COURSE DESCRIPTION

Conquest and colonization of the southern Western Hemisphere took place by the swords and the words of Spaniards and Portuguese from the fifteenth to the nineteenth centuries. This course begins with a look at pre-Columbian societies on both sides of the Atlantic. We then explore the “discovery/encounter/conquest” between Europeans and Amerindians, beginning with Columbus’ voyages. This key historical event reshaped the world, generating new peoples, cultures, and ecosystems. A number of dynamics and themes that emerge in this period of Latin America’s genesis will be discussed throughout the course, including:

♣ regional diversity (eg. center & periphery)
♣ the Columbian exchange and mestizaje (eg. biological, racial, and cultural mixing)
♣ colonial institutions and practices (eg. peninsular & creole administration, the Church)
♣ structures and practices of production (eg. land & labor)
♣ the global economy (eg. mercantilism, capitalism)
♣ the colonial relationship (eg. metropole & poles)
♣ modes of colonial control and change (eg. hegemony, resistance, revolution)

We follow these themes from the era of conquest through the wars for independence of the early nineteenth century. At the end of the semester, we take a quick look forward to the early modern period to see how the newly-sovereign nation-states of Latin America fared in their struggles for stability and development. [For more on this, take HSTR 231, Modern Latin American History, taught spring]. What were the enduring consequences of three centuries of colonial rule for the modern histories and future prospects of the Latin American republics? What is the extent and nature of the colonial legacy in Latin America?

**This course counts for History Department majors and minors World requirement; the Latin American Studies minor; and of two of the required General Education groups: Group VI, Historical and Cultural Studies (H) and Group X, Indigenous and Global Perspectives (X).
LEARNING OBJECTIVES & ASSESSMENT:

This is a General Education H (Historical & Cultural Studies) course, which aims to teach students how to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.
2. Evaluate texts or artifacts within their historical and/or cultural contexts.
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

This is also a General Education X (Cultural and International Perspectives) course, which aims to teach students how to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

In sum, students who successfully complete this course: (1) will gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history, and (2) will improve their critical thinking, reading, and writing skills.

All of these learning objectives will be assessed through group discussions, weekly graded essays, a map quiz, a midterm exam, and a final exam. Required reading for this course averages 60-80 pages per week. Required writing (not including exams) is between 14-18 pages.

REQUIREMENTS AND GRADE COMPOSITION:

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<thead>
<tr>
<th></th>
<th>Map Quiz (9/27)</th>
<th>50 pts</th>
<th>5%</th>
<th>Essays (8 of 13; 25 pts each)</th>
<th>200 pts</th>
<th>20%</th>
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<tr>
<td>Midterm (10/16)</td>
<td>200</td>
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<td>20%</td>
<td>2 Graded Essays (50 pts each)</td>
<td>100</td>
<td>10%</td>
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<td>Final Exam (12/14)</td>
<td>300</td>
<td></td>
<td>30%</td>
<td>Attendance + Participation</td>
<td>150</td>
<td>15%</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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GRADING SCALE: Final Grades (converted from 1000 points possible)

<table>
<thead>
<tr>
<th>Grade</th>
<th>93-100</th>
<th>87-89</th>
<th>77-79</th>
<th>67-69</th>
<th>59 &amp; lower</th>
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<tr>
<td>A</td>
<td>B+</td>
<td>B</td>
<td>C</td>
<td>D+</td>
<td>63-66</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>80-82</td>
<td>70-72</td>
<td>D-</td>
<td>60-62</td>
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DROP/ADD DEADLINES

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<tr>
<th>Deadline</th>
<th>Notes</th>
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<tr>
<td>until 9/17</td>
<td>drop/adds &amp; changes, online w/ refund</td>
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<tr>
<td>9/18-10/29</td>
<td>drop/adds &amp; changes, with form &amp; fee</td>
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<tr>
<td>10/30-12/7</td>
<td>drop/adds &amp; changes by petition; granted only for legitimate, serious, documented reasons</td>
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ATTENDANCE & PARTICIPATION

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. There are a number of ways to demonstrate your interest and preparation. Foremost, I will assess the frequency and quality of your contributions in class discussions and group activities. This is a subjective assessment
on my part, worth up to 50 points. If speaking up in public is particularly difficult for you, I suggest coming by my office hours periodically to talk about course material.

