OFFICE HOURS: My office is located in FC 280. You can reach me at 825-3073. Marti Beck is my secretary; her number is 825-5783. You can also reach me by E-Mail at pat.carroll@tamucc.edu. My office hours during the fall 2011 semester are: MW: 5:30-6:30 PM, and TR: 9:10-10:30 AM. If these hours present a hardship for you please speak with me, and I shall consider other times. You can set up an appt. to see me before or after class, or by e-mail. My e-mail address is listed above. There are, however, certain times when I cannot meet with you. These include MW from 6:30-7 PM, and TR from 10:30-11 AM. During these times I am preparing for or teaching a class.

COURSE DESCRIPTION: This is a course on colonial Mexico primarily focusing on the 1519-1821 time period when Europeans conquered, colonized, and ruled the area laying the foundations, in my mind, for modern Mexican society. By way of introduction, I will devote passing attention to pre-Columbian conditions in both Spain and Mexico (15th century), and a bit more time on the post-1821 independence period to make connections between pre-colonial, colonial, and national economic, social, and political cultures.

During the colonial period Mexico became the most coveted European colony in the Americas. Its material and human resources attracted Old World attention from nearly the outset of conquest. We shall examine the emergence of Spain’s colonial administration of this economically productive and ethnically and racially complex society during the 16th and 17th centuries. Our temporal (time) focus will then shift to the 18th and early 19th centuries when a new ruling house in Spain, the Bourbons, shifted some of the administrative priorities and policies that applied to the colony. Throughout these time periods we shall examine certain broad themes with an eye toward continuity and change. These lines of inquiry revolve around Mexico’s colonial economic, social, and political development. We shall end with the coming of independence and the first decade of the national period, again with the aim of tying colonial to modern national development. We employ these strategies to not only answer When, What, and Why events took place, but most importantly How they happened as well. This last question will hopefully add relevance to the course by providing you with insights into the processes by which all societies develop including our own in the Coastal Bend region of South Texas.

In order to answer this critical question of “How” colonial Mexican society evolved we shall focus on two broad dynamics, one foreign and one domestic in nature. The exterior dynamic includes two sub-sets of influences: Spanish Imperial designs and Old World exports to New Spain including immigrants and slaves, technology, culture, and disease. The interior influences on Mexican development include such things as local physical environments, demographics, and technologies.1 Together these foreign and domestic pressures shaped colonial Mexican economic, social, and political cultures.2

1 Physically, we shall consider such things as climate, topography, and material resources (agricultural lands, precious minerals, and the like). Demographically, we shall focus on profiles of populations including, growth rates, age structures, and gender balances. We shall also take into account material and organizational technologies.

2 In the area of economics we shall look at changes in labor, market, production, and capital systems. Socially, we shall examine the roles of gender, race, ethnicity, and economic class in forging the colonial society. Politically, we shall consider the changing structure and function of the colonial polity at the imperial, viceregal, and local levels.
Required Texts and Library Reserve Reading Materials:

Patrick Carroll, *Blacks in Colonial Veracruz: Race, Ethnicity and Regional Development.*
Stuart Schwartz, *Victors and Vanquished.*

All 3 texts are available in the University’s Barnes and Noble Bookstore. They are also available at the Islander Bookstore, at the corner of Alameda and Ocean Dr. next to the Stripes store. There are additional readings on reserve in the Library or presented to you as class handouts. They are listed on the appropriate dates in the “Tentative Course Schedule” section of this syllabus.

Student Learning Outcomes and Their Measurement:

1. Acquisition of Historical Knowledge – measured by performance on exams, written exercises, formal debates on assigned premises, and classroom participation.
2. Written and oral communication skills - measured by performance on exams, written exercises, formal debates on assigned premises, and classroom participation.
3. Enhanced Critical Thinking Skills - measured by performance on exams, written exercises, debates on assigned premises, and classroom participation.

COURSE GRADE: There are five components to your course grade. See the “Tentative Course Schedule” section of the syllabus for the dates of these exercises:

Exam covering pre-contact Mexico and Spain, the conquest, and its human and material consequences, including the arrival of Africans.  

Class Debate

Final Essay

3 There are two parts to the exam. Part I will consist of 10 multiple choice questions worth 1 point each. Part II contains two essay questions. You will choose one of the questions and write a 400-500 word essay on it. Your essay will be worth up to 15 points.

