Modern and Contemporary History of Latin America (22259)

Degree/study: Grade in Humanities  
Year: 3rd.  
Term: 2nd  
Number of ECTS credits: 5 credits  
Hours of study dedication: 125  
Teaching language or languages: English  
Teaching Staff: Alexandre Coello de la Rosa

1. Presentation of the subject

This class is designed to introduce you to the study and interpretation of the fundamental episodes, as well as the assumptions and consequences, of the history of Latin America during modern and contemporary times, paying special attention to the role of the Catholic Church and popular religion throughout the different historical moments to present.

2. Competences to be attained

<table>
<thead>
<tr>
<th>General competences</th>
<th>Specific competences</th>
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<tbody>
<tr>
<td>1. Instrumental competences:</td>
<td>1. Analysis of the role that the Catholic Church played in Latin American history from the Conquest to present day.</td>
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<td>1.1. Oral and written communication skills in presenting historical phenomena in academic works.</td>
<td>2. Knowledge on the actions developed by the Church at the start of the Spanish Conquest and Colonization and capacity to see how these actions can be contextualized in a wider social and political process.</td>
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<td>- Correction and precision in both oral and written expositions.</td>
<td>3. Being able to analyze the social and civilizing project that the Church had as an element of transformation of indigenous social practices and as a form of domination over the territory.</td>
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<td>- Skills in transmitting the main ideas of texts.</td>
<td>4. Analysis of the imposition methods used by the Catholic Church regarding indigenous religiosity, that is, the extirpation of idolatries.</td>
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<td>- Writing skills, that is, capacity to meet the academic standards and to use sources and sound arguments.</td>
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classmates and from texts used in class.
Using analytical skills while being precise and using documented data.
Using specific historical terminology to explain the studied processes and events.

1.2. Analytical skills:
- Synthesis skills and inference skills.
- Capacity to interiorize and separate the constitutive elements of texts.
- Capacity to organize the diverse elements of text into a hierarchy.
- Initiative and capacity to complement information by using basic texts.
- Capacity to use analytical mind with historical texts.
- Capacity to understand that some elements about a historical moment are simply explanatory and others are directly connected to the current times.
- Skills in analyzing both past and present complex social realities.
- Understanding of the importance of "thinking historically" about past societies.

1.3. Investigating skills:
- Control over the procedures and instruments used in historical science.
- Capacity to search specialized information in different contexts (written and audiovisual material, internet and so on).
- Capacity to understand and interpret primary and secondary data.
- Capacity to select information and order it.
- Capacity to present results in a logical and systematical way.

2. Interpersonal competences:

5. Analysis of the role of women in Colonial Church and the discrimination of distinctive features related to genre as a form of domination and control over feminine population and spread of faith.
6. Knowledge on strategies used by the Colonial Church to elaborate the new moral models with the "fabrication" of Saints of peninsular or Creole origins who had supposedly had a vital connection to the colonial territories.
7. Analysis of the missionary practices of the Society of Jesus in the New World up to the moment of their expulsion and analysis of the causes of this situation.
8. Knowledge on the ways in which the Church adapted to a new political and social reality that had emerged from the implantation of the Republican nation-states caused by the different independence movements of the 19th century.
9. Knowledge on the forms in which popular religiosity survived in the new Latin American nation-states, giving rise to hybrid practices which were opposed to the imposition of the orthodoxy of the Catholic Church official religiosity.
10. Analysis on the forms in which the Catholic Church reactivated their prominence in the Latin American society after losing the preeminent role that they had during the colonial period.
11. Study of the new models, which arose from the renewal movements of the Catholic Church during the 20th century. Analysis of the strength of the movements, such as the Liberation Theology, or important figures such as Pere Casaldàliga or Óscar Romero, who were exponents of a socially compromised Church.
- Teamwork skills.
- Use of cooperative spirit to improve results.
- Initiative and responsibility in teamwork.
- Interaction with the professor and the classmates about the development of autonomous work and teamwork.
- Capacity to work in a diverse context and be receptive with diversity.

4.3. Systemic competences:
- Reflection and learning skills.
- Skills in integrating knowledge and methods from different disciplines.
- Ability to answer historical questions related to different fields (politics, economy, society, culture and so on).
- Capacity to put into practice the theoretical knowledge acquired.
- Capacity to use common sense with the new knowledge acquired.

