

27 December 2012



HISTORY 375

COLONIAL LATIN AMERICA

Instructor: Dr. Graham Nessler

Class Meets: Tuesdays and Thursdays, 8:00a-9:15a, SS 143

Office Location: Ferguson Social Sciences 126

Office Hours: Tuesdays, 3:30-5:30 PM, and Wednesdays, 1:45-4:45 PM

Office Phone: 903-886-5546

Office Fax: 903-468-3230

University Email Address: Graham.Nessler@tamuc.edu

Please see the note on communication below.

This syllabus is subject to change (any updated versions will be posted to eCollege)

COURSE DESCRIPTION AND LEARNING OUTCOMES

This course introduces students to the history of Latin America between the advent of European colonialism in 1492 and the separation of most of mainland Latin America from Spanish and Portuguese rule (c. 1808-1830). This course begins with an examination of the wide array of pre-Columbian societies in the Americas, focusing especially on the Maya, Aztecs, and Incas. Students then explore the establishment of European colonialism in the hemisphere following Columbus's landing and the Spanish conquests of the indigenous empires in Mexico and Peru in the first half of the sixteenth century. The course then shifts its focus to the mid-colonial period (c. 1550-1750). In this section, we will analyze the ways in which colonial subjects sought to improve their conditions in a region that was dominated by powerful institutions such as the colonial state, the Church, and labor systems such as slavery. The final part of the course will examine late colonial rebellions and revolutionary movements that culminated in the end of Iberian colonialism in most of the hemisphere.

The main objectives of the course are twofold: to acquaint students with major themes, individuals, and patterns from Latin America's colonial era and to enhance students' abilities to assemble and interpret evidence to make a persuasive historical argument. To this end, the course places heavy emphasis on primary sources; students will be required to read at least one primary source almost every week. Students will also be expected to participate actively in course discussions.

Student Learning Outcomes:

1. Students will acquire a firm understanding of the major institutions that emerged in colonial Latin America.

2. Students will understand and interpret translated primary sources from colonial Latin American history.

COURSE REQUIREMENTS

Required Texts:

- Mark Burkholder and Lyman Johnson, *Colonial Latin America*, 5th ed. (New York: Oxford University Press, 2004) [ISBN: 0195156854]
- Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History* (Wilmington, DE: SR Books, 2002) [ISBN: 0842029974]
- Philip D. Curtin, *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*, 2nd ed. (Cambridge: Cambridge University Press, 1998) [ISBN: 0521629438]
- Bartolomé de las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies and Related Texts*, trans. Andrew Hurley (Indianapolis: Hackett, 2003) [ISBN: 0872206254]

Other readings will be available on the course eCollege website.

Note: if you wish to read more in depth on the topics covered in class, an **optional textbook is available on Amazon and other major online booksellers: James Lockhart and Stuart B. Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil* (Cambridge: Cambridge University Press, 1983).

Grading:

The components of this course will be weighted into the final grade as follows:

- First Exam: 25% of your final grade
- Short Research Paper: 25% of your final grade
- Second Exam: 35% of your final grade
- Attendance and Participation: 15% of your final grade

Grading Scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

First Exam (February 28):

The first exam will cover all material from the beginning of the term through Week Seven. You will need to bring a pencil, a blank Scantron, and a Blue Book. Please see below for exam make-up policy.

Short Research Paper (due April 11 at 5:00 pm):

The guidelines for the paper will be distributed in class.

Second Exam (May 2):

The second and last exam for the course will cover all the material from the first exam to the end of the course (that is, it is **non-cumulative**). You will need to bring a pencil, a blank Scantron, and a Blue Book.

Comprehensive Make-Up Exam:

This is **ONLY** for those students who have missed one of the two regular exams for a legitimate, documented reason. It will be given during finals week (date and time TBD), and it will be comprehensive (i.e., it covers the **entire course** from Week I to the end). If you have a **legitimate reason** for missing an exam (e.g. severe illness or injury *requiring professional medical care*, emergencies in your *immediate* family, participation in *official* university activities, legal obligations that cannot be rescheduled) **AND** you have **supporting documentation** for your absence, then you may **request** to take the comprehensive make-up exam.