4 There will be two teams in each of the class debates. Every student must sign-up for one of these teams, but you can participate in only one debate. Each participating member of the winning teams will receive 25/25 points toward their final course grade. Each participating member of the losing teams will receive 21/25 points (84%, or a “B” grade). Those members of the class not involved in each debate will serve as the judges. The instructor will moderate the debate. The instructor reserves the right to modify a student’s grade for this exercise. He will only exercise this right in what he judges egregious cases of poor performance on either team, and egregious cases of good performance on the losing team. Materials related to the Debates are attached to the end of the syllabus.

5 The final essay requires you to write an overview explanation of one of three colonial developmental themes: economic, social, or political change. Sub-topics are permissible within these three broad thematic categories. For example, economic change might include the development of a labor system (i.e. Slavery or free wage labor; the expansion of local markets into regional or international markets); the development of a particular production system (i.e. tobacco or cotton agriculture, industry, or artisan trades). Within the social approach one might choose a topic like gender, racial or ethnic relations. The political theme includes sub-topics like the development of local, regional, and imperial political institutions, foreign relations, political conflict, and the like. Any topic you choose must be approved.
Final Essay Thesis statement and 10 supportive sources .............................. 5%

Class Participation ........................................................................................................ 10%

Total........................................ 100%

Grade Appeals: It is our goal to maintain fair standards with regard to grading. However, if you feel that you have received a grade that does not reflect the quality of your work, or if you do not understand why you received a particular grade you are encouraged to appeal the grade to the instructor. If you reason the instructor’s explanation for your grade is unjust or arbitrary you can appeal the grade to the Chair of the Department of Humanities. If after this second step in the appeal process you still think the grade is unjust you can take your appeal to the Dean of the College of Liberal Arts. Your final course of appeal, only after exhausting these first three appeal steps, is to an Academic Vice President/Provost appointed University Appeal Committee.

Office Hours: Office hours are designed to make a large college course like this one less impersonal and less intimidating. Please take advantage of them. Office hours are scheduled times in which professors remain in their offices every week for the express purpose of talking to students. Please come by with any questions or comments you may have, or just to say hello. You are not bothering me; I am happy to meet you on a more personal basis, and to answer any questions you may have.

Extra Hand-outs: Syllabi, Essay Guides, and any other handouts will be available from the instructor upon request.

Freedom of Speech: Please feel free to raise your hand with a question or a comment. Part of the advantage of having a live professor in the classroom (vs. TV instruction or correspondence courses) is that you can ask questions. Remember: THERE ARE NO “DUMB QUESTIONS.” It may well be that many other students are wondering about the same thing. All questions will be answered as time and relevance permits. You may also challenge and otherwise disagree with the instructor. Lively debates enhance the learning experience.

by the instructor before you begin your paper. The essay will be 10-15 pages in length. It must be typed (or word-processed), double-spaced, with 12 font. And it must span at least 100 years. You may use additional sources beyond those assigned in class as long as they supplement, but do not replace, the required course readings. You must properly cite with footnotes or endnotes all the ideas and direct text you obtain from your readings. Failure to cite another’s text, ideas, or information is called plagiarism. If you have questions about plagiarism or any other offense and the potential consequences of such actions consult the “Academic Honesty” section of the 2011-2012 Undergraduate University Catalog online, or you can speak with the instructor about Academic Honesty. Turabian, or the Chicago Style Manual in its unabridged format, is the only acceptable citation format for this paper. You can access the “History Area Style Guide” at the following web-site: http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf. It contains a brief explanation of Turabian citation and overall final paper formatting. A hard copy of this information is attached to the end of the syllabus. Failure to type or word process this essay, or to provide citations will cause you to lose one letter grade from your overall essay grade for each omission. All borrowed text must be placed in quotation marks. I also prohibit more than an average of three lines of quotes per page. It is easier for me to assess your understanding of the material if you use your own words. Plagiarism, if documented, will result in a “0” grade on the final essay. Finally, failure to turn the essay in on time without instructor approval will result in one letter grade deducted from your paper grade per day of tardiness.

