

University of Wisconsin-Madison
Professor Marcella Hayes
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Wednesdays 1:20 PM – 3:15 PM

HIST 201-002 The Historian's Craft
Nation Breakers, Nation Makers: Revolution, Rebellion, and Reform in Latin America



Pancho Fierro, "Función de los negros," c. 1836

This course teaches students how to think, research, speak and write like historians. We will approach the study of history not just as a series of events but as the study of the many ways in which events can be interpreted. We will do this by examining the long-term history of revolution, rebellion, and reform in Latin America, from before the Spanish invasion of the Americas to the end of the twentieth century. We will ask what people expected of their political leadership and how they defined good governance. We will explore what their options were to protest or to demand change if they felt change was necessary. We will ask how these concepts changed over time and how they stayed the same. We will explore secondary sources by other historians to trace major historical events, and will interpret primary sources, such as speeches, legislation, oral histories, poetry, paintings, and photographs, to explore how all sectors of society helped foment change.

Expectations and Basic Information:

This is an undergraduate seminar that meets weekly. It is a 3-credit course. It is not open to students who have taken a History 201 class before. It satisfies the Humanities breadth requirement and the Comm-B requirement, which means we will practice: asking questions; finding and citing sources; developing and presenting an argument; planning further research; and communicating ideas and research findings effectively through formal and informal written and oral presentations. This class will take place in the classroom. The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the courses learning activities (45 hours per credit), which include regularly scheduled instructor:student meeting times once a week, reading, writing, field trips, and other student work as described in the syllabus.

We will have two field trips: one to Library Special Collections (March 9) and one to the Chazen Museum (April 6).

Course requirements include participation (20%), two oral presentations (10%), building blocks of the final paper (40%) and the final research paper (30%). The paper should examine a revolution, rebellion, or protest movement in Latin American history. It should be formatted and cited in Chicago Style. You can feel free to use examples discussed in class, but you must also conduct your own independent research.

All written assignments, except for the final paper, are due on Wednesdays before class begins. All due times are in Central Time; if you happen to be in another time zone when something is due, you are responsible for keeping track of the correct due time.

You have *a one-time-use 24-hour extension* that you may use, no questions asked, on any written assignment except for peer review feedback and the final due date of the paper. You do not need to explain why you are taking it; simply email me that you are taking your extension and I will note it. Once you have used your extension, each late assignment will be docked 10 percent per 24 hours that it is late (for example, a 97 becomes an 87; an 85 becomes a 75).

This has been a challenging two years for everyone. If you are not okay, please come to office hours or email me as soon as possible. I will do what I can to make life easier for you in this class. The sooner you let me know what is going on, the more I can do to help you, so don't be afraid to say something if you are struggling.

Required Books:

José Murilo de Carvalho, *The Formation of Brazilian Souls: Imagery of the Republic in Brazil*, Clifford E. Landers trans. (Notre Dame, IN: University of Notre Dame Press, 2012).

This book will be available at the library reserve desk. When you read this book, you will practice “digesting” it in four hours – that is two library reserve sessions, so you can do the whole assignment through library reserves if you budget your time well. If you have trouble

accessing a copy for any reason, please let me know by March 11 (the last day before Spring Break; we read the book the week after Spring Break).

All other course materials will be available on Canvas.

Contacting Me:

COVID permitting, my office hours are from 2:00 pm to 4:00 pm on Mondays in my office, Mosse Humanities 4114. You can also make an appointment with me if that is not a convenient time. You can come to office hours for any reason, including but not limited to: talking about an assignment; discussing the history major or other historical projects you might want to pursue; asking for help if you are struggling.

I respond to emails within 48 hours, except on weekends. If you email me on a Friday after 6 pm, you will not hear from me until Monday at 9 am. If you have an emergency, please put “EMERGENCY” in the subject line so that I can get back to you more quickly.

