.- Latin American relations.
- Using visual documents as research data.
- Skype interview with Bonnie M. Miller.

TO DO:

- READ Miller, *From Liberation to Conquest*.
- Turn in book review 4.

*** SPRING RECESS – Week of March 3 to 8 ***

**Week 9 (Th 3/13)**

UNIT 8: Scientific Racism, 1890-1930

- Scientific theories of racism.
- Using scientific works as a source.

TO DO:

- No book review this week.
- Turn in paper abstract (more details will be provided in class).

**Week 10 (Th 3/20)**

Individual meetings to discuss paper abstract.

- No formal class this week.

**Week 11 (Th 3/27)**

UNIT 9: Comparing Race in the U.S. and Latin America

Using intellectual works as a source.

TO DO:

**Week 12 (Th 4/3)**

UNIT 10: The Rise of Indian Movements in the 20th Century
- Indian political organizations, citizenship, and multiculturalism in Latin America.
- Using social movements information as a source.

TO DO:
- READ Eisenstadt et al.
- Turn in book review 5.

**Week 13 (Th 4/10)**

No class this week – work on research papers.

**Week 14 (Th 4/17)**

UNIT 11: Our own work, I
- TURN IN FINISHED DRAFT on TUESDAY (4/15) at 5 pm by e-mail. The instructor will pair the students and send the drafts to each pair.
- Every student will discuss his/her peer’s paper in class.

**Week 15 (Tu 4/22 – Th 4/24)**

UNIT 11: Our own work, II
- Second half of peer discussion of papers in class.

*Turn in final paper in class on Thursday, May 8th, 2 pm.*
On Cheating and Plagiarism: All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at http://legal.uncc.edu/legal-topics/standard-syllabus-policies#plagiarism

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Expectation of Student Work: This 3-credit course requires a minimum of 2.5 weekly hours of classroom or direct faculty instruction and 5 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: reading, library research, studio work, written assignments, and studying for exams. Given the heavy workload of this load, it is strongly advised that the students do not take many more credits in other classes.