



History 375.01E

Latin America in the Colonial Era

Instructor: Dr. Mark Moreno

Class Meets: Tues.-Thurs., SS224

Office Location: Ferguson Social Sciences, #118

Office Hours: MW, 1:30 p.m. to 4 p.m.

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COURSE INFORMATION

Course Description

Overview: The Columbus voyage of discovery permanently and deeply changed the world, fusing three peoples--American, European, and African-- ushering in the modern global age. Spanish and Portuguese colonists encountered an indigenous world of hundreds of languages, tribes, and organized states. After dramatic Spanish conquests of the early 1500s, three types of communities interacted: Indian, European, and African – a new multicultural world. The early discovery of silver in Latin America intensified economic activity worldwide, as both Chinese and Europeans sought the precious metal. The “Columbian Exchange” brought new sources of food to the Old World, increasing its population. But it also brought deadly diseases to almost 100 percent New World indigenous people. Political and military domination of most of the world by Europe in the nineteenth century can directly be traced to Latin colonization of the Americas -- which opened Western eyes to new possibilities of wealth, power, and knowledge. This course explores major themes from the 1500s through the early 19th century; gender and

sexuality; race and ethnicity; slavery and Indian resistance. It also aims to define early Latin America from both local and world perspectives heading into the late eighteenth century and the age of the Atlantic Revolutions, followed by revolution throughout the Americas.

Required Texts

Mills, Kenneth et al., *Colonial Spanish America: A Documentary History* (Rowman and Littlefield), ISBN 978-0-8420-2997-1

Martin, Cheryl E. et al., *Latin America and its People, Vol. 1* (Pearson Publishing), ISBN 978-0205-0546-95

Additional Materials will be posted on eCollege

Student Learning Outcomes

By the end of the semester, students should competently meet the following learning outcome:

Students will recognize historical parameters, interactions among people, racial and ethnic identities, the role of Church in colonial Latin America, and the impact of early Spanish America on transatlantic politics and economics, and have the ability to express these themes in writing.

COURSE REQUIREMENTS

Participation and attendance: Regular attendance is expected, as well as regular questions and comments from students. Ten points will be deducted for every three unexcused absences. Other lectures and film/video presentations will relate to class readings. Class time is meant for both lecture and discussion, so participation is important whether class involves interaction or film/video presentations. Class time is not nap time, and the instructor reserves the right to dismiss disengaged students for the day. **Use of cell phones during class is prohibited.**

Plagiarism: Taking work directly from other sources and presenting it as your own is a serious academic offense, and will automatically result in a “0” grade for your paper, and possibly for the class. In addition, students will need to meet with the instructor for explanation and will be subject to disciplinary action by the University. Modern (or postmodern) technology has made detection of plagiarism easier than ever before, and faculty members in most cases have adopted a “zero tolerance” policy for such actions. All work produced for this class must come directly from History 375.01E students, and be specific to History 375.01E for the Fall 2015 semester.

Exams: Two Blue Book exams – a midterm and a final – will be assigned in this class. Students will answer two out of three questions in standard essay form and in longhand.

Participation/Discussion, and Shorter Assignments: Students will turn in regular reading summaries and both lead and participate in discussions based on primary sources in *Latin*

America: A Documentary History, and also based on also documents culled from online sources. Students are also expected to participate with questions and comments during lectures and discussion sessions for maximum grade points.

Semester Project

Students will produce a research paper of eight to 10 pages, focusing on any aspect of colonial Latin America, and will include primary sources. Guidelines for the paper will be discussed within the first month of class.

Grading

Attendance, Participation = 100 points

Short Assignments/Discussions = 100

Exams = 200 points total

Semester Project = 200 points total

Total = 600 points possible

Percentages and grades:

90-100% = A range

80-90% = B range

70-80% = C range

60-70 = D range

Below 60% = F

TECHNOLOGY REQUIREMENTS, ACCESS, and NAVIGATION

Required:

High-speed Internet access, a word processor, and a printer for some assignments

Updated versions of Internet Explorer, Google Chrome, Firefox, or other compatible browsers

This course is facilitated online with eCollege, the online system used by Texas A&M University-Commerce. You can get started at <https://tamuccommerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

All relevant course materials – including the syllabus – can be found in eCollege.

COMMUNICATION AND SUPPORT

Interaction with Instructor

Email through the online learning system is the best way to contact the instructor outside of class. Students should expect a response within 24 hours on weekdays.

Writing and Library Support

For assistance with writing, students are encouraged to make appointments with the University Writing Center:

<http://web.tamu-commerce.edu/http/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Electronic Devices: No smartphones are to be active during class time. The use of laptops and electronic notebooks will be prohibited for any student not using them for note-taking or other activities directly related to class. The instructor reserves the right to revoke such privileges, and to dismiss disengages students from class. It is important to be focused on the subject matter during lectures, discussions, and film/video presentations.

Plagiarism: As stated above, it is easy to detect and provokes the ire of faculty members like almost nothing else, and it is against University policy.

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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Statement of Non-Discrimination:

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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 the “Code of Student Conduct” in *Student Guide Handbook*.)

COURSE OUTLINE / CALENDAR

This schedule is subject to slight revision during the course of the semester. Suggested readings for the week, including academic articles not listed in the syllabus, will be announced in class.

Class lecture schedule

Week 1: Introduction

- Introduction: The World in 1500
- Voyages of Discovery

Week 2

- The Indigenous States

Week 3

- Cortes and the Mexica (Aztecs) in Mexico
- Conquest in the Andes
- Primary Source Assignment Due/Discussion

Week 4

- The Columbian Exchange
- Film, “Guns, Germs, and Steel”
- The Economics of Colonialism

Week 5

- Religion in the Americas
- The Twelve Apostles
- The Virgin
- Primary Source Assignment Due/Discussion

Week 6

- Women in Colonial Latin America
- Love, Marriage, and Sexuality

Week 7, Midterm

- **Midterm Tuesday**
- Film, TBA

Week 8

- The Atlantic Slave Trade
- Race in Colonial Latin America
- Primary Source Assignment Due/Discussion

Week 9

- The Enlightenment and Spanish America
- Reforms in the Empires
- The Economics of Colonialism

Week 10

- Film, “The Mission”
- Primary Source Assignment Due/Discussion

Week 11

- Indian Resistance and Uprisings

Week 12

- Primary Source Assignment Due/Discussion
- Emergent Spanish American Nationalism

Week 13

Thanksgiving Week

- Semester Project Papers Due

Week 14: The End of Empire

- Film: “Goya’s Ghosts”

Week 15: **Final Exam**