Please practice basic email etiquette. This means beginning your email with “Dear Professor Hayes” and ending it with an appropriate salutation such as “Thank you” and signing your name. The subject line should include the name of the class and a short description of your question. For the foreseeable future, email is an important part of professional life and college is an important time to establish good habits. If you read this, you can get 2 points of extra credit by sending me a picture of a cute animal by 5:00 PM on Friday, January 28.

Assignments:

Participation (20%)

Active participation is required. You must make regular contributions to discussion, listen attentively, and interact constructively and respectfully with class members whose perspectives may differ from yours.

I expect that you will come to class when you are able, because you will get a lot more out of what you read, and your critical communication skills will improve much more quickly. However, if you may have been exposed to COVID-19 or you don't feel well, please stay home. Because of the pandemic, your participation grade will be based on the quality of your participation, and attendance will not count. If you know you cannot come to class, alert me as soon as possible. I encourage you to reach out to your fellow students and/or meet with me to catch up. You will find any visual aids, PowerPoints, or collective brainstorming efforts listed under the date on Canvas within 24 hours.

To help us share information and keep each other safe, I am assigning each of you to take notes twice over the course of the semester. There will be at least two note-takers per class. You will fill out a short worksheet (available on Canvas), then **return the notes to me within 24 hours** for me to post on Canvas so people who were not there can read them. If you are sick or out on the day you are assigned to take notes, I will reassign you to a different day. Each day you take

notes counts as 2.5% of your total grade (folded into your participation grade), and you are graded on whether or not you filled out the worksheet as instructed.

You must bring copies (digital or otherwise) of your readings to class with you so that we can consult them together. The only exception will be March 23, when we read a whole book; if you used the course reserve copy, your careful notes will be sufficient.

Oral Presentations (10%)

You are responsible for two oral presentations this semester: a primary source oral presentation and a secondary source oral presentation. Each one is worth 5% of your grade.

You will sign up in pairs for the primary source oral presentation during the second week of class. You and your partner will lead the discussion about the primary source material during one of the weeks of class. Both of you will open the discussion by taking turns explaining who made the primary source(s) (and any relevant biographical information about that person/those people); when it was made; and in what context (maximum 5 minutes). The two of you will then prepare four discussion questions to ask the class about the primary source(s). You will guide the class discussion through your four questions. If there is more than one primary source for that week, you may choose one or you may talk about all of them – it's up to you and your partner. If you do not have a partner because we have an odd number or your partner drops the class, you will lead by yourself, and you will only have to come up with two questions. To get an A on this assignment, your presentation must be polished and thoughtful – you should have practiced your delivery at least a couple of times before you come to class.

The secondary source oral presentation will take place on March 2. You will be assigned to a group. Each of you will be responsible for reading a secondary source. Together, you will give a 10-minute presentation to the class, giving some biographical information about the author, and explaining the argument, the subject, the source base, and the scholarly intervention of the secondary source. (There will be more information to guide you through this presentation on Canvas.) As with the individual presentation, your presentation must be polished, practiced, and thoughtful in order for you to get an A.

Building Blocks of the Final Research Paper (40%)

Wednesday, February 9 (1:20 PM): Research Paper Brainstorm (2.5%), 2 paragraphs.

You will brainstorm two different potential ideas for your final research paper. You will write a paragraph for each idea, explaining what the idea is, what kinds of primary sources you might potentially use to write about them (you will need at least 4 for the final paper), and what advantages and disadvantages there may be to pursuing this project. To get an A on this assignment, you must show me that you have thought carefully about the feasibility and the source base of your potential projects.

Wednesday, March 9 (1:20 PM): Primary Source Analysis (2.5%), 1-to-2 double-spaced pages.

You will choose one of the primary sources you might use for your research paper. Just as with the presentations on primary sources, you will explain who made the source (and any relevant biographical information about them) and the context in which it was made. Do a close reading of the primary source; use your close reading to make a valid historical argument. You must cite the primary source in a Chicago Style footnote (as if it were a paragraph of your final paper). The primary source can be in English, Spanish, or Portuguese; if it is in Spanish or Portuguese, translate any quotations to English and put a footnote with the original text.