To keep track of attendance, at the beginning of each class, I will pass around a sheet to be signed. *It is your responsibility to make sure you sign the sheet.* If your name is not on it, I will assume you were not there. Excused absences require either official documentation or prior approval by me. Leaving early for Thanksgiving, Christmas, or other holidays will not be excused. One unexcused absence is allowed with no penalty. After that, each absence will be 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

**MAP QUIZ & EXAMS:** Separate handouts and/or class discussions will be provided.

**ESSAYS**

Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week’s reading. Each essay is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you should still be able to discuss the reading in class. Get started on the essays right away; not completing them will severely affect your grade. **To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout,** reproduced in condensed form below.

<table>
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<tr>
<th>To receive 25 points, essays must, at a minimum, meet these criteria:</th>
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<tbody>
<tr>
<td>1. Be double-spaced, typed, and about 1 ½-2 pages. 1 ½ is minimum for credit. 3 is max.</td>
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<td>2. Have a page number on all pages after the first. (Number on first page is optional).</td>
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<td>3. Have a creative title that catches your readers’ attention, together with a subtitle that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know). Title and subtitle are separated with a colon.</td>
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<tr>
<td>4. Be drawn from the reading for that week, and answer one of the questions presented about it, unless your own choice of topic was given as an option.</td>
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<td>5. Have a clearly worded thesis statement or question somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.</td>
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<td>6. Be broken into paragraphs, each with a clear theme that relates to your overall argument.</td>
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<td>7. Include a minimum of 2 citations to the reading for the week, with page numbers. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be in addition to, not a substitution for, the minimum 2 citations to the week’s reading. If you cite lecture notes, give the date.</td>
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<tr>
<td>8. Indicate your sources with the page numbers in the text, either with footnotes or MLA style citation – (Marti, 360). Only if you add something from a source not on the syllabus do you need to give full citation information.</td>
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<tr>
<td>9. Give an appropriate introduction to your sources in the body of your text, especially when you quote from them. (eg. “According to historian John French, “ . . .”)</td>
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<tr>
<td>10. Follow all additional rules and guidelines presented in class discussions, handouts, or supplementary readings.</td>
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<td>11. Be carefully proofread. Misspellings or blatant typos will result in a 0.</td>
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OTHER COURSE POLICIES

- In the first weeks of the semester, I will ask you to sign a course contract, which reads:

  My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.

  If you do not wish to sign this agreement by 10/29, the last day to change registration without petition, you should drop the course.

- Keep all of your graded written work until the end of the semester (essays, exams).

- Get and use a umontana email account. I may send out group or individual messages during the semester with changes or information for which you are responsible.

- Many of the course readings are on Moodle. Make sure you have reliable online access and/or download the readings well in advance of their due dates. Inability to get online or access the reading the night or hours before class is not an acceptable excuse for not reading.

- No late assignments or make-up work will be accepted without prior approval from me or appropriate university documentation.

- If you think you have a disability that may affect your learning and performance in this course, please meet with Disability Services for Students in Lommasson 154 for assistance. Then, meet with me to discuss accommodations to help you get the most out of the class. For more information, visit the Disability Services website at UM Disability Services (DSS).

- Notify me of any relevant athletic, work, or other commitments or relevant life situations that may influence your performance in this class as early as possible. Be prepared to provide appropriate documentation. Arrange a meeting with me to discuss possible accommodations to help you get the most out of the class.

- This course involves a considerable amount of formal writing. If you are having difficulty with your writing, seek assistance at the University Writing Center [LA 144; 243-2266; growl@msou.montana.edu; UM Writing Center].
To improve your writing (however good it may already be), I highly recommend John R. Trimble, *Writing with Style: Conversations on the Art of Writing*, 2nd edition (Prentice Hall, 2000).

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [UM Student Conduct Code](#). If you have any questions about plagiarism and how to avoid it, see me, and/or consult the Mansfield Library’s webpage on plagiarism, at [UM Library Plagiarism Guide](#).

It is your responsibility to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course and to improve your participation in it. The end of the semester is not the appropriate time to meet with me about your work or grade.

![Image: SOR JUANA INÉS DE LA CRUZ, Mexican Nun (1651-95)](image)

Image: SOR JUANA INÉS DE LA CRUZ, Mexican Nun (1651-95)
REQUIRED BOOKS (at bookstore or used online; okay to use 7th or 8th ed.):

ADDITIONAL REQUIRED READING (on Moodle)


“Casta” article in Wikipedia (http://en.wikipedia.org/wiki/Casta); accessed 8/15/12.


