This seminar explores in a highly strategic fashion the emergence and constant renovation of historical narratives that have supported various beliefs and claims about local, regional, national and transnational identities in Latin America and Latin@ societies since the rise of the Mexica and Inca empires until the present. Through the analytical tools provided by anthropological and historical approaches, we examine indigenous forms of historical consciousness and the emergence of new identity discourses after the Spanish conquest, their permutations before and after the emergence of independent nation-states, and some crucial shifts in national, regional and ethnic identity claims that have preceded and followed some revolutions and social movements between the late nineteenth century and the present. Students will complete an original research project, and the use of original Spanish or Portuguese sources is encouraged.

**Required books (available at the Vassar bookstore)**


Readings marked with (✱) are at the course Blackboard site under Readings.

**Evaluation**

- General participation and discussant role: 30%
- Position paper: 10%
- Critique: 5%
- Presentation: 5%
- Outline and first draft of research paper: 25%
- Final draft of research paper: 25%

**General participation and discussant/question writer role (30%).** Your grade will reflect quality, relevance, and frequency of participation. The class will be divided into three groups (which you should feel free to name if you wish). At each meeting, one group will present briefly what they regard as the main points raised in the readings, another group will introduce several (3-5) discussion questions, and the last group will
respond to those questions. These tasks will circulate among the groups in the following manner: 1 presents, 2 questions, 3 answers; 2 presents, 3 questions, 1 answers; 3 presents, 1 questions, 2 answers, and so on.

**Position paper (10 %)**
You will write a brief position paper (5-6 pages) due on Feb 28 in response to one of several essay questions.

**Critique (5 %)**
Moreover, you will choose one of the readings you have to present or write questions on, and write a brief critique (3-4 pages), which you will turn in as soon as you wish before or on May 2. You can choose this reading as you go along or as the spirit moves you, or target a topic of interest to you. But don’t wait until April 10 to do this!

**Research project.** This course requires the completion of a research paper (16 – 25 double-spaced pages in 12-pt. font or smaller, excluding notes and bibliography) on a topic relevant to this course. You may engage in a comparison of two case studies, if you wish. I will provide you with a list of suggested topics, and you will choose after having discussed your interests and potential sources. I will provide guidance on the use of primary sources and/or sources in Spanish, Portuguese, or French.

**Outline and bibliography (10 %) and first draft of research paper (15 %).** You will hand in a 1-2 page paper proposal on March 7, a tentative outline on March 28, and a short bibliography on April 4. I will respond with suggestions before you complete an abstract and first draft (10-15 pp. in length), which you will turn in on April 25. Copies of your abstract will be distributed to other class members before your presentation so they may prepare questions and comments. Any delays in turning in outlines/drafts will be reflected in your grade.

**Final draft of research paper (25 %).** If your first draft is substantial but not quite satisfactory, I will ask you to turn in a second draft on May 2. If you turn in a very good first draft, this second draft will be optional. This will not substitute as a later date for a first draft; to turn in a second draft, you must have first turned in a substantial first draft on April 25. You will then turn in a complete final draft of your research paper, along with a bibliography and standardized source citation, on or before May 18 at 5 PM.

**Presentation (5 %).** Not only do you get to develop a project of your choice; you will also dazzle us with your knowledge of the topic in a short (10-15 min.) presentation at a social hour/roundtable on May 2, with an additional date to be scheduled/agreed upon.

**Attendance and extension policies.** Attendance and lateness will be noted at each session. You should have, at most, one unaccounted absence. More than one such absence will result in a downward adjustment of your final grade at my discretion. I will ask you to write a short critique of the day’s readings to make up for your absence. Contact the Dean of Students immediately if you have a personal or health emergency; they will notify your professors, and your grade will not suffer. If you have a disability, you should discuss your needs with me so we can make special arrangements ahead of time. Please note that extensions for turning in your work will be given only under exceptional circumstances (i.e., family emergencies or illnesses corroborated by the Dean of Students) and on a case-by-case basis.

Academic accommodations are available for students with disabilities who are registered with the Office of Disability and Support Services. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss any accommodations for this course that have been approved by the Office of Disability and Support Services, as indicated in your DSS accommodation letter.
<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>READINGS</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>W Jan 24</td>
<td>Introduction</td>
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</table>
| WEEK 2   | W Jan 31 |  **Structure, history, and consciousness**  
| WEEK 3   | W Feb 7  |  **Mexica historical consciousness and the Quetzalcoatl narratives**  
| FEB 14:  | SNOW DAY!|-------|
| WEEK 5   | W Feb 21 |  **Reinterpreting the conquest in Mexico**  
| WEEK 6   | W Feb 28 |  **Inca historical narratives**  
| WEEK 7   | W Mar 7  |  **Imagining states and nations**  
March 9–25

**SPRING BREAK!**

**WEEK 8**

W Mar 28

III P I Q

**WEEK 9**

W Apr 4

I P II Q

**WEEK 10**

W Apr 11

II P III Q

**WEEK 11**

W Apr 18

III P I Q

**WEEK 12**

W Apr 25

I P II Q

III (S)

**WEEK 13**

W May 2

M 9–15

**WEEK 15**

MAY 18

**STUDENT PRESENTATIONS**

**READING PERIOD**

**OUTLINE**

**SHORT BIBLIO**

**FIRST DRAFT**

**FINAL DRAFT OF RESEARCH PAPER DUE AT 5 PM**

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**Afro-Atlantic religions and historical consciousness**


**Mestizaje and indigenismo**

STEM:


- Stephen, Lynn, selection Ch. 2 (33-50, 62-82), Ch. 3 (83-88). In Zapata Lives!

**Revolution and indigenous rights**

STEM:

- Stephen, Lynn, Ch. 5 (103-145), 6 (147-175), 7 (ONLY 176-197), Conclusion (ONLY 328 – 344). In Zapata Lives!

STEM:


**Nationhood, gender, and social change**

STEM:


**Diasporic Latino communities**

STEM:


STEM:


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