



College of Liberal Arts & Sciences / Department of History & Political Science

Spring 2019 / Ronald 137

History 393: Ritual and Re-enactment in Modern Latin America¹

3 Units: Tuesday/Thursday 12:50-2:15pm

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Office Hours: **TUES 10-11am, TH 10-11am** & by appointment

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Following the APU Credit Hour policy, to meet the course's identified student learning outcomes, the expectations are that this 3 unit, 15 week course will approximate: *3 hours/week classroom or direct faculty instruction and 2 hours/week online work. In addition, out-of-class student work will approximate a minimum of 6 hours each week.*

University Mission Statement: God is First at APU

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Department Mission Statement:

The mission of the Department of History and Political Science is to provide students with knowledge of the recorded past and of the varieties and purposes of human communities; to develop students' thinking, speaking, reading, and writing skills; to cultivate their personal, spiritual, and civic character; and to prepare them for a lifetime of learning.

Course Information:

The thematic framework for this introductory course on Modern Latin America is contemporary ritual and reenactment. Using our textbook, primary readings, online resources, memorabilia, and literature, we will enter Latin America's rich and varied history via case studies, exploring key historical moments, people, and countries as well as U.S. foreign intervention in the area. Moving beyond discussions of dictatorships, democracy, liberalism, and authoritarianism, we will shift our gaze to the people, examining cultural resilience as exhibited in local expressions of indigenous-Christian ritual and/or historical reenactment of Mesoamerican ritual. Closely reading contemporary religious ritual and re-enactment, students will discern echoes of the colonial past, when the clash of Christian and indigenous practices produced a very particular local spirituality. Accompanied by memorabilia from the religious festivities we study, we will analyze a different spiritual practice per week, locating ritual in the collective

¹ The re-design of my Modern Latin America course has been funded by a Curriculum Development Grant from the University of Notre Dame's Global Religion Research Institute.

historical memory of a given community, as well as explore whether reenactments of pre-contact ritual function as modern, state-sponsored, religious acts. By course's end, students will recognize the historical roots of modern-day religious ritual and reenactment, appreciate how individuals in various countries view themselves in relation to their Latin American neighbors, and better understand how locals view their faith in the context of global religion.

The reading load includes two outside novels for which students will write a 3-5 page response paper; students will also conduct field work by researching a contemporary religious ritual and/or reenactment in a country of their choice and writing a 10-15-page research paper. *Attendance is mandatory. More than two unexcused absences will negatively affect your final grade. Tardiness will not be tolerated; excessive tardiness will affect your grade at my discretion. Please turn off cell phones.*

Student Learning Outcomes

Student Learning Outcomes <i>By the end of the course, students will be able to:</i>	IDEA Objectives	Assignments Used to Assess
Identify and explain the traditions, institutions, and historical dynamics of modern Latin America	Gaining factual knowledge. Learning fundamental principles, generalizations, or theories	Class participation; map quizzes; exams; literature reviews
Critically consider the differences and similarities between European, indigenous, black, and blended societies in modern Latin America	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments & points of view	Class participation; exams; literature reviews
Discuss the impact of Christianity on Latin America and outline the circumstances and processes that produced various religious traditions	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, points of view	Class participation; weekly write-ups
Articulate the above with clear, scholarly writing which considers wider historical contexts as well as <u>original primary sources</u> .	Developing skill in expressing oneself orally or in writing.	Weekly write-ups; exams; literature reviews
Identify and describe connections between contemporary life and the human experience of other times and cultures.	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view.	Directed class discussions; weekly write-ups; literature reviews

Copyright Responsibilities:

Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

REQUIRED TEXTS

- **Modern Latin America, Ninth Edition.** Peter H. Smith and James N. Green. Oxford, 2019

- **Online companion site:** <https://library.brown.edu/create/modernlatinamerica/>

*Timeline of Key Events *List of Heads of State *Primary Sources *Review Questions

*Guide to Internet Sources *Recommended Films by Country *Model Student Essays

*Travelogues & Companion Essays *Suggestions for Further Reading

- A fiction and nonfiction novel:

Choose **one** of the following FICTION novels:

