2014

151-01 Latin American History I

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Recommended Citation
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Greetings and welcome to this course on colonial Latin American history! I hope that this course captures your interest, challenges you to think and write about issues that are new to you, and pushes you to think about familiar ideas in new ways. The term “Latin America” is used today to describe the geographical region extending from Mexico, through Central America, to South America and even the Caribbean islands. Throughout this course, however, you will find that we will periodically use more specific and more historically accurate terms to describe the region (or parts of the region) that we know today as Latin America. I will explain these terms as they arise.

Historians generally divide Latin American history into three broad historical periods. First is the pre-colonial period, before any of the numerous indigenous civilizations of the region had contact with Europeans. Second is the colonial period (ca. 1492-ca. 1810), which began with the first encounter between Europeans and the native peoples of the “New World” and resulted in the colonization of the Americas by Spain, Portugal, England, and other European empires. Finally, the era that we call the modern period of Latin America’s history began when the colonies won their independence from the European empires in the early nineteenth century. This period continues to the present day.

This course will survey major developments in Latin American history and civilization during those first two historical periods, from pre-conquest times through the Independence era of the nineteenth century. Our particular emphasis will be on understanding the unique ethnic and cultural interaction that resulted from the diverse encounters among indigenous peoples, Europeans, and Africans in the Americas. Several questions will guide our investigation of this interaction. What impact did race, ethnicity, class, status, and gender have on colonial Latin American political, economic, labor, and religious systems? How did indigenous peoples, Europeans, and Africans confront—and adapt to and challenge—these social categories in their daily lives? And what impact did the intersection of these social categories have on the long-term development of Latin American societies? We will also examine the strategies and responses of different social groups to the dynamics of colonial control, the integration of Latin America into the world economy, and the evolution of creole independence movements throughout the region.

This course fulfills half of the university’s core curriculum history requirement and counts toward the diversity curriculum requirement (DCR). Students who successfully complete this course will accomplish several learning objectives of the core curriculum, including: the development of effective oral and written communication skills; the ability to analyze and interpret a variety of texts; the ability to think historically in order to understand the past on its own terms and to understand how societies have changed over time; and the ability to recognize relationships between diversity, inequality, and social, economic, and political power in the context of colonial Latin American history.
**Required Reading:**

**Reading assignments** for this course will come from several sources: books that you may purchase from the Xavier University bookstore; articles and documents that you will find online through Canvas; and documents that you will receive as in-class handouts. The following **required books** are available for purchase at the bookstore in the Gallagher Center:


**Assignments and Grading:**

Your final grade for this course will reflect your performance on the following assignments:

**Quizzes:** 20%

Consistent preparation is an important component of this course. Students are expected to complete all reading and writing assignments diligently and on time. To that end, **occasional quizzes** on the assigned readings and in-class materials will be given in class during the semester. The primary purpose of these quizzes is to facilitate discussion of the material, but a significant goal of the quizzes is to help students track their own progress and learning throughout the semester. Quizzes must be taken on the day they were assigned; they cannot be made up. However, when the final grades are calculated, students may drop their lowest quiz grade from the calculation.

**Essay #1** (September 19): 15%

This assignment will ask students to interpret multiple sources in order to explore the cultural traditions of the indigenous peoples of the Americas before contact with Europeans in 1492. Additional information will be provided in advance of the due date.

- Writing is an important component of this course. Therefore, I strongly encourage students to visit the Writing Center, located in the Conaton Learning Commons (CLC), for assistance with your essay assignments and/or for more general help to improve your writing skills

**Midterm Exam** (October 17): 20%

Guidelines for the exam and suggestions for studying will be provided in advance of the exam. The exam may include a take-home portion, to be completed in advance of the in-class exam.
Essay #2 (November 21): 20%

Additional information about this essay assignment will be provided in advance of the due date.

Final Exam (Dec. 19 2:00-3:50 p.m.): 20%

Participation & Preparation: 5%

This grade encompasses your participation in classroom discussions, as well as your diligence in completing in-class documents, reading assignments, discussion questions, and other homework assignments. Additionally, I may occasionally assign and collect brief in-class writing pieces. For obvious reasons, your attendance will shape, though not entirely determine, your participation grade.

Policies on Attendance, Late Assignments, Makeup Exams, and Classroom Technology:

Because we will move quickly this semester and because much of your learning will revolve around in-class discussions of the material, regular attendance is important to your success in this course. Although I will not necessarily take attendance, I do notice who is present and who is absent each day and I may lower the grade of anyone who has an excessive number of absences. Ultimately, however, attendance is important because you are responsible for everything that goes on in class, including the contents of lectures, films, and discussions and anything collected during class (including quizzes). Therefore, frequent absences will likely have a negative impact on your performance and final grade.

Keeping up with your assignments is also crucial to your success. All written work must be completed and handed in by the dates specified on the syllabus. Your essays will be penalized half a letter grade for each day they are late and no essay will be accepted more than four days (two letter grades) late. If you make an effort to complete your work on time, however, I will make an effort to return it as quickly as possible so that you can gauge your progress and so that you might benefit from my suggestions.

This syllabus provides ample notice of due dates and exams. Only in cases of documented emergency may you arrange to schedule a makeup exam. It is your responsibility to immediately notify me of your emergency and to be available for the makeup within one week of the original date of the exam. To insure the integrity of the examination process, the form and content of the makeup exam may differ from the exam given to the class as a whole. It is in your best interest to make every effort to take the exams as scheduled.