6 The only electronic sources I will accept for this exercise are from peer reviewed academic journal articles. You can find the complete text for many journal articles on search engines such as Lexusnexus, etc. It does not matter if these sources are books articles, or primary documents. Your required texts will not count toward this minimum 10 source total. Your paper thesis and bibliography must be typed single spaced. This sheet must have your name and paper title on it. The last day for submission of this sheet is Nov. Late submissions will be docked a half letter grade for each unexcused day of submission.
However, while all opinions are welcome, this classroom must remain a comfortable place for everyone. Please express opinions without recourse to derogatory language or remarks.

**Academic Honesty:** Any form of cheating, including plagiarism, will result in one or any combination of the seven penalties (at the instructor’s discretion) listed on p. 39-40 of the 2010-2011 University catalog. If you have any questions about academic integrity ask the instructor or consult the University catalog.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Final note:** The instructor reserves the right to change this syllabus at any point during the semester.

**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Class Orientation.</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>Read Carroll, Introduction, pp. x-xvi. (This discussion and reading will help to further explain the conceptual framework of the course.); begin a discussion of pre-European contact Mexico: for an overview, read Schwartz, pp. 1-12, 20-39.</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Finish our discussion of pre-contact Mexico, and turn to our treatment of pre-contact Spain, read Schwartz, pp. 12-20, 40-74. For a regional perspective, read Carroll, pp. 1-6.</td>
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<tr>
<td>Sept. 6</td>
<td>Native American and Spanish Perspectives on the Fall of Tenochtitlán, Schwartz, pp. 182-213; León-Portilla, pp. 127-149 (on reserve in the University Library).</td>
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<tr>
<td>Sept. 8</td>
<td>The Conquest &amp; Its Human and Material Consequences, read Schwartz, pp. 214-243 for an overview at the colony-wide level. Read Carroll, pp. 6-20 for a regional perspective of the conquest and its demographic and material consequences.</td>
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<tr>
<td>Sept. 15</td>
<td>Review for Exam 1 covering pre-contact Mexico and Spain, the conquest, and its human and material consequences, including the arrival of Africans.</td>
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<tr>
<td>Sept. 20</td>
<td>Exam: Pre-Contact Conditions, European Conquest and Consequences.</td>
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22. Discussion of the class Debate 1: Premise: “Shifting demographic conditions were the principal determinants of early and middle colonial (1521-1700) development in New Spain.” Sign up for debate 1. The last part of the class will be devoted to initiating our discussion of Political Development, 1550-1700: read Knight, pp. 52-62, 72-102.

27. At the outset of the class I will return your exams, and answer any questions you might have about the test. During the remainder of the class we shall finish our treatment of 1550-1700 Hapsburg political conditions, and then begin an examination of economic development during Hapsburg colonial rule. More specifically, we shall begin to look at commercial agricultural production, market, capital, and Labor: read Carroll, pp. 40-73.

29. We shall first finish our treatment of 1550-1700 economic development by examining other industries within the colony’s economy, read Knight, pp. 172-201.

Oct. 4. We will begin this class meeting with a discussion of colonial social development between 1521-1700: read Knight pp. 62-127. During the remaining half hour of the class we will discuss Debate 2. Premise: “Economic forces were the principal determinants of early and middle colonial (1521-1700) development in New Spain.” Sign up for Debate 2.

6. We will finish our examination of colonial social development, 1521-1700: read Knight pp. 62-127. Then we begin our look at regional colonial social development. Read Carroll, pp. 79-92.

11. Finish our discussion of regional colonial social development, read Carroll, pp. 79-92. Near to the end of the class we will address any last minute questions about upcoming debates 1 and 2.

13. Debate 1. Premise: “Shifting demographic conditions were the principal determinants of early and middle colonial (1521-1700) development in New Spain.”

18. Debate 2. Premise: “Economic forces were the principal determinants of early and middle colonial (1521-1700) development in New Spain.”

20. 18th C Bourbon Economic Development, an Overview, read Knight, pp. 202-240.

25. We shall begin with a discussion of the 18th century Bourbon revival of Mexico’s mining and Atlantic commerce, read David Brading, Introduction, pp. 14-19 (on reserve in the University Library). Then we shall turn to an examination of commercial agriculture under 18th century Bourbon rule, read Carroll, 52-60, 73-78.