- *Inés of my Soul: A Novel* by Isabel Allende **CONQUEST OF CHILE [1507-1580]**
- *The Mangy Parrot: The Life And Times Of Periquillo Sarniento Written By Himself For His Children* [1816; ABRIDGED] by José Joaquín Fernández de Lizardi. **19th c MEXICO**
- *The Power and the Glory* by Graham Greene **Cristero Revolt - MEXICO**
- *One Day of Life* by Manlio Argueta **CIVIL WAR in EL SALVADOR**
- *In the Time of the Butterflies* by Julia Álvarez **DOMINICAN REPUBLIC DICTATOR**
- *Autumn of the Patriarch* by Gabriel García Márquez **CARIBBEAN TYRANT***

AND one of the following NONFICTION novels:

- *Lieutenant Nun: Memoirs of a Basque in the New World* by Catalina de Erauso **CONQUEST OF PERU & CHILE**
- *Autobiography of a Slave* by Juan Francisco Manzano **COLONIAL CUBA**
- *Child of the Dark: The Diary of Carolina María de Jesús.* Carolina María de Jesús **BRAZIL**
- *Waiting for Snow in Havana: Confessions of a Cuban Boy,* Carlos Eire **CASTRO'S CUBA**
- *I, Rigoberto Menchú:* Indian woman in Guatemala, Rigoberto Menchú **GUATEMALA**
- *Little School: Tales of Disappearance and Survival,* Alicia Partnoy **20th c ARGENTINA**
- *Life in the Argentine Republic in the Days of Tyrants* D.F.Sarmiento **19thcARGENTINA²**

- Additional readings may be posted to Canvas or handed out in class.

SCHEDULE OF LECTURES AND READINGS

Please complete readings in advance of each class meeting in the order listed

WEEK 1	Course Introduction; Why Latin America?
T 1/8	Modern Latin America Textbook: Preface & Chapter One Online companion site: MLA 8 th edition companion website link / Chapter 1: Timeline & Further Reading
R 1/10	Why Latin America con't; Country Watch/Ritual Assignments Modern Latin America Textbook: Chapter One, con't Online companion site: Discussion Questions & Guide to Internet Sources

² I haven't read the titles by Gabriel García Márquez or D. Sarmiento so students will craft writing prompts.

- WEEK 2**
T 1/15 The Colonial Foundations; Spanish and Portuguese America
“Los Cimientos del Cielo;” selections from Michael Wood’s “Conquistadors”
Textbook: Chapter Two
Companion site: Chapter 2: Timeline; Discussion Questions; Further Reading
Canvas: Primary sources about Iberian Invasion
- R 1/17 Independence / The Pull of International Economy
Textbook: Chapter Two, con’t
Companion site: Late Colonial Profiles; Moments and Events; Primary documents; Travels in Colonial Latin America (read ~10 pp each, skim the rest)

Map Quiz: Mexico, Central America & Caribbean

Assignment: For today’s discussion, research the date of your country’s independence and how they celebrate it

PART TWO
CASE STUDIES: CHANGE OVER TIME

- WEEK 3**
T 1/22 Mexico: The Taming of a Revolution, Colony, Nationhood, Mexican Revolution
Clips from “And Starring Pancho Villa as Himself”
Textbook: Chapter Three
Companion site: Timeline, Heads of State, Profiles & Personalities
- R 1/24 Politics and Policy
Textbook: Finish Chapter Three
Companion site: Primary documents, Travels in Mexico (Read a chapter of the Travelogues that interest, skim the rest + read the Analysis), Moments & Events
Discussion Questions, Further Reading

Map Quiz: South America

- WEEK 4**
T 1/29 Ritual & Re-enactment in Mexico, professor’s overview (Procesión de los Faroles & Ritual a Quetzalcoatl – Cholula, Puebla)
Canvas: : “A Procession through the *Milpas*: Indigenous-Christian Identity in Cholula, Puebla, México” (V. Gutiérrez; Winter/Spring 2019 (51:1), *Fides et Historia*); Google “Ritual a Quetzalcoatl en Cholula” and hit translate

*** Literature Review due: *The Mangy Parrot or The Power and the Glory***

- R 1/31 Central America: Within the U.S. Orbit; Civil War in El Salvador
Film: “Voces Inocentes;” Film: “Romero”
Textbook: Chapter Four (Colony, Overview, Panama, Nicaragua, El Salvador)
Companion site: Timeline, Heads of State, Profiles & Personalities
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- WEEK 5**
T 2/5 Central America: Within U.S. Orbit/ Ritual & Re-enactment student overview
Textbook: Finish Chapter Four (Guatemala, Honduras, Costa Rica, Reflections)
Companion site: Primary Documents, Moments and Events, Travelogues (skim/read what interests you), Discussion Questions, Further Reading
- R 2/7 Ritual & Re-enactment in Central America con't; Cuba: Key Colony, Socialist State
Textbook: Chapter Five
Companion site: Timeline, Heads of State, Profiles & Personalities
Canvas: - "Smallpox vaccinations in the early 19th c using live carriers: The Travels of Francisco Xavier de Balmis"
- "The Spanish Royal Philanthropic Expedition to Bring Smallpox Vaccination to the New World and Asia in the 19th c"