Classroom Etiquette:

To insure the most advantageous learning environment for all, certain standards of classroom etiquette are expected of each student. Please turn off your cell phone, laptop, tablet, mp3 player, or other electronic device upon entering the classroom. These devices can be disruptive, and present a hindrance to the face-to-face interaction that will be expected during the class. Also, plan to arrive a few minutes before class starts; arriving late is disruptive and costs everyone valuable class time. It is similarly disruptive to leave early and especially to leave and return again in the middle of class; please refrain from doing so. Finally, please refrain from chatting, text-messaging, or otherwise carrying on private conversations during class, as these actions, too, can disrupt the class as a whole.
Xavier University Policy on Academic Honesty:

Students in this course must adhere to the standards for academic honesty set forth by the University. According to the Registrar’s Undergraduate Academic Policies and Regulations, “the pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

Final Note:

Your ideas and suggestions with regard to any aspect of the course are welcome at any time during the semester. I only ask that they reflect careful consideration of the content of the course and the structure of the syllabus and schedule, and that they take into account the well-being of all of the students.

Class Schedule

Please note also that I may make small changes to this syllabus at any time throughout the course. I will, of course, notify you in advance of any and all such changes.

SECTION ONE: THE AMERICAS AND EUROPE BEFORE CONTACT

Aug. 27: Introduction to the Course

Aug. 29: The Rise of Civilization in Mesoamerica
  - *Latin America in Colonial Times*, pp. xii-17
  - “Map of Mesoamerican Civilization” and “Cultural Evolution of Mesoamerica” [Canvas]

Sept. 3 Origins of the Mexica Empire
  - “Mesoamerican documents” [Canvas]
  - *Latin America in Colonial Times*, chapter five

Sept. 5: Tenochtitlán and Mesoamerica
  - “Tenochtitlán and Mexico City under Aztec and Spanish Rule” (read the first section by Jacques Soustelle, called “Daily Life of the Aztecs on the Eve of the Spanish Conquest”) [Canvas]
  - “The Aztec Stone of the Sun” [Canvas]
Sept. 10: Early Andean civilizations
- “Andean Document One: Moon, Sun, and Witches,” Irene Silverblatt [Canvas]

Sept. 12: The Andes under the Inca
- “The Huarochari Manuscript” and “Andean Document Two: Inca Taxation” [Canvas]
- “Cracking the Khipu Code” [Canvas]

Sept. 17: Iberian Civilizations
- “Portuguese and Spaniards in the Age of European Expansion” [Canvas]
- Latin America in Colonial Times, chapters 2-4

Sept. 19: Iberian Civilizations
- Essay #1 Due
- Watch “Spain’s Multicultural Past” [Link on Canvas]
- Begin Las Casas and the Conquest of the Americas

Sept. 24: Gender and Patriarchy in Iberian Society
- Continue Las Casas and the Conquest of the Americas

SECTION TWO: THE CONQUEST AND ITS AFTERMATH

Sept. 26: The Conquest/Encounter: An Overview
- Latin America in Colonial Times, chapters 6 and 7

Oct. 1: The Fall of Tenochtitlán and the Fall of Cuzco
- “1491” [Canvas]
- Interview with Matthew Restall [Link on Canvas]

Oct. 3: Conquest and Colony
- Patricia Seed, “Failing to Marvel: Atahualpa’s Encounter with the Word” [Canvas]

Oct. 8: Conquest and Colonization of Brazil
- “Jesuits and Tupí” [Canvas]

Oct. 10: Fall Break—class does not meet

Oct. 15: Las Casas and the Conquest of the New World
- Discuss the book in class

Oct. 17: Midterm Examination

Oct. 22: Spain in the Americas after conquest
- Latin America in Colonial Times, chapter 12
- “Tenochtitlán and Mexico City under Aztec and Spanish Rule” (read the second section by Charles Gibson, “The Aztecs under Spanish Rule”) [Canvas]
SECTION THREE: FROM CONQUEST TO COLONY

Oct. 24: Native Communities after the Conquest
- *Latin America in Colonial Times*, chapters 8 and 10

Oct. 29: The Idea of Race in Colonial Latin America
- *Latin America in Colonial Times*, chapter 9

Oct. 31: Black Communities in Colonial Latin America
- Introduction to, and excerpt from, *Malambo* [Canvas]
- Begin *Women Who Live Evil Lives*

Nov. 5: The Inquisition and the Definition of “Deviancy”
- *Latin America in Colonial Times*, chapter 11

Nov. 7: *Women Who Live Evil Lives*
- Discuss the book in class

Nov. 12: Colonialism and Slavery in Brazil
- “Slavery and the Church in Brazil” [Canvas]
- Begin *Autobiography of a Slave*

SECTION FOUR: LATE COLONIALISM AND INDEPENDENCE

Nov. 14: Change and Upheaval in Spain and the Colonies
- Continue *Autobiography of a Slave*

Nov. 19: *Autobiography of a Slave*: Slavery and Resistance in Cuba
- Discuss the book in class

Nov. 21: The Haitian Revolution
- *Latin America in Colonial Times*, chapter 13
- Essay #2 Due

Dec. 3: Reforming an Empire in Decline
- *Latin America in Colonial Times*, chapter 14

Dec. 5: Reform under the Bourbon and Pombaline administrations
- Pamela Voekel, “Peeing on the Palace” [Canvas]

Dec. 10: Resistance and Rebellion in the Colonies
- Ward Stavig, “Tupac Amaru, the Body Politic, and the Embodiment of Hope” [Canvas]

Dec. 12: Independence and its aftermath
- *Latin America in Colonial Times*, chapter 15