Wednesday, March 23 (1:20 PM): Annotated Bibliography (10%), 2 primary and 2 secondary sources.

This will be a bibliography with at least two primary and two secondary sources in it, formatted in Chicago Style. After each source you will write a double-spaced paragraph. This paragraph will include: a summary of the source's content; an explanation of its argument/intervention; and a note on how it will help you to write your paper.

Monday, March 28 (1:20 PM): Draft Thesis Statement

Send me a one-sentence draft of the thesis statement. The thesis statement must be appropriate to the scope of a 10-12 page research paper and must pass the "flip test." This will count toward participation credit rather than final research paper credit.

Week of March 30: Individual Meetings with Prof. Hayes

During the week of March 30, we will not meet as a group. You will meet with me individually to discuss your draft thesis statement and your plans for the paper. You will sign up for the meetings on March 23. These meetings will be over Zoom because I will be overseas.

Wednesday, April 13 (1:20 PM): Rough Draft (10%), at least 5 double-spaced pages.

You will turn in a rough draft of your paper. It should be formatted in Chicago Style and should contain an introduction (with a valid historical thesis), a historiography section, at least one primary source analysis, and a bibliography (cut the annotations out this time). If you want to turn in a longer rough draft, or even a complete rough draft, you are more than welcome.

Wednesday, April 20 and Wednesday, April 27 (1:20 PM): Full Draft and Peer Review (5%)

On April 20, you and one of your peers will send each other (and me) full drafts of your papers. You will read each other's papers and fill out a peer review worksheet (available on Canvas). On April 27, you will send the filled-out worksheet to me and to your partner. You will meet with each other in class on April 27 to discuss the feedback and potential ways to move forward. I will grade whether or not you did the worksheet, and also, whether or not the paper is a 10-to-12-page draft with both an introduction and a conclusion. I will not evaluate the specific changes you made to your draft, but I will look at them so that I understand what your peer editor is talking about in their comments. If, after peer review, you have questions or concerns and want to meet with me to check your plan, you are welcome to do so. Please remember that you cannot use your one-time-use 24-hour extension for this assignment.

Wednesday, May 4 (11:59 PM): Final Research Paper (30%)

This should be a 10-to-12-page, double-spaced paper about a Latin American revolution or rebellion. Your paper should reflect the process of careful revision that we have been pursuing all semester; you must consider the feedback from me and from your peer editor. You should use at least four primary and five secondary sources (if in doubt about which sources count as primary or secondary, ask me). The paper should prove a valid historical argument. It should have an introduction, a historiography section, primary source analyses, a conclusion, and a bibliography. It should be formatted in Chicago Style. Please remember that you cannot use your one-time-use 24-hour extension for the final paper.

Week 1.

January 26

Introduction: Thinking Like Historians

Week 2.

February 2

TOPIC: Early Andean Discontents: The Fractious Inka Empire

SKILL: What is a primary source?

Secondary Sources:

S. Elizabeth Penry, "Inca and Asanaqi in Qullasuyu," in *The People Are King: The Making of an Indigenous Andean Politics* (New York: Oxford University Press, 2019), pp. 29-42, plus notes and bibliography

Nigel Davies, "The Decline and Fall," in *The Incas* (Boulder: University Press of Colorado, 2007), pp. 181-187, plus notes and bibliography

Primary Sources:

Felipe Guaman Poma de Ayala and Roland Hamilton, "The twelfth Inca, Huascar Inca," *The First New Chronicle and Good Government: On the History of the World and the Incas up to 1615* (Austin: University of Texas Press, 2009), pp. 88-90.

"The Inka's Tunics," in *Colonial Latin America: A Documentary History*, Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds. (Lanham, MD: SR Books, 2004), pp. 14-18.

Week 3.

February 9

TOPIC: Violent First Encounters

SKILL: How do we judge the reliability of a narrator?

Due: Paper Brainstorm

Secondary Source:

Olivia Harris, "The Coming of the White People: Reflections on the Mythologization of History in Latin America," *Bulletin of Latin American Research* 14:1 (January 1995), pp. 9-24.