Literature Review due: *One Day of Life, I, Rigoberta Menchú, or Autumn of the Patriarch

- WEEK 6**
T 2/12 Framing U.S. Policies in Cuba, etc. / Ritual & Re-enactment student overview
Textbook: Finish Chapter Five
Companion site: Primary Sources, Travelogues (skim + read analysis), Moments & Events, Discussion Questions, Supplement, Further Reading
Canvas: Article on Las Mariposas

Literature Review due: *Autobiography of a Slave, Waiting for Snow in Havana, or In the Time of the Butterflies

- R 2/14 Andes: Soldiers, Oligarchs, and Indians
Textbook: Chapter Six (Colony, Overview, Peru)
Companion site: Timeline, Heads of State, Profiles & Personalities
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- WEEK 7**
T 2/19 Andes, con't / Ritual & Re-enactment student overview
Textbook: Finish Chapter Six (Bolivia, Ecuador)
Companion site: Primary Documents, Travelogue (skim + read analysis), Moments & Events, Discussion Questions, Further Reading

<p>Wed FEBRUARY 20: Common Day of Learning <i>Classes cancelled – go to West and learn something!</i></p>
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- R 2/21 Colombia: Civility & Violence; The "Narcos" phenomenon
Textbook: Chapter Seven
Companion site: Timeline, Heads of State, Profiles & Personalities, Primary Documents, Travelogue (skim + read analysis)
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WEEK 8

T 2/26 NPR selection about kidnappings; Colombia Ritual & Re-enactment student overview; Midterm Review
Companion site: Moments & Events, Discussion Questions, Further Reading

R 2/28 **MIDTERM**

WEEK 9 *SPRING BREAK – NO CLASSES (March 4-10)*

WEEK 10
T 3/12 Venezuela: Perils of Prosperity
Textbook: Chapter Eight
Companion site: Timeline, Heads of State, Profiles & Personalities, Primary Documents

R 3/14 Venezuela, con't; Ritual & Re-enactment student overview
Textbook: Finish Chapter Eight
Companion site: Travelogue (skim + read analysis), Moments & Events, Discussion Questions, Further Reading

WEEK 11
T 3/19 Argentina: Progress, Stalemate, Discord; Los desaparecidos
Textbook: Chapter Nine
Companion site: Timeline, Heads of State, Profiles & Personalities, Primary Documents
Canvas: Links to articles about los desaparecidos

R 3/21 Argentina, con't; Ritual & Re-enactment student overview
Textbook: Finish Chapter Nine
Companion site: Travelogue (skim + read analysis), Moments & Events, Discussion Questions, Further Reading
Canvas: "Rosaura" (short story)

*** Literature Review due: *The Little School or Life in the Argentine Republic in the Days of Tyrants***

WEEK 12
T 3/26 Chile: Repression & Democracy
Textbook: Chapter Ten
Companion site: Timeline, Heads of State, Profiles & Personalities, Primary Documents

R 3/28 Chile, con't; Ritual & Re-enactment student overview
Textbook: Finish Chapter Ten

Companion site: Travelogue (skim + read analysis), Moments & Events, Discussion Questions, Further Reading

*** Literature Review due: *Inés of my Soul or Lieutenant Nun***

WEEK 13 Brazil: Awakening Giant
T 4/2 **Textbook:** Chapter Eleven
Companion site: Timeline, Heads of State, Profiles & Personalities, Primary Documents

R 4/4 Brazil, con't; Ritual & Re-enactment student overview
Textbook: Finish Chapter Eleven
Companion site: Travelogue (skim + read analysis), Moments & Events, Discussion Questions, Further Reading

Literature Review due: *Child of the Dark

PART THREE: THEMES & REFLECTIONS

WEEK 14 Strategies for Economic Development
T 4/09 **Textbook:** Chapter Twelve
Companion site: Primary Documents, Moments & Events, Discussion Questions, Further Reading

R 4/11 Dynamics of Political Transformation
Textbook: Chapter Thirteen
Companion site: Moments & Events, Comparative Analysis, Discussion Questions, Further Reading

WEEK 15 Culture and Society & Latin America in the World Arena, 1800s-1900s
T 4/16 **Textbook:** Chapter Fourteen & Fifteen
Companion site: Latin America at the Movies, Culture and Society, Discussion Questions, Further Reading, Primary Documents, Moments & Events

R 4/18 ***Holy Thursday - no classes***

Happy Easter! Resurrexit, sicut dixit!

