UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE:	January 1997
COURSE REVISED IMPLEMENTATION DATE:	January 1999
COURSE TO BE REVIEWED:	January 2003
(Four years after implementation date)	(MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **HISTORY**

HISTORY 459		**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

PROBLEMS IN THE POLITICAL AND SOCIAL HISTORY OF LATIN AMERICA

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Advanced study of selected problems in Latin American history. Topics will have a regional, thematic or comparative focus, and may include contact and conquest, colonial identity, nationalism and independence, elite structures, agrarian revolution, populism, the military and society, and Latin American international relations.

PREREQUISITES: **9 lower-level history credits**
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
(Department/Program)
(Department/Program)

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**10**	Hrs
Seminar:	**50**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **20**
EXPECTED FREQUENCY OF COURSE OFFERINGS:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Peter Rogers
Chairperson: *(Curriculum Committee)*
Department Head: Eric Davis
Dean: J.D. Tunstall
PAC Approval in Principle Date:
PAC Final Approval Date: December 16, 1998

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To familiarize students with the major trends and events in the history of indigenous peoples of Middle America, from the period immediately preceding European contact to the present.
2. To acquaint students with some of the current directions and problems in ethnohistorical methodology, as encountered in the work of leading scholars in the field.
3. To introduce students to the joys and rigors of historical research, by critically evaluating primary source materials.

METHODS:

Seminars will be used to discuss assigned readings, based on students' one-page discussion papers read aloud to class or circulated in advance. In addition, each student will provide a 20-minute presentation to the class based on independent research, to which other seminar participants will respond.

(As noted above, a lecture component may be added, should this be required or preferred by the department or the college. In that event, lectures would be used to provide historical and historiographical background for the assigned reading.)

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☐ Yes ☐ No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Carmack, Robert M., Janine Gasco, and Gary H. Gossen, eds., *The Legacy of Mesoamerica: History and Culture of a Native American Civiliation* (Upper Saddle River, N.J.: Prentice Hall, 1996).
Clendinnen, Inga, *Aztecs: An Interpretation* (Cambridge: Cambridge University Press, 1991).
Jimenez, Luz, *Life and Death in Milpa Alta: A Nahuatl Chronicle of Diaz and Zapata*, ed. and trans. Fernando Horcasitas (Norman: University of Oklahoma Press, 1972). (Note: This is out of print, but I am hopeful the bookstore can get permission to issue a course edition.)
Castellanos, Rosario, *The Nine Guardians*, trans. Irene Nicholson (London: Readers International, 1992).
A Coursepack of journal articles and primary-source documents.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Term Essay	35%
Class Presentation	25%
Discussion Papers	20%
Seminar Participation	20%
	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The pre-Columbian cultures of the region stretching from central Mexico to Honduras were among the most complex and stratified in the New world, distinguished by a pronounced urban-rural division of labor, with specialized castes of soldiers, priests, merchants, and scribes. These cultures were radically altered, but not obliterated, by European colonialism, and despite centuries of forced or voluntary acculturation, ethnically Amerindian populations numbering in the millions continue to exist today. Focusing mainly on the Nahuas of

central Mexico (a group which includes the Aztecs) and the Maya of Chiapas and Yucatan, we will discuss a number of topics, including the character of Mesoamerican societies before the Spanish conquest, the interpenetration (on a highly unequal basis) of Amerindian and Iberian cultures during the colonial period, the interethnic construction of Creole and Mestizo nationalism, and the impact of European political systems and modes of production on indigenous communities before and after Independence.

In critically reading both primary and secondary sources, we will necessarily deal with various issues in ethnohistorical methodology: e.g., the problems inherent in the use of colonial sources reflecting Eurocentric biases to reconstruct the histories of Amerinidian peoples, the validity (or otherwise) of supplementing documentary evidence with more recent ethnographic findings, oral histories, or imaginative literature, the difficulty of defining ethnic identity (either objectively or subjectively) in view of its historical variability, the intersection of ethnicity with gender, status and social class.