

CID#4519
HIS391: Colonial Latin America
Credit Hours: 3; Fall 2007
Section 01: MWF, 9 AM, AB4, 303
Dr. Charles Heath
Office: AB4, 436
Tel: 4-4430/Email: cvh003@shsu.edu
Office Hours: MWF 3-4 PM, or by appointment

Tentative and subject to revision

Course Description: This course is designed to trace the conquest and development of the colonial institutions of Spain and Portugal in the Americas, including the Spanish borderlands as the center (?) of Spanish colonial activity and power in the Americas. The course includes lectures and class discussions; exams, research paper, response papers, and primary document analysis.

Course Objectives: By the end of the semester, you should know the basic geography of Latin America, the themes, chronology, and different periods of colonial Latin American history, the major historical figures of this period, and the major historiographical debates in the field. Most importantly, you should be able to connect these people, periods, and places within a broad, sweeping "story" of colonial Latin American history.

- To understand the geography of North America, Mesoamerica, and the South American continent as well as the islands of the Caribbean.
- To address the period chronologically and thematically.
- To explore change and continuity in a number of contexts – political, economic, social, and cultural, and to explore European and indigenous cultures over time, and the complicated meanings of "conquest" and "colonialism."
- To examine the various structures put in place by Spanish and Portuguese colonists and the ways and mechanisms by which they did dramatically impact Latin America's development over time.

Further Objectives:

- **To teach you to think like a historian.** History is more than a compilation of "facts and dates." History is in fact based on scholars' interpretation of past events. These interpretations can be balanced and fair, but they are invariably influenced by the author's particular point of view. What we think of as "objective" history, therefore, is actually the way that a particular author has interpreted the materials available to him or her. In this course, I would like you not only to recognize that history is subjective, but to also build the critical thinking skills necessary to develop your own interpretation and your own "reading" of colonial Latin American history.
- **To help you become a better writer.** Your writing style, organization, and ability to make an argument are crucial factors in determining your grade and overall success in this class. More importantly, having good writing skills will serve you well for the rest of your life -- in finishing your degree at SHSU, in succeeding at whatever career you choose, and in advocating for yourself in general. I will evaluate your writing throughout the course through weekly assignments, essay examinations, and a formal paper assignment. In class, we will discuss how to write a good paper (with thesis, argument, and evidence) and what it means to write well.
- **To help you become more reflective about Latin American culture and the society you live in.** This course centers on the fundamental issue of what happens when people of radically different cultures come into contact with each other. It explores the impact of such encounters with regard to gender relations, power relations, cultural assumptions of superiority and inferiority, justification of actions, etc. Such dynamics are fundamental to human interactions and are present in today's world as much as they were evident in the past. By studying Native American and European interactions in the colonial period, therefore, you can also gain insight into race, class, and gender relations in the modern world both at home and abroad.

Required Texts (Total five books):

- **Text Book and Document Reader:**
 - Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, (New York: Oxford University Press, 1994). Sixth edition.

- Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History*, (Lanham, MD: Scholarly Resources, 2004).

- **Additional Readings:**

- Mathew Restall, *Seven Myths of the Spanish Conquest*, (New York: Oxford University Press, 2004).
- Elinor Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico*, (New York: Cambridge University Press, 1997).
- Sandra Lauderdale Graham, *Caetana Says No: Women's Stories From A Brazilian Slave Society*, (New York: Cambridge University Press, 2002).

Further required readings will be placed on reserve. Text should be brought to class each day. Other books should be brought on appropriate discussion days.

Attendance Policy: Regular and punctual class attendance is expected of each student at SHSU. Each faculty member will keep a record of student attendance. Each faculty member will announce the policies for accepting late work or providing makeup examinations. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. *A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work has not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences.* Each absence after the third shall result in the reduction of the final grade by one-letter grade. Tardiness and cell phone and electronic device usage during class may be counted as an absence. For the university Academic Policy Statement 800401 regarding attendance, see http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf

Final Exam: is cumulative and includes objective and essay questions. There are no make-ups for missed exams.

Grading:

A 90-100	B 80-89	C 70-79	D 60-69
----------	---------	---------	---------

Assignments:

Participation, Preparedness, <i>Primary Document Fridays</i>	15%
Map quiz	5%
Bibliographic Essay	25%
Final Exam	25%
3 Response Papers (10% each)	30%

- The **Final Exam** will be cumulative and consist of identification, matching, short answer, and essay questions.
- The **Response Papers** are analytical and critical responses to the three books (not the text). Their length should be 2-3 pages each (double-spaced). They might help you formulate your essay answers for the exams or the thesis of your research paper. I will post information on suggested book review techniques. Summaries are not acceptable. Exam essay questions may be taken from these books and/or assigned essays.
- The **Research Paper** should be 10-12 pages and graded on a **Progressive Matrix**. Once you decide on your thesis, you should employ five (5) sources including books and articles (at least two of which must be books). The paper will be discussed further in class.
 - Thesis (due at midterm) 25%
 - Organization and argument 25%
 - Use of evidence 25%
 - Style, structure, grammar 25%

Academic Dishonesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. *Plagiarism and cheating will not be tolerated.* The Sam Houston State University Academic Policy Statement 810213 may be accessed at: http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Americans with Disabilities Act: It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Service for Students with Disabilities

located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the class.

