

Syllabus: Introduction to Latin American History

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Course Description:

This course is a survey of Latin American environmental history from the pre-Colombian period. It will focus primarily on the regions colonized by Spain and Portugal, but attention will also be given to developments outside the Ibero-American world that have contributed to the region's social, political, economic, and cultural development.

Course Objectives:

You will learn about Latin American environmental history from both scholars who have written about it and from the people who experienced it. In addition, you will learn about how scholars have defined environmental history in Latin America; what debates have characterized the field and how the field; and how attention to the environment can enrich other fields of history.

Course Requirements:

The first paper will be 800-1,000 words, and will cover the first three weeks of class. The second paper will be 1,500-1,800 words. It will be a revised and expanded version of the first paper, incorporating both my feedback on the first paper and material from the subsequent readings and lecture. The midterm and final will consist of multiple choice questions, short answer questions, and historical IDs. Guidelines for the papers will be discussed further in class. Grade breakdown is as follows:

- Paper 1: 15%
- Midterm: 20%
- Paper 2: 35%
- Final Exam: 30%

Required Readings:

1. Thomas Rogers, *The Deepest Wounds: A Labor and Environmental History of Sugar in Northeast Brazil*.
2. Gabriela Soto Laveaga, *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of the Pill*.
3. Additional readings posted on Gauchospace.

Course Policies

Attendance: You are expected to attend every lecture and every single one of your section meetings. Please arrive on time. Missing a substantial number of lectures and/or sections will negatively affect your grasp on the material and completion of your assignments.

Technology: Phones must be put away and silenced during class and section. Laptops are allowed for note-taking and accessing digital copies of course materials only. PowerPoint slides for the week will be posted on Gauchospace at the end of each Thursday's lecture.

Late and Missed Assignments: Both papers will be submitted via Gauchospace. Late work will not be

accepted.

Note on Grading: If you disagree with a grade you received, you need wait **twenty-four hours** after you received your assignment before contacting me.. I reserve the right to raise, lower, or maintain your grade

Plagiarism: Using someone else's ideas or words as your own without proper citation is against academic integrity policies at the university and will not be tolerated. UCSB's plagiarism policy can be found here: <http://judicialaffairs.sa.ucsb.edu/PDF/academicintegflyer.pdf>

Class Schedule

Week 1: Introduction to Latin American Environmental History

Lecture 1: What is Environmental History?

Lecture 2: America and its Environments to 1492

Reading: Shawn William Miller, *An Environmental History of Latin America*, Introduction.

Thomas Rogers, *The Deepest Wounds*, Introduction, Ch. 1, 2.

Week 2: The Columbian Exchange

Lecture 1: Mesoamerica and the Andes in the Fifteenth Century

Lecture 2: Portmanteau Biota and Their Consequences

Reading: Thomas Rogers, *The Deepest Wounds*, Ch. 3, 4.

Week 3: Colonizing Knowledge

Lecture 1: The Nature of the *Encomienda*

Lecture 2: Silver Mining in Zacatecas and Potosí

Reading: José de Acosta, *Natural and Moral History of the Indies*, excerpts.

Thomas Rogers, *The Deepest Wounds*, Ch. 5, 6.

Week 4: New Republics of Nature

Lecture 1: Of Museums and Maps **Paper 1 Due in Lecture**

Lecture 2: "Beyond Imported Magic"

Reading: Thomas Rogers, *The Deepest Wounds*, 7, Conclusion. Claudia Leal, *Landscapes of Freedom*, excerpts.

Week 5: Resource Extraction, Neocolonialism, and Classical Liberalism

Lecture 1: Coffee and Sugar in Brazil

Lecture 2: Guano and Nitrates in Chile, Peru and Bolivia. **Midterm Exam**

Reading: Edward D. Melillo, "The First Green Revolution: Debt Peonage and the Making of the Nitrogen Fertilizer Trade." John Soluri, "People, Plants, and Pathogens: The Eco-social Dynamics of Export Banana Production in Honduras, 1875-1950," *Hispanic-American Historical Review*.

