HSTR 230H: COLONIAL LATIN AMERICA
The University of Montana, Fall 2015
T, Th, 11:10-12:30 pm; LA 203

<table>
<thead>
<tr>
<th>Professor Jody Pavilack</th>
<th>office: LA 265; phone: 243-2234</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:jodypav@gmail.com">jodypav@gmail.com</a>; <a href="mailto:jody.pavilack@umontana.edu">jody.pavilack@umontana.edu</a></td>
<td>office hrs: T, 12:30-1:30 pm; W, 2-3 pm</td>
</tr>
</tbody>
</table>

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?

LEARNING OBJECTIVES & ASSESSMENT:

Students who successfully complete this course will: (1) gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history, and (2) improve critical thinking, reading, and writing skills. Assessment will be done through group discussions, weekly graded essays, a map quiz, a mid-term, and a final exam. Required reading for this course averages 70-80 pages per week. Required writing (not including exams) is between 14-18 pages.
** 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).

### REQUIREMENTS AND GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz (10/1)</td>
<td>50 pts</td>
<td>5%</td>
<td>Essays (8 of 13; 25 pts each)</td>
<td>200 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm (10/20)</td>
<td>200</td>
<td>20%</td>
<td>2 Graded Essays (50 pts each)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (12/17)</td>
<td>300</td>
<td>30%</td>
<td>Attendance + Participation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

### GRADING SCALE: Final Grades (converted from 1000 points possible)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93-100</td>
</tr>
<tr>
<td>A</td>
<td>90-92</td>
</tr>
<tr>
<td>A-</td>
<td>89-86</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; lower</td>
</tr>
</tbody>
</table>

### DROP/ADD DEADLINES

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>until 9/21</td>
<td>drop/adds &amp; changes, online w/ refund</td>
</tr>
<tr>
<td>9/22-11/2</td>
<td>drop/adds &amp; changes, with form &amp; fee</td>
</tr>
<tr>
<td>11/3-12/11</td>
<td>drop/adds &amp; changes by petition; granted only for legitimate, serious, documented reasons</td>
</tr>
</tbody>
</table>

### 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. 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.

---

**Image: CASTA PAINTING: “De negro y india sale lobo”**

(Unknown Mexican artist, circa 1770-1780)
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.

To receive 25 points, essays must, at a minimum, meet these criteria:

1. Be double-spaced, typed, and about 1 ½-2 pages. 1 ½ is minimum for credit. 3 is max.
2. Have a page number on all pages after the first. (Number on first page is optional).
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.
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.
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.
6. Be broken into paragraphs, each with a clear theme that relates to your overall argument.
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.
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.
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, “. . .”)
10. Follow all additional rules and guidelines presented in class discussions, handouts, or supplementary readings.
11. Be carefully proofread. Misspellings or blatant typos will result in a 0.

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 may have a disability which will affect your learning and performance in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan. Then, meet with me to discuss reasonable modifications that will 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@mos.umt.edu; UM Writing Center].

• 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)
REQUIRED BOOKS (at bookstore or used online; okay to use 7th or 8th ed.):

HIGHLY RECOMMENDED:

ADDITIONAL REQUIRED READING (on Moodle)


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


De Areche, José Antonio. “‘All Must Die!’,” pp. 157-161.


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, 9/1: Course Intro
   RDG: Syllabus and handouts. Read carefully; always bring to class.

   Malpass, “Introduction,” pp. xvii-xxii

   DUE: Essay 1

4) Th, 9/10: 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, 9/15: The Conquest of Mexico; Spanish-Indian Communication [34 pp.]
   Restall, “The Lost Words of La Malinche,” pp. 77-99.
   DUE: Essay 2

6) Th, 9/17: The Conquest of Peru and Beyond; Black Participation [20 pp.]

7) Tu, 9/22: The Columbian Exchange & Historiographic Debates: Great Men, Disease, and Indian Allies [43 pp.]
   DUE: Essay 3

8) Th, 9/24: Exploitation, Struggles for Justice, & the Making of 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, 9/29: Governance in the Colonial World [26 pp.]
   RDG: Burkholder & Johnson, Ch. 3, “Imperial Organization,” pp. 91-104.
   DUE: Essay 4

10) Th, 10/1: The Church in the Colonial World [52 pp.]
    MAP QUIZ

11) Tu, 10/6: Population, Labor, and Production [32 pp.]
    RDG: Burkholder & Johnson, Ch. 4, “Population & Labor,” pp. 119-39; and Ch. 5,
         “Production,” pp. 152-57.
    DUE: Essay 5

12) Th, 10/8: The Mita Rotational Labor System [36 pp.]
         of Colonialism,” pp. 80-113.

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

14) Th, 10/15: Catch-up & Review

15) Tu, 10/20: MIDTERM EXAM

16) Th, 10/22: 16th Century Modes of Indian Accommodation and Resistance
    RDG: Restall, “Gaspar Antonio Chi,” pp. 6-20. [RE-READ]

    DUE: Essay 7

18) Th, 10/29: The Atlantic Slave Trade and Africans in the Americas [26 pp.]
    RDG: Burkholder & Johnson, Ch. 4, “Slavery and the Slave Trade,” pp. 139-49; and Ch. 5,

19) Tu, 11/3: Social Structures & Norms: Caste and Class [28+ pp.]
    DUE: Essay 8

20) Th, 11/5: Women, Children, and Families [36 pp.]
21) **Tu, 11/10: Living in the Colonies: Cities & Campo, Institutions & Culture [62 pp.]**  
   DUE: Essay 9

22) **Th, 11/12: Imperial Expansion & The Bourbon Reforms [54 pp.]**  
   RDG: Burkholder & Johnson, Ch. 9, “Imperial Expansion,” pp. 296-318 (SKIM); and  

23) **Tu, 11/17: Legal Battles over “Calidad” in the late Bourbon Era [25 pp.]**  
   DUE: Essay 10

24) **Th, 11/19: A Closer Look at Radical Resistance: Andean Revolts [38 pp.]**  
   RDG: Flores Galindo & de Areche, from Starn, ed., pp. 147-161.  

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

*** **Th, 11/26: THANKSGIVING (no class)**

26) **Tu, 12/1: The Haitian Revolution [50+ pp.]**  
   DUE: Essay 12

27) **Th, 12/3: Battles for Independence I**  

28) **Tu, 12/8: Battles for Independence II [39 pp.]**  
   RDG: Burkholder & Johnson, Ch. 12, “From Empire to Independence,” pp. 368-89.  
   DUE: Essay 13

29) **Th, 12/10: The Colonial Legacy, Catch-up, and Review**  

**FINAL EXAM: Th, December 17 (10:10-12:10)**