3. Contents

Unit 1. The Spanish Conquest and Evangelization of the New World (16th century)
Unit 2. Evangelization and Frontier Missions (16th and 17th centuries)
Unit 3. Catholicism and the "Extirpation of Idolatries" (16th and 17th centuries)
Unit 4. Saints and Sanctity of the New World (16th and 18th centuries)
Unit 5. Gender, Power and Institutional Control in the Catholic Church (16th and 18th centuries)
Unit 6. The Expulsion of the Society of Jesus (18th century)
Unit 7. From the Bourbon Reforms to the Construction of the Nation-States (18th to 19th centuries)
Unit 8. Catholicism and Popular Religiosity (20th century)
Unit 9. Populism and Revolution (20th century)
Unit 10. Central America: Dictatorship and Revolution (20th century)
Unit 11. Liberation Theology (20th century).
4. Course Requirements

Three variables:

- **Attendance to the seminars (20%)**

  20% of your course grade is based on a combination of attendance, class participation and proficiency on discussing readings of the course pack. Those of you who volunteer to present a specific class reading are welcome. While we are all human, and lateness are sometimes unavoidable, students who have difficulty arriving on time or who need to leave early should be aware that they will not be allowed to interrupt the class in order to maintain personal or employment obligations.

- **Written requirements related to the seminars (2) of the course (30%)**

  At each seminar, we will discuss two assigned readings. There will be a written assignment (questionnaire) for each of the six assigned readings of the course. Be aware that at three out of six assignments must be completed for the course.
  - Each questionnaire corresponding to the readings of the course pack will be available at the Aula Global.
  - Questionnaires will be due (and handed in) at the end of the seminars. No written assignments will be accepted after the due date of the seminars.

- **Final exam (50%)**

  The final exam is worth 50% of your final grade. It will be based on the weekly lectures as well as on the readings of the seminars. Students who did not hand in the three required questionnaires can do it at the end of the final exam, as a maximum grade of 5.

**Second chance examination:**

Three variables:

- **Exam (50%)**: It will consist of answering several questions based on the weekly lectures as well as on the readings of the seminars.

- **Written requirements related to the seminars (2) of the course (30%)**: 
The grade of those questionnaires you already passed will be kept. Students are allowed to rewrite those failed questionnaires and submit them again for a higher grade. If students do not rewrite any of the two failed questionnaires the first grade will be kept. In addition, students are allowed to present any of the two questionnaires that have never been submitted before provided that they have been graded for at least one of the two questionnaires or the final exam. The highest grade of any submitted questionnaire is of 5.

Active participation and attendance to the seminars (20%):

Attendance grade cannot be overcome and March-grade will be kept.

5. Bibliography and teaching resources

1. Alexandre Coello de la Rosa, "Representing the New World's Nature: Gender and Exoticism in Gonzalo Fernández de Oviedo y Valdés". Historical Reflections / Reflexions Historiques, Vol. 28, n° 1, pp. 73-92.

5.1. Additional Bibliography (optional)

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<tr>
<th>MONDAY</th>
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<td>Week</td>
<td>Lecture</td>
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<td>04.02.13</td>
<td>&quot;GENDER, POWER AND INSTITUTIONAL CONTROL (17th AND 18th CENTURIES)&quot;</td>
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<td>11.02.13</td>
<td>&quot;THE EXPULSION OF THE SOCIETY OF JESUS (18th CENTURY)&quot;</td>
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<td>18.02.13</td>
<td>&quot;THE FORMATION OF NATION-STATES (19th CENTURY)&quot;</td>
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<td>25.02.13</td>
<td>&quot;THE MODERNIZATION OF THE CHURCH IN LATIN AMERICA&quot; (1)</td>
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<td>04.03.13</td>
<td>&quot;THE MODERNIZATION OF THE CHURCH IN LATIN AMERICA&quot; (2)</td>
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<td>06.03.13</td>
<td>&quot;POPULAR RELIGIOSITY (20th CENTURY)&quot;</td>
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<td>11.03.13</td>
<td>&quot;THE SPIRIT OF VATICAN SECOND&quot;</td>
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<td>13.03.13</td>
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<td>COUNCIL AND MEDELLÍN IN LATIN AMERICA</td>
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