Week 6: Land, Water and Resource Nationalism Part I Mexico

Lecture 1: Conquering Nature in Mexico: The *Porfiriato* and the Mexican Revolution

Lecture 2: The Nature of Revolution: Land, Water, and Oil

Reading: Gabriela Soto Laveaga, *Jungle Laboratories*, Introduction Ch. 1, 2. Mikhael Wolfe, *Watering the Revolution*, excerpts.

Week 7: Land, Water and Resource Nationalism Part II Bolivia

Lecture 1: The 1952 Bolivian Revolution

Lecture 2: Tin and Natural Gas in Bolivia

Reading: Gabriela Soto Laveaga, *Jungle Laboratories* Ch. 3, 4, 5. Kevin Young, *Blood of the Earth*, excerpts.

Week 8: Environmentalism in Latin America

Lecture 1: Early Discourses of Conservation

Lecture 2: National Parks in Latin America

Gabriela Soto Laveaga, *Jungle Laboratories*, 6, 7. Frederico Freitas, "A Park for the Borderlands: The Creation of the Iguaçu National Park in Southern Brazil, 1880-1940," *Revista de Historia Iberoamericana* 7 No. 2 (2014): n.p.

Week 9: Neoliberalism, Resource Conflicts, and Environmental Justice in Latin America

Lecture 1: The Lithium Boom in Bolivia and Chile

Lecture 2: Of Water Wars and Mega-Dams. **Paper 2 Due in Lecture.**

Reading: Gabriela Soto Laveaga, *Jungle Laboratories*, 8, 9, Epilogue.

Week 10: Global Warming and the Anthropocene in Latin America

Lecture 1: Environmental Justice in Latin America Part I

Lecture 2: Environmental Justice in Latin America Part II

Reading: TBD.

Final Exam

Student Resources on Campus^{SEP}

The Women, Gender, & Sexual Equity Department supports and celebrates students, faculty, and staff from diverse gender identities. It is composed of four main areas: Women's Center Programs, Rape Prevention Education Program, Non-Traditional Student Resource Center, and LGBT Resources/Resource Center for Sexual & Gender Diversity. <http://wgse.sa.ucsb.edu/>

The Resource Center for Sexual and Gender Diversity (RCSGD) provides a visible presence on campus for queer students, which enhances connections and community. They aim to work collectively to create and implement programming, design and distribute publicity, outreach to communities, collaborate with other campus groups, provide resources and advocate for improving the campus climate for LGBTQ communities. RCSGD is located in 3112 SRB. <http://wgse.sa.ucsb.edu/RCSGD/home>

Disabled Students Program (DSP) Students with disabilities are responsible for ensuring that DSP is aware of their disabilities and providing appropriate documentation. DSP is located in 2120 Student Resource Building (SRB). <http://dsp.sa.ucsb.edu/>

Campus Learning Assistance Services (CLAS) assists students in their mastery of University course material through course-specific tutoring and academic skills development. CLAS services complement University instructions and lead to increased understanding and improved performance. CLAS is located in 3210 SRB.

<http://clas.sa.ucsb.edu>

Counseling & Psychological Services (CAPS) provides counseling and mental health services, CAPS to ensure students and the community at large remain healthy within their academic and personal lives. Phone counseling is available 24/7 at (805) 893-4411. Their main office is located in the Counseling and Career Services - Building 599, but there are offices on and near campus. <http://counseling.ucsb.edu>

Responding to Hate Incidents: Hateful actions based on race, ethnicity, religion, gender, sexual orientation, gender identity, citizenship status, age, or disability is not acceptable. In the event that a hate crime or incident does occur, please report it. Reports may be made anonymously.

<http://judicialaffairs.sa.ucsb.edu/hate.aspx>

***This syllabus is tentative and subject to change. The instructor will inform students of any changes and update the syllabus as necessary.