Requests for taking the make-up exam must be **submitted in writing and include documentation** explaining and substantiating why the absence was legitimate. Such a request and supporting documentation must be submitted within three (3) days of the scheduled exam date for the exam that you missed. An approval to take the make-up exam will be based solely upon the professor's evaluation of your request and supporting documentation. Your grade on the make-up exam may **only** be used to substitute **one** missed exam. Any other missed exams will receive 0% scores, irrespective of the circumstances.

Attendance and Participation:

This course depends on the active participation of each student. While the class is primarily in lecture format, I will periodically call upon students to participate during my lectures. I will also devote part or all of some class sessions to simulations, debates, discussions, or other interactive activities. Your active participation in class is vital to your attendance and participation grade.

Attendance will be taken at each class meeting. Please see "Absence Policy" below for more details on attendance.

Paper Format:

Your paper must be in Times New Roman, 12-point font with one-inch margins and in Microsoft Word format (.doc or .docx). *Please do not submit any documents in .pdf format.* Please double-space all body text and single-space your endnotes (which should be in Times New Roman, 10-point font). You may use either footnotes or endnotes. We will follow the Chicago Manual of Style for this paper. A copy of *The Chicago Manual of Style* is available for consultation at the Reference Desk at TAMUC Library. I recommend investing in a copy of this book (preferably the 15th or 16th edition) as this is the standard format for scholarship in history and other fields in the United States.

TECHNOLOGY REQUIREMENTS AND ACCESS

In this course, we will make extensive use of the eCollege online course system (<https://leo.tamuc.edu/login.aspx>). eCollege is a Learning Management System (LMS) that facilitates instruction through a variety of online tools. For more information and technical support in using eCollege, please send a message to helpdesk@online.tamuc.org or call 1-866-656-5511.

Please find the page for our course within eCollege and navigate to it. You will submit your paper through eCollege and receive instructor feedback through this system. You will also find on eCollege all of the course readings which do not come from the books that you will purchase. We will discuss eCollege and our use of it in more detail in class. **Please submit your paper to the appropriate listing in the DROPBOX (NOT Doc Sharing) on the course's eCollege page. (No hard copy submissions, please.) Please submit only ONE (1) copy of your completed paper to the Dropbox.**

For this course, you will need an up-to-date web browser, Microsoft Word (or Open Office), and the free Adobe Acrobat reader (<http://get.adobe.com/reader/>).

COMMUNICATION AND SUPPORT

Outside of class sessions and office hours, email is the best way to communicate with me. Please use your TAMU Commerce email address in all email communication with me, and put the course name (History 375) in the subject line. Please also keep the following in mind: like all of you, I am a busy member of this University community who must juggle multiple commitments. I will try my best to respond to all student email messages within 24 hours on a weekday and 48 hours on the weekends. I will not respond to questions whose answer is contained in this syllabus or in another handout that I have distributed (if you send such an email, I will simply send you a reply with "LACS," or Look at Course Syllabus).

Note: it is your responsibility to **check your University email regularly (at least once a day during the week)**. Sometimes I may send you an important and time-sensitive message by email that I may not send you through any other medium. It is your responsibility to check your email regularly and to respond to such messages (and complete the relevant tasks) in a timely manner.

Writing Center:

Students are encouraged to make use of the University's Writing Center for assistance in composing and revising their papers. If you take advantage of this service, please plan ahead by giving yourself enough time to make an appointment and incorporate their suggestions into your revisions. For more information and to make an appointment, see: <http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Late Work Policy: The paper is due on April 11 at 5:00 pm to eCollege; you will incur a penalty of one letter grade per day late. This starts from the minute after the deadline (i.e. a paper turned in at 5:10 that was due at 5:00 the same day is counted as being one day late). Papers submitted more than four (4) days after the deadline will not be accepted **and will receive a score of 0. No extensions will be granted under any circumstances.**

Exam Make-Up Policy: As stated above, the **ONLY** circumstances under which you may make up an exam are: if you miss the first or second exam due to a legitimate reason **AND** provide me with supporting documentation and a written request to take the comprehensive make-up exam within three (3) days of the scheduled date of the missed exam. No documentation, no make-up, no exceptions. As stated above, you will only be able to make up no more than one (1) exam in this way, and granting or refusal of all requests to take the comprehensive make-up exam is at the sole discretion of the instructor. If you miss the make-up exam for **ANY** reason, there will be no opportunities to make it up.