WEEK 16 Research Presentations
T 4/23 Latin America in the World Arena, 2000-present
Textbook: Chapter Sixteen
Companion site: Primary Documents, Moments & Events, Discussion Qs, Reading

R 4/25 Research Presentations; Student Evaluations

RESEARCH PAPER DUE

Final Exam Day - TBA the Week of April 29-May 3, 2019

Course schedule, topics, evaluation & assignments may change at professor's discretion

WRITTEN ASSIGNMENTS, EXAMS, AND GRADING

Attendance/Daily Reading Reflection (10%): Mandatory attendance and participation. At the beginning of each class you will hand in a one-page reflection on the day's readings, including any questions that arise as you read. You will *not* summarize the material. Shorter/longer responses will lose points. Summaries will lose points. I take attendance via reflections so no reflection means you will be counted absent. More than one unexcused absences will negatively affect your grade at my discretion. *Three late arrivals equal one absence.*

Map Quizzes (5%): There will be a Northern Latin America map quiz on **Week Two** and a South American map quiz on **Week Three**. Countries and capitals.

Country Watch/Ritual Re-enactment Overview (10%): You will be assigned a Latin American country to "watch" throughout the semester. You will continually gather information about your country and provide brief updates at least once a week, if not at the beginning of each class meeting. I will be keeping an eye on Latin America so you do not want to be caught unaware of developments in your region. In addition, you will choose one country and on the assigned day, report briefly on a local indigenous-Christian ritual *and* a historical re-enactment of a pre-hispanic ritual. This report may evolve into your longer research project.

Midterm (15%): This exam will consist of identification and short and long essays. You will need a bluebook.

Literature Review: (20% total -- Fiction 10% + Nonfiction 10%): You will choose one fiction novel and one nonfiction novel from the list provided and write a 4 to 5-page essay *for each book* in response to a prompt available on the Canvas course website. The papers are not meant to be summaries but rather explorations of how the book reflects the key concepts we have discussed in class. Please be aware that I will **not** accept: 1) Two papers from the same student on the same day; 2) Late papers; or 3) Papers sent via email.

Field Work Presentation: Researching a Contemporary Indigenous-Christian Ritual AND/OR Historical Pre-Hispanic Re-enactment (15%):

All historians do field work. A modern Latin American historian would travel to archives in Latin America and Spain, maybe spend time in indigenous pueblos on the mainland, and perhaps visit archives in the Caribbean. As a student in this course, you will conduct field work, in the following manner and present your findings the last week of classes:

- You will choose a country and research a contemporary indigenous-Christian ritual, searching online for photos and videos of the ritual, interviews with organizers or participants, newspaper articles describing the event, social media pages associated with the towns or religious leaders hosting the ritual, church websites, published scholarly analyses of the ritual, and in the case of Catholic ritual, websites of the diocese or

archdiocese in which the church is located. The ritual you choose *must* have its *historical roots* in the colonial period, even if its inception is more modern (i.e., Cholula's *Procesión de los Faroles* dates to 20th century) **OR**

- You will choose a country and research a pre-hispanic historical reenactment, searching online for photos and videos of the ritual, interviews with organizers or participants, newspaper articles describing the event, social media pages associated with the towns or community leaders hosting the ritual, published scholarly analyses of the ritual, or even information about the re-enactment from the local university, since professors are often involved in re-creating these rituals **OR**
- You will research *both* a contemporary indigenous-Christian ritual and a pre-hispanic historical reenactment – ideally from the same town or region so you can compare and contrast the motivations (historical, cultural, spiritual, political) for each event and their various effects on the local population.
- Your goal is to discern how your town or region's collective historical memory affects its modern identity, which manifests, in part, in local religious expression. How does the community involved in contemporary ritual and re-enactment understand its ancient past? Its colonial past? How do they view themselves in a modern global context? Does their religious faith connect them with the world, or seclude them from it given the local nature of ritual? Do re-enactments of pre-contact ceremonies function as modern, state-sponsored, religious acts? Go deep, you may be surprised by what you uncover. I encourage you to search online for materials related to your research so I can order them with my funding from Notre Dame's Global Religion Research Institute in time for the presentation at the end of the semester.