27. We shall first finish discussion of the revival of commercial agriculture under the Bourbons. We shall devote the remainder of the class to sign up for individual final paper conference with the instructor. This is recommended but not required.
Nov. 1. Begin our treatment of Bourbon Reforms and Socio-Economic Change in Interpretive Perspective: read Knight, pp. 240-283.

3. Bourbon Reforms and Eighteenth Century Social Change, the Roles of Race, Ethnicity, and Class.” read Carroll, pp. 112-129.

8. 18th Century Identity Construction and Social Privilege. Read Carroll, “Negotiated Identity and Resulting Privilege in Late Colonial Mexico,” class handout.

10. Bourbon Reforms and Eighteenth Century Social Change, the role of Gender, read Stern, pp. 297-319 (On reserve in the University Library).

15. 18th century Bourbon political change re-read Knight, pp. 240-261, 276-283; examine Class Handout. Last day to sign-up for voluntary final paper conference with the instructor.


24. Thanksgiving Holiday, no class.


5 & 6. Open time for individual paper conferences in my office (FC 280).

Final Papers Submission in the classroom, date and time TBA. I will happily accept early submission of the paper.
HIST 4373 Debate Sign-up Sheet

DebatePremise:
Date:

Name and e-mail address of each team member: Please print legibly.

Affirmative Team
Presenter 1 (economic conditions)
Presenter 2 (social conditions)
Presenter 3 (political conditions)
Rebutter
Closer

Negative Team
Presenter 1 (economic conditions)
Presenter 2 (social conditions)
Presenter 3 (political)
Rebutter
Closer
Rules of the Debate: Debates will begin at 11:10 to allow debate teams to situate themselves and to accommodate late class arrivals. No one will be allowed to enter class after 11:10 AM, including debate team participants, so arrive on time because there are no make-ups on this exercise. I will warn individual presenters 30 seconds before their time expires. At the end of that 30 seconds you must stop or suffer a one point deduction from your score.

1. Each presenter will have up to 5 minutes to present their case (3x5=15x2 = 30 minutes for both teams).

2. Each rebutter/closer on each team will also have 5 minutes to make their case (2x5= 10 minutes).

3. Each closer on each team will also have 4 minutes to make their case (2x5= 10 minutes).

4. The judges will then have 5 minutes to deliberate on the winner of the debate. (5 minutes)

5. The instructor will call on individual judges to reveal and explain their scores. (10 minutes)

6. The instructor will then present his assessment of the debate, and answer questions from the class. (10 minutes)

The Prize: Each member of the winning team will receive 25 points (100%); each member of the losing team will receive 21 points (84%) toward their overall class grade. Students not participating in the debate will judge it. I, as the instructor reserve the right to lower or raise or lower individual student grades on the exercise in egregious cases of outstanding or poor performance.

Classroom demeanor during this exercise is important.

1. You cannot enter the classroom late; this is too distracting to the debaters.

2. Out of respect and support to your fellow classmates, you must remain both silent and attentive while the debate is in progress.

3. Presenters must act in a professional manner. Do not wear anything out of the ordinary.

4. Use of Powerpoint in your presentations is optional, but your file must be loaded on the classroom computer before our 11:10 AM start of the debate.

5. If you are judging a debate be prepared to explain why you voted the way you did.
JUDGING:

Class members not participating in the debate will judge the two teams’ performance. The judges will score each category on the ballot sheet on a scale from 1-5 with 1 being the lowest score and 5 being the highest score. We will allow two minutes after the last closing statement for the judges to tally team scores.

BALLOT SHEET

<table>
<thead>
<tr>
<th></th>
<th>Positive Team</th>
<th>Negative Team</th>
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<tbody>
<tr>
<td>Debater/Presenter 1:</td>
<td></td>
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<tr>
<td>(The points made were in logical order and lead up to a conclusion)</td>
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<tr>
<td>Debater/Presenter 2:</td>
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<td>(The points made were in logical order and lead up to a conclusion)</td>
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<tr>
<td>Debater/Presenter 3:</td>
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<td>(The points made were in logical order and lead up to a conclusion)</td>
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<tr>
<td>Rebutter:</td>
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<tr>
<td>(The points made were in logical order and lead up to a conclusion)</td>
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<tr>
<td>Closer:</td>
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<tr>
<td>(The points made were in logical order and lead up to a conclusion)</td>
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Total Score:               |               |               |