The Lost Words of La Malinche: The Myth of (Mis)Communication,” Ch 5 in *Seven Myths of the Spanish Conquest* (Oxford UP, 2003), pp. 77-99.


SCHEDULE

(Reading is to be done by the class for which it is listed. In brackets, I have provided the approximate total number of pages of reading for each day, so you can plan accordingly).

1) Tu, 8/28: Course Intro
   RDG: Syllabus and handouts. Read carefully; always bring to class.

2) Th, 8/30: “The Americas” in the 15th Century [44 pp.]
   Malpass, “Introduction,” pp. xvii-xxii

   DUE: Essay 1

4) Th, 9/6: Transatlantic Voyages and Encounters in the Caribbean [35 pp.]
   Lunenfeld, “Preface,” pp. xv-xvii
   “Wonders of the Ocean Sea” p. 35
   “Columbus’s Letter” & “Columbus’s Logbook,” pp. 39-41, 44-45;

5) Tu, 9/11: The Conquest of Mexico; Spanish-Indian Communication [34 pp.]
   Restall, “The Lost Words of La Malinche,” pp. 77-99.
   DUE: Essay 2

6) Th, 9/13: The Conquest of Peru and Beyond [20 pp.]

7) Tu, 9/18: The Columbian Exchange & Historiographic Debates: Great Men, Disease, and Indian Allies [43 pp.]
   DUE: Essay 3

8) Th, 9/20: Exploitation, Struggles for Justice, & the Black Legend [36 pp.]
   RDG: Burkholder & Johnson, “Conundrums,” pp. 78-80 [reread]
   “Indian Labor,” pp. 130-39
   “Early Settlements,” pp. 42-44. [reread]
   Hanke, “Introduction” to The Spanish Struggle for Justice, pp. 1-13
   Lunenfeld, “The Dominican Advent Sermons” (Montecino), pp. 201-04.
   “Las Casas,” pp. 205-211.
9) **Tu, 9/25: Governance in the Colonial World [26 pp.]**
   RDG: Burkholder & Johnson, Ch. 3, “Imperial Organization,” pp. 91-104.
   DUE: Essay 4

10) **Th, 9/27: The Church in the Colonial World [52 pp.]**
    MAP QUIZ

11) **Tu, 10/2: Population, Labor, and Production [32 pp.]**
    DUE: Essay 5

12) **Th, 10/4: The Mita Rotational Labor System [36 pp.]**

13) **Tu, 10/9: FILM: When Worlds Collide (1 hr, 26 mins) [15 pp.]**
    DUE: Essay 6

14) **Th, 10/11: Catch-up & Review

15) **Tu, 10/16: MIDTERM EXAM

16) **Th, 10/18: Indian Accommodation and Resistance [38 pp.]**
    RDG: Restall, “Gaspar Antonio Chi,” pp. 6-20. [RE-READ]

17) **Tu, 10/23: Atlantic World Production, Trade & Defense [35 pp.]**
    DUE: Essay 7

18) **Th, 10/25: The Atlantic Slave Trade and Africans in the Americas [26 pp.]**

19) **Tu, 10/30: Social Structures & Norms: Caste and Class [28+ pp.]**
    DUE: Essay 8

20) **Th, 11/1: Women, Children, and Families [36 pp.]**
**Tu, 11/6: ELECTION DAY. NO CLASSES. VOTE!**

21) **Th, 11/8: Living in the Colonies: Cities & Campo, Institutions & Culture [38 pp.]**
RDG: Burkholder & Johnson, Ch. 8, “Living in an Empire,” pp. 239-77.
DUE: Essay 9

22) **Tu, 11/13: Imperial Expansion & The Bourbon Reforms [54 pp.]**
DUE: Essay 10

23) **Th, 11/15: Legal Battles over “Calidad” in the late Bourbon Era [25 pp.]**

24) **Tu, 11/20: Andean Revolts in the Late Bourbon Era [30 pp.]**
RDG: Flores Galindo & de Areche, from Starn, ed., pp. 147-161.
DUE: Essay 11

*** Th, 11/22: THANKSGIVING (no class)***

25) **Tu, 11/27: Plantation Slavery, 18th – 19th centuries [24 pp.]**
DUE: Essay 12

26) **Th, 11/29: The Haitian Revolution [50+ pp.]**

27) **Tu, 12/4: Battles for Independence [32 pp.]**
DUE: Essay 13

28) **Th, 12/6: The Colonial Legacy, Catch-up, and Review [11 pp.]**

FINAL EXAM: F, December 14 (10:10-12:10)