Academic and Student Support Services: A full range of services is available through the University to assist you with developing strategies for a successful academic career. They include, but are not limited to reading and writing centers, and services for students with disabilities. These services may be accessed at <http://www.shsu.edu/catalog/toc-support.html>. The SAM Center is a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management, and study skills. The SAM Center is located in Academic Building 4 (AB4) on the second floor, room 210. AB4 is located on the corner of Bowers Blvd. and Ave. I.

Classroom Rules of Conduct: The code of student conduct is found at the following link:

<https://shsu.edu/students/guide/dean/codeofconduct.html>

The use of cell phone or other electronic devices including laptops is prohibited in this class. Infractions may result in absent mark. Please refrain from eating and drinking in class.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form near the end of the semester.

Week One:
August 20
August 22, 24

The Iberian and African Context
Course Introduction and "The Requirement"
CLA: 23-51
Primary Documents:
Siete Partidas
<http://www.fordham.edu/halsall/source/jews-sietepart.html>
The Expulsion from Spain, 1492
<http://www.fordham.edu/halsall/jewish/1492-jews-spain1.html>

Week Two
August 27, 29, 31

The Indigenous Context
CLA: 1-23
"The Inca Empire and Its Subject Peoples," Thomas C. Patterson;
Primary Documents: Mills, 7-26;

Week Three
September 3
September 5, 7

The Caribbean Phase
Labor Day holiday
ELA: 61-85
Primary Documents: Christopher Columbus Log
<http://www.athenapub.com/coluvoy1.htm>

Las Casas, The Five Kings of Hispaniola
<http://faculty.smu.edu/bakewell/BAKEWELL/texts/lc-5kings-o-hisp.html>

The Relación of Fray Ramón Pane

Week Four
September 10,12, 14

Conquest
CLA: 52-92

Response One (Restall) due 10/14, discussion.

Week Five
September 24, 26, 28

Brazilian Beginnings

ELA: 181-201

Patricia Seed, "'A New Sky and New Stars:' Arabic and Hebrew Science, Portuguese Seamanship and the Discovery of America," in *Ceremonies of Possession in Europe's Conquest of the New World, 1492-1640* (New York: Cambridge University Press, 1995), pp. 100-148.

Primary Document: "The First Letter From Brazil"

Film: *How Tasty Was My Little Frenchman*, Nelson Pereira dos Santos, 1971.

Week Six
October 1, 3, 5

Brazil in the Sugar Age

ELA: 202-252

Primary Documents: Conrad, 55-100.

Thesis and sources due

Week Seven
September 17, 19, 21

Ruling New World Empires

CLA: 93-122

Primary Documents: Mills, #16, 17, 27, 28;

Nican Mopohua, <http://www.sancta.org/nican.html>

Instructions given to Viceroy Mendoza

<http://faculty.smu.edu/bakewell/BAKEWELL/texts/mendoza-instructions.html>

Week Eight
October 8, 10, 12

Population and Labor (Potosi, Oaxaca workers article?)

CLA: 123-155

Philip Wayne Powell, "Genesis of the Frontier Presidio,"

WHQ 13 no. 2 (April 1982): 125-141

Response Two (Melville) due 10/12, discussion

Week Nine
October 15, 17, 19

Africans in the Americas

Reading to be assigned

Primary Documents: Conrad, 5-54;

"Slave Prostitutes in the Brazilian Capital (1850)," "Black Wet Nurses"

Week Ten
October 22, 24, 26

Women, the Family, and Society

CLA 195-248

Primary Documents: "Sor Juana Ines de la Cruz's Letter to Sor Filotea,"

Film: *Yo la peor de todas*, María Luisa Bemberg, 1990

Week Eleven
October 29, 31

Production, Exchange, and Defense

CLA: 156-194

Brian R. Hamnett, "Dye Production, Food Supply, and the Laboring Population of Oaxaca, 1750-1820," *HAHR* 51 no. 1 (February 1971): 51-78.

November 2

Primary Document: Mills, #40, 42, 44, fig. 30

Week Twelve
November 5, 7, 9

Living in an Empire

CLA: 249-297

Response Three (Lauderdale-Graham) due 11/9, discussion

Week Thirteen
November 12, 14, 16

Brazil in the Age of Gold and Absolutism

ELA: 369-404

Primary Documents: "Pombal's Advice on How Best to Govern Brazil," "The Discovery of Gold in Minas Gerais," "Observations of Life in Minas Gerais During the Gold Mining Era," "Slave Workers at the Diamond Washings of Tejuco, MG, in the Early Nineteenth Century"

Week Fourteen
November 19
November 21, 23

Week Fifteen
November 26, 28, 30

Week Sixteen
December 3, 5

Final Exam

Imperial Expansion
CLA: 298-356
Thanksgiving

Crisis and Collapse
CLA: 357-410
Primary Documents: Mills, #52-57

Conclusions and Review: What now?
Research Paper due