Absence Policy: Attending every class session is critical for your success in this course. Nonetheless, I am aware that unexpected events sometimes arise that interfere with course responsibilities. **Therefore, each student can take one (1) “free” absence that will not incur any penalty.** Please use this free absence wisely. All absences beyond this free absence will incur progressive deductions from your participation grade, irrespective of the circumstances. No absences beyond the free one will be “excused” for any reason. Tardiness will also count against your participation grade. **All students with any special needs must see the instructor as soon as possible in the semester to discuss this.** Failure to address the matter promptly may result in the inability to accommodate a specific circumstance.

Laptop Use: No laptops, tablets, or other electronic devices are permitted in class. I reserve the right to ask a student to leave if his or her laptop, tablet, etc. is visible or if his/her cell phone or other electronic device disrupts our learning environment.

Grade Appeals: The instructor’s judgment of all student grades on exams, essays, and all other graded assignments is final and will not be subject to revision, except when a mathematical or recording error has been committed.

Plagiarism and Academic Dishonesty: Plagiarism is any act which involves the theft of someone else’s ideas. This includes but is not limited to: lifting text out of anyone else’s work without proper attribution; using an author’s exact words with a citation but without quotation marks to indicate these words; and simply reiterating another’s ideas (author, professor, peer, etc) without giving credit to this person. Plagiarism also includes buying or otherwise acquiring material from the Internet and passing it off as your own as well as having a friend (or anyone else) write all or part of your paper. **You are also committing plagiarism if you submit part or all of something that you have written for another assignment—for this or another class—without proper attribution.** Other forms of academic dishonesty include (among other offenses): possessing, using, or distributing illicit examination materials; and forgery.

I have a zero tolerance policy towards all forms of academic dishonesty. Anyone caught plagiarizing or committing any other academic offense will receive a zero on the assignment in question and may be referred to the Dean of Students. The offender may also fail the course. Ignorance is **not** an excuse; it is the responsibility of **all** students to be fully informed about

plagiarism and to absolutely avoid it. If you have any doubts as to what constitutes plagiarism, please ask me. **All written assignments will be automatically uploaded to turnitin.com for plagiarism checking.**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

If you require such an accommodation, please contact the above office **as soon as possible in the term.**

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*). Among other things, this includes exhibiting respectful behavior in class at all times. While I welcome and expect disagreements in viewpoints during our discussions, all students must refrain at all times from making inappropriate or offensive remarks and treat all classmates and the instructor with respect, courtesy, and dignity. Please see the above guidelines if you are unclear about any aspect of acceptable conduct.

COURSE OUTLINE / CALENDAR

Week One: Introductions

January 15: First day: go over syllabus and expectations for the course.

January 17: Introductory discussion: what is Latin America?

Topic: What is encompassed by the term “Latin America?” What sources are available to document the history of colonial Latin America? How might we imagine the encounters between indigenous Americans, Europeans, and Africans from 1492 to the early 1800s?

Readings:

- No readings for this week.