Field Work Research Paper (25%): Building upon the research presentation and the feedback received by the professor and one's peers, students will expand upon and incorporate additional secondary research (at least five credible, scholarly sources – articles, monographs, etc.) into their original analysis to produce a 10-15 page research paper. The paper is due Finals Week, date and time TBA.

LITERATURE REVIEW QUESTIONS

Choose one essay prompt from the list available on the Canvas companion website for this course. Your paper should be approximately 3-5 pages long, double-spaced, typed, in Times New Roman 12 point font with standard margins (1"-1.25"). You will be graded based on both the quality of your writing and the strength of your argumentation and reasoning. Quote directly from the book to provide evidence for your claims. You don't need to consult outside texts or provide a bibliography. Be aware that plagiarism will not be tolerated and will result in a *failing grade* for the course. [For any books I have not yet read, students will be required to devise their own writing prompt].

EMAIL ETIQUETTE

I welcome student emails and strive to answer them promptly, however, please bear in mind that I am also a wife and mother. Due to my familial obligations in the evenings and mornings, I cannot respond to emails after 6:30pm or before 9:30am (I commute an hour

to campus *after* I drop my children at school, then am in the classroom from 11:10am to 12:35pm on TR). In addition, if you email me, please show the proper respect by including:

1. A descriptive subject in the “subject line” (i.e. Assignment question, Conference issue, etc.)
2. A salutation (i.e. Dear Professor Gutiérrez, Greetings Dr. Gutiérrez, Saludos Profesora, etc.); please take the time to spell my name correctly; the accent is appreciated but not necessary.
3. Standard English grammar and punctuation, no abbreviations or “text speak”
4. A closing (i.e. Sincerely, Best regards, Blessings, Thank you, etc.)
5. Your name

If your email does not include these elements, *I may not respond*.

CLASSROOM ETIQUETTE

As adults convening in a Christian learning environment, we will treat one another with courtesy and respect. This includes:

- Arriving on time and remaining the duration of the class
- Being alert and attentive to the discussion at hand
- Not using my classroom as study hall to prepare for other classes
- Powering off and storing your cell phone unless you have spoken to me in advance about a legitimate emergency situation
- Not treating my course as your lunch break
- Avoiding behavior that distracts fellow students from learning
- Not packing to leave before being dismissed

Electronic Devices:

All electronic devices (including cell phones, laptops, and tablets) will be turned off and packed away during class. You *may not use any electronic device* for taking notes in this class. If a device becomes a distraction for you, me, or your classmates, you will be immediately dismissed from class and charged with an unexcused absence for the class period. The unexcused absence will be counted according to the attendance policy. If, however, you need to keep your cell phone on a silent mode because of an emergency situation, discuss this with me in advance.

Policy on Make-Ups and Late Assignments:

If you cannot turn in an assignment on time due to an illness or family emergency, you must notify me as soon as possible with evidence documenting your excuse. The missed assignment must be turned in within a week of the original due date.

Extra Credit Work: Extra credit work will not be accepted.

INFORMATION LITERACY AND USE OF THE LIBRARY

Because this is a seminar course, students are not required to produce a research paper. However,

students may choose to deepen their understanding of the historical period by consulting the library, and should know that librarians are available to provide resources to assist them in completing the requirements for this course.

GRADING CRITERIA

“A” work - Outstanding

Above and beyond the requirements of the assignment; outstanding effort, significant achievement, and personal improvement are clearly evident. Some measure of remarkable skill, creativity, or energy is also evident.

“B” work – Above Average

Fulfills all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra effort, extra achievement or extra improvement.

“C” work - Average

Fulfills all aspects of the assignment with obvious competence and grace. Assignments completed exactly as assigned.

“D” work – Below Average

Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page) interferes with clear communication. A “D” may also indicate failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort and improvement.

“F” work – Not Acceptable

Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable college level.

GRADING SCALE FOR THIS COURSE

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72-	D- = 60-62

ACADEMIC INTEGRITY

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and professor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire

university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Students who plagiarize will suffer severe consequences, including **failure of the course**, depending on the weight of the assignment. The professor reserves the right to fail any student in the course for any infraction, no matter how small. If you are unsure of what constitutes plagiarism – *ask me!* It is my job to help you. I want you to succeed.

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

SUPPORT SERVICES

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.