Colonial Latin American History
Spring 2020

HIST 3303.001 CI 127
Class Time: MW 5:30-6:45
Office Hours: MW 1-2, T 2-5 and by appt.
Dr. Claudia Rueda

Course Description

This course offers an introduction to the history of Colonial Latin America with a focus on the Spanish colonies. We will start with a survey of the pre-Columbian indigenous empires that flourished in the Americas and end with a discussion of the Spanish colonies’ struggles for independence in the 19th century. Over three hundred years passed between Columbus’ arrival in the Caribbean and the overthrow of the colonial order. This class will look at why Spanish colonialism lasted as long as it did and its effects on landscape of the Americas. We will explore how various groups, from Native Americans to African Slaves, from mestizo peasants to elite women, experienced and shaped Spanish colonialism. In the process, we will come to understand the unique development of Spanish America and the political, cultural, social and economic complexity that characterized it.

Student Learning Outcomes

Students who successfully complete this course will:

• Demonstrate their comprehension of key historical processes in colonial Latin America by synthesizing and analyzing information on exams.
• Demonstrate critical thinking by discussing and evaluating the arguments of academic articles.
• Develop oral communication skills by participating in discussions and crafting presentations.
• Further their understanding of the craft of history, by completing a historiographical portfolio.

Required Texts and Supplies

• Matthew Restall et al. Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala, Cambridge University Press (November 7, 2005)
• Stanley and Barbara Stein, The Colonial Heritage of Latin America, Oxford University Press; 7 edition (January 15, 1970)
• Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*, University of New Mexico Press

• Two Blue Books

**Assignments**

- Daily Writing 25%
- Mid-Term 15%
- Historiographical Portfolio 40%
- Final Exam 20%

\[A = 90-100; \ B = 80-89; \ C = 70-79; \ D = 60-69; \ F = 0-59\]

**Reading Responses:** We will typically begin each class with a short writing assignment based on the day’s readings. These low-stakes assignments are designed to help you gather your thoughts on the reading and organize the information we are learning in class. Additionally, they will give you a chance to practice the skills you will need for the exams and papers. You will always be allowed to use your notes on the responses. You are not allowed to use the actual readings, nor are you allowed to simply copy large passages from the texts into your notes.

The write-ups will be graded as A (excellent), B (good), C (Average), D (present), F (absent). I will drop the three lowest daily write-up grades at the end of the semester. You cannot make the reading responses up.

**Exams:** Grades are also based on two take home exams: a mid-term and a final.

**Historiographical Portfolio:** For this class students will learn to write a historiographical essay. To do this, students will choose a topic that interests them, and write three article reviews. We will spend time discussing in class how to find articles on your topic. You will then merge all of the reviews and discuss the different ways historians have approached your topic in a 6 to 8 page essay. During the scheduled final exam, students will give a presentation of their findings to the class. This portion of your grade is broken down as follows:

1. Article Review 1 (Two-pages) 5%
2. Article Review 2 (Two-pages) 5%
3. Article Review 3 (Two-pages) 5%
4. Final Essay (Six to Eight Pages) 20%
5. Presentation 5%

**Provisional Class and Reading Schedule**
I reserve the right to modify the following schedule as needed throughout the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Colonial World</td>
<td>Read the Syllabus</td>
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<td>Week 2</td>
<td>The 16(^{th}) Century World: Americas</td>
<td>Townsend, chp 1</td>
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<td>The 16(^{th}) Century World: Americas</td>
<td>Garcilaso de la Vega (BB)</td>
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<tr>
<td>Week 3</td>
<td>The 16(^{th}) Century World: Europe and Africa</td>
<td>“Coexistence in the Medieval Spanish Kingdoms (BB)“ (^{(BB)})</td>
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<td>Columbus in the Caribbean</td>
<td>Townsend, Chp 2</td>
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<td>Week 4</td>
<td>Cortez in Mexico</td>
<td>Townsend, Chp 3 and 4</td>
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<td>Conquest in the Andes</td>
<td>Townsend Chp 5, Garcilaso de la Vega (BB)</td>
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<td>Week 5</td>
<td>Establishing Empire: Colonial Governments</td>
<td>Stein and Stein, Chp 1</td>
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<td>Establishing Empire: Colonial Economies</td>
<td>Stein and Stein, Chp 2</td>
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<td>Week 7</td>
<td>Establishing Empire: The Catholic Church</td>
<td>Stein and Stein, Chp 3</td>
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<td>Exam 1</td>
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<td>Week 8</td>
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<td>Spring Break</td>
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<td>Week 9</td>
<td>Indigenous Society and Colonial Order</td>
<td>Townsend, Chp 6, Mesoamerican Voices, 64-86</td>
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<td></td>
<td>Indigenous Society and Colonial Order</td>
<td>Mesoamerican Voices, 174-201</td>
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<td>Week 10</td>
<td>The Slave Trade in the Americas</td>
<td>Wood and Excerpts from Children of God’s Fire BB (BB)</td>
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<td>African Experiences in the New World</td>
<td>Excerpts from Children of God’s Fire BB (BB)</td>
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<td>Week 11</td>
<td>Gender and Honor</td>
<td>Townsend, Chp 7</td>
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<td>Gender and the Colonial Order</td>
<td>Mesoamerican Voices, 126-157</td>
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<td>Week 12</td>
<td>Crisis in Spain and the Bourbon Reforms</td>
<td>Stein, Chp 4</td>
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<td>Resentment and Rebellion in the colonies</td>
<td>Primary documents on BB</td>
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<td>Week 13</td>
<td>Indigenous Rebellion</td>
<td>Tupac Amaru documents (BB)</td>
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<td>The Haitian Revolution and Race in the Late Colonial period</td>
<td>Haitian Revolution documents (BB)</td>
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**The historiographical portfolio is due during the final exam.**

## Class Policies

**Office Hours**
I strongly encourage you to come visit me during my office hours. If you are struggling with the material, come see me. If you are having problems that affect your ability to turn in your work, come see me. If you do not understand an assignment, come see me. If you love Latin American History and want to talk about it more, come see me. I want to help you get the most out of this class, but I cannot help you if you do not come see me. So, stop by my office hours, or make an appointment.

**Classroom Conduct**
One of the goals of this course is to help you develop their oral communication skills. In order to do this, it is absolutely essential that we all work to create a safe and respectful space in which people can craft arguments and debate ideas. It is necessary that we ground our opinions in evidence, either from the readings, from the lectures or from some other source related to the class. Undoubtedly, there will be disagreement, but so long as we respect differing opinions and refrain from personal attacks, these exchanges will both illuminate the past and help us develop our own interpretations of it.

Your everyday behavior also affects the classroom atmosphere. Arriving late, talking with your neighbors, using the internet, checking your cell phone and/ or studying for other classes distracts both your peers and your instructor and will affect your participation grade. If you are caught engaging in any of these behaviors, I reserve the right to ask you to leave and count you as absent for the day.

I discourage the use of laptops or tablets. You may use them only with advance permission, obtained during office hours. All cell phones and other electronic devices must be turned off at the beginning of class.

**Late Work**
Assignments will be penalized 1/3 of a letter grade for each day they are late (e.g. if the assignment was due on Monday and you turn it in two days late, on Wednesday, the highest grade you can earn will be a B+).
If you find that you need an extension, you must request it at least two days before the assignment is due.

**Disabilities Accommodations**
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf).

**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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, **you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just**
stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class for the spring semester is April 10, 2020.

**Academic Honesty/Plagiarism**

*Definition:* In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an F.