Week Two: The Americas before 1492: The Diversity of Amerindian Societies

January 22: Amerindian origins: from the first migrations to the Americas to the Mayas in Mesoamerica

January 24: The great imperial societies: the Aztec/Mexica and Inca

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 1-23 [23 pp]
- “The Ancestors of the People Called Indians: A View from Huarochirí, Peru,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 3-13 [11 pp]
- “Popol Vuh,” in Gilbert M. Joseph and Timothy J. Henderson, eds., *The Mexico Reader: History, Culture, Politics*, pp 79-85 [7 pp]
- Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*, 1st ed., pp 354-375 [22 pp]
- **Total reading: 63 pp**

Week Three: The Iberian and African Background

January 29: The *Reconquista*, the consolidation of Castile and Aragon under Ferdinand and Isabella, and early colonization in the Canary Islands

January 31: Portuguese explorations in Africa and the beginnings of the Atlantic slave trade

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 23-32 [10 pp]
- Anthony Stevens-Arroyo, “The Inter-Atlantic Paradigm: The Failure of Spanish Medieval Colonization of the Canary and Caribbean Islands,” *Comparative Studies in Society and History* 35, no. 3 (July 1993): 515-543 [29 pp]
- Curtin, *The Rise and Fall of the Plantation Complex*, pp 17-45 [29 pp]
- “A Pope Rewards ‘So Salutory and Laudable a Work,’” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 34-42 [9 pp]
- **Total reading: 77 pp**

Week Four: First Encounters in the Caribbean and the Conquest of Mexico

February 5: Spanish settlement and conquest in the Caribbean

February 7: The conquest of Mexico

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 33-52 [20 pp]
- Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico,” *American Historical Review* 108, no. 3 (2003): 659-687 [29 pp]
- Las Casas, *An Account*, pp 1-38 [38 pp]
- “Orders Given to ‘the Twelve,’” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 59-64 [6 pp]
- **Total reading: 93 pp**

Week Five: Conquest and Civil War in Peru

February 12: The conquest of the Incas

February 14: Civil war and the establishment of the viceroyalty

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 52-82 [31 pp]
- Las Casas, *An Account*, pp 72-86 [15 pp]
- Felipe Guaman Poma de Ayala, *The First New Chronicle and Good Government, Abridged*, trans. David Frye, pp 101-141 [41 pp]
- “José de Acosta on the Salvation of the Indians,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 134-143 [10 pp]
- **Total reading: 97 pp**

Week Six: Land and Labor, I: Labor Systems and Demography in Spanish America

February 19: The demographic catastrophe, the *encomienda*, and the *mita*

February 21: African slavery in Spanish America

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 83-92, 111-143 [43 pp]
- “From the Laws of Burgos (1512-1513) Royal Ordinances for the Good Government and Treatment of the Indians” and “New Laws of the Indies,” in Las Casas, *An Account*, pp 89-102 [14 pp]
- Suzanne Austin Alchon, *A Pest in the Land: New World Epidemics in a Global Perspective*, pp 60-82 [23 pp]
- Curtin, *The Rise and Fall of the Plantation Complex*, pp 73-85 [13 pp]
- **Total reading: 93 pp**

Week Seven: Land and Labor, II: Slave Society in Brazil

February 26: The development of a slave society in Brazil

February 28: First Exam (covers material from the start of the course, INCLUDING Week Seven readings)

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 92-96, 150-153 (and review pp 68-69) [9 pp]
- “Two Slaveryes—The Sermons of Padre Antônio Vieira, Salvador, Bahia (ca. 1633), and São Luís do Maranhão (1653),” and “A Black *Irmandade* in Bahia, Brazil,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 218-233, 280-296 [33 pp]
- **Total reading: 42 pp**

Week Eight: Colonial Economies of Silver and Sugar

March 5: Silver and sugar in the world economy and the apparent paradox of access to great resources and economic weakness for Spain and Portugal

March 7: In-class simulation: economic exchange in Sevilla and Lisbon

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 144-150, 153-181 [36 pp]
- Stanley J. Stein and Barbara H. Stein, *Silver, Trade, and War: Spain and America in the Making of Early Modern Europe*, pp 3-39 [37 pp]
- Curtin, *The Rise and Fall of the Plantation Complex*, pp 86-97 [12 pp]
- **Total reading: 85 pp**

Week Nine: No class on March 12-14 (Spring Break)

Week Ten: The “Spiritual Conquest” and its Sequels

March 19: The colonial church and the Spanish and Portuguese Inquisitions in America