Primary Sources:

Christopher Columbus, "Letter from Christopher Columbus (1493)"
"Omens Foretelling the Arrival of the Spaniards," in Miguel Leon-Portilla ed. *The Broken Spears. The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 1962), pp. 3-36.

Week 4.**February 16****TOPIC: Turbulence and Anti-Black Violence in Mexico City, 1612****SKILL: How do we read primary sources "against" each other?****Secondary Source:**

María Elena Martínez, "The Black Blood of New Spain: *Limpieza de Sangre*, Racial Violence, and Gendered Power in Early Colonial Mexico," *The William and Mary Quarterly*, vol. 61, no. 3, July 2004, pp. 479-520.

Primary Sources:

Don Domingo de San Antón Muñón Chimalpahin Quauhtlehuanitzin, *Annals of his Time*, James Lockhart, Susan Schroeder, and Doris Namala, ed. and trans. (Stanford, CA: Stanford University Press, 2006), pp. 214-25.

"Juan Roque's Donation of a House to the Zape Confraternity, 1623," in *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*, Kathryn Joy McKnight and Leo J. Garofalo, eds. (Indianapolis and Cambridge: Hackett Publishing, 2009), pp. 83-103.

Week 5.**February 23****TOPIC: The Tupac Amaru Rebellion****SKILL: How do we build a valid historical argument about a primary source or group of sources?****Secondary Source:**

Jan Szeminski, "Why kill the Spaniard? New Perspective on Andean Insurrectionary Ideology in the 18th century." In *Resistance, Rebellion and Consciousness in the Andean Peasant World 18th-20th Centuries*, Steve Stern, ed. (Madison: University of Wisconsin Press, 1987), pp. 166-192.

Primary Sources:

"Arequipa Pasquín (Lampoon)," January 5, 1780, *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*, Ward Stavig and Ella Schmidt, eds. (Indianapolis: Hackett, 2008), pp. 53-54

"Tupac Amaru Declares Himself Inca and Ruler," *The Tupac Amaru and Catarista Rebellions*, p. 67

"Tupac Amaru's Edict to the Province of Chichas," *The Tupac Amaru and Catarista Rebellions*, pp. 73-74

“Female Kuraka Tomasa Titu Condemayta to Tupac Amaru,” *The Tupac Amaru and Catarista Rebellions*, pp. 89-91

Week 6.

March 2

TOPIC: Latin American Independence Movements

SKILL: How can we use secondary sources to help us build our argument? What is historiography?

Group Presentation Today

Secondary Sources:

GROUP 1. Benedict Anderson, “Creole Pioneers,” *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London/New York: Verso, 2006), pp. 47-65.

GROUP 2. Peter Blanchard, “A Historical Tradition” and “Fighting for the Patria,” *Under the Flags of Freedom: Slave Soldiers and the Wars of Independence in Spanish South America* (Pittsburgh: University of Pittsburgh Press, 2008), pp. 1-16 and 37-63.

GROUP 3. Francois-Xavier Guerra, “The implosion of the Spanish American Empire: Emerging Statehood and Collective Identities,” in Luis Roniger and Tamar Herzog, eds. *The Collective and the Public in Latin America: Cultural Identities and Political Order* (Brighton: Sussex Academic Press, 2000), pp. 71-93.

GROUP 4. John Lynch, “Preface” and “Creole Revolution,” *Simón Bolívar: A Life* (New Haven: Yale University Press, 2008), pp. xi-xiii and 41-64.

Primary Sources:

Manuel Belgrano, “The Making of an Insurgent,” in *Latin American Revolutions*, John Lynch, ed. pp. 258-262.

“The Argentine Declaration of Independence (1816),” in *Colonial Latin America: A Documentary History*, pp. 345-346.

Week 7.

March 9

TOPIC: Benito Juárez, Maximilian I, and the Rise and Fall of the Second Mexican Empire

SKILL: How do we enlist librarians to help us do research? What is a special collection and how can we use it?