March 21: The formation of new religious traditions in the crucible of colonialism

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 96-110 [15 pp]
- Guaman Poma, *The First New Chronicle and Good Government*, pp 207-231 [25 pp]
- Richard Gray, “The Papacy and the Atlantic Slave Trade: Lourenço da Silva, the Capuchins and the Decisions of the Holy Office,” *Past and Present* no. 115 (May 1987): 52-68 [17 pp]

- “Sor Juana Inés de la Cruz’s Letter to Sor Filotea” and “Confessing to the Holy Office of the Inquisition, Bahia, Brazil,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 207-214, 234-245 [20 pp]
- **Total reading: 77 pp**

Week Eleven: Gender, Honor, and Racial Ideologies in the Colonial World

March 26: The family, gender, and sexuality in colonial Latin America

March 28: The formation and evolution of racial ideologies in Spanish and Portuguese America; the *castas*

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 182-234 [53 pp]
- David Cahill, “Colour by Numbers: Racial and Ethnic Categories in the Viceroyalty of Peru, 1532-1824,” *Journal of Latin American Studies* 26, no. 2 (1994): 325-346 [22 pp]
- **Total reading: 75 pp**

Week Twelve: Developments on the Fringes: Stagnation and Fermentation

April 2: The Spanish and the French Caribbean in the seventeenth and early to mid-eighteenth centuries: why did the French Caribbean develop rich slave-based export economies and the Spanish Caribbean did not in this period?

April 4: Imperial transformations and economic expansion: the emergence of “fringe” economies in Brazil, Río de la Plata and New Granada

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 280-303 [24 pp]
- Laurent Dubois, *Avengers of the New World: The Story of the Haitian Revolution*, pp 8-35 [28 pp]
- “Taming the Wilderness, Minas Gerais, Brazil,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 335-352 [18 pp]
- **Total reading: 70 pp**

Week Thirteen: The Bourbon and Pombaline Reforms

April 9: The Bourbon and Pombaline Reforms

April 11: In-class simulation: the Bourbon Reforms and the expulsion of the Jesuits
****Short research paper due (5:00 pm)**

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 303-337 [35 pp]
- “Nicolás Ñenguirú’s Letter to the Governor of Buenos Aires” and “José de Gálvez’s Decrees for the King’s Subjects in Mexico,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 309-319 [11 pp]
- **Total reading: 46 pp**

Week Fourteen: Late Colonial Revolts

April 16: Reform and revolt in the Andes, Paraguay, and Brazil

April 18: The Haitian Revolution

Readings:

- “Introduction: Revolution, Emancipation and Independence,” in Laurent Dubois and John Garrigus, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*, pp 7-42 [36 pp]
- David Garrett, “‘His Majesty’s Most Loyal Vassals:’ The Indian Nobility and Tupac Amaru,” *Hispanic American Historical Review* 84, no. 4 (2004): 575-617 [43 pp]
- “As for the Spaniards, Their Time is Up,” and “Juan Francisco Domínguez’s Discourses on the Ten Commandments, Mexico” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 299-308, 366-371 [16 pp]
- **Total reading: 95 pp**

Week Fifteen: The Independence Struggles in Spanish America and Brazil

April 23: The independence wars in Spanish America and Brazil

April 25: The legacies of colonialism in Latin America

Readings:

- Burkholder and Johnson, *Colonial Latin America*, pp 338-390 [53 pp]
- “José María Morelos’s ‘Sentiments of the Nation,’ Chilpancingo, Mexico,” and “The Argentine Declaration of Independence, San Miguel de Tucumán,” in Mills, Taylor and Graham, *Colonial Latin America: A Documentary History*, pp 397-402 [6 pp]
- Curtin, *The Rise and Fall of the Plantation Complex*, pp 144-157 [14 pp]
- **Total reading: 73 pp**

Week Sixteen: Conclusions

April 30: In-class review for second exam

May 2: Second exam in class (covers material SINCE first exam)