Due: Primary Source Analysis

Visit to Library Special Collections

Complete the [Introduction to Special Collections at UW](#) module

Secondary Source:

Robert H. Duncan, "Political Legitimation and Maximilian's Second Empire in Mexico, 1864-1867," *Mexican Studies/Estudios Mexicanos* 12:1 (Winter 1996), pp. 27-66.

SPRING BREAK: March 12-March 20

Week 9.

March 23

TOPIC: Brazil from Empire to Republic: Abolition of Slavery and Coup d'État

SKILL: How do we read a scholarly book for argument and key details without being bogged down?

Due: Annotated Bibliography

Secondary Sources:

Natalia Brizuela, "The Formation of Brazilian Souls: Imagery of the Republic in Brazil by José Murilo de Carvalho (review)," *Hispanic Review* 84(3), Summer 2016, pp. 323-325.

José Murilo de Carvalho, *The Formation of Brazilian Souls: Imagery of the Republic in Brazil*, Clifford E. Landers trans. (Notre Dame, IN: University of Notre Dame Press, 2012).

Primary Source:

"Hours of Bitterness and Terror: A Planter's Account of the Ending of Slavery in Sao Paulo (March 19, 1888)," *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, Robert E. Conrad, ed. (University Park, PA: Pennsylvania State University Press, 1994), pp. 476-479.

Week 10.

March 30

Due (March 28): Email Draft Thesis Statement to Prof. Hayes

NO CLASS: Individual Meetings with Prof. Hayes

Week 11.

April 6

TOPIC: Cuban Independence

SKILL: How can we find helpful primary sources in newspaper databases? How can we use newspaper articles as evidence?

Secondary Source:

Ada Ferrer, *Cuba: An American History* (Scribner: New York, 2021), pp. 129-166.

Primary Sources:

Richard Harding Davis, "Does Our Flag Shield Women?" *New York Journal*, Feb. 12, 1897.

“Tales of a Fair Exile: Señorita Arango’s Own Story of the Olivette Search Outrage,” *New York World*, Feb. 15, 1897.

Week 12.

April 13

TOPIC: The Mexican Revolution

SKILL: How do we work with different kinds of visual sources?

Due: Rough Draft

Visit to Chazen Museum

Secondary Source:

Mark Wasserman, “Introduction: The Causes, Course, and Consequence of the Mexican Revolution,” *The Mexican Revolution: A Brief History with Documents* (Basingstoke: Palgrave Macmillan, 2012).

Primary Sources:

Selected photographs from Anita Brenner, *The Wind that Swept Mexico: The History of the Mexican Revolution* (Austin, TX: The University of Texas Press, 1943, 2010).

Week 13.

April 20

TOPIC: The Cuban Revolution

SKILL: How can we use literature as a source for writing history?

Due: Full Draft to Peer Reviewer

Nicola Miller, “A Revolutionary Modernity: The Cultural Policy of the Cuban Revolution,” *Journal of Latin American Studies* 40 (2008): 675-696.

Primary Sources:

Fidel Castro, “Words to the Intellectuals” (1961) (excerpted)

Nancy Morejón, “A Dream of Reason Produces Monsters”

Week 14.

April 27

Peer Review/Final Reflections

Week 15.

May 4

No Class/Work on Final Papers

University Policies:

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

See more information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

Provide information on how students can best succeed in the course. For instance, instructors might include suggestions about completing assignments or studying for exams. Instructors might also include resource links to other campus services such as:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Course Evaluations

Indicate how students can evaluate the course. See below for sample statement.

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

If you plan to use campus' digital course evaluation survey tool (AEFIS), see below for a sample statement to include in your syllabus.

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID.

Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

You can use the link above to provide your students with information about the university's privacy rights (FERPA).

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement

Instructors should discuss academic integrity with students early and often.

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

[Academic Calendar & Religious Observances](#)

You can use the link above to provide your students with information about the current and future academic calendars, along with the university's religious observance policy. As the start-date for the fall 2021 semester coincides with Rosh Hashanah, it is particularly important to reach out to your students and share your plans to provide flexibility for the first day of class.