

History of Latin America I

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Monroe 219 x1478

Office Hours: MWF 1-2pm TR 2-3pm

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This course will examine the history of Latin America from the first peoples who crossed the Bering Strait until the beginnings of the independence movements during the first decade of the nineteenth century. The class is divided into three sections. The first third of the class will examine the encounter between Spaniards and Native Americans and the subsequent conquest of the Americas. The second third of the class will examine colonial society. In the final section, we will discuss slavery and eighteenth-century movements towards independence. We will spend a considerable amount of time analyzing the role of race and gender in Latin American society.

Course Goals and Objectives:

- Ability to analyze sources and arguments
- Ability to write with clarity about the past
- Ability to speak with clarity about the past
- Comprehension of historical processes

This course counts as Human Experience and Society. As such, you will learn

- to explain human and social experiences and activities from multiple perspectives
- to draw appropriate conclusions based on evidence
- to transfer knowledge and skills learned to a novel situation.

This course counts in the History major and as an IA elective

BOOKS AVAILABLE FOR PURCHASE:

Boyer and Spurling, *Colonial Lives* (Oxford)

Restall, *Seven Myths of the Spanish Conquest* (Oxford)

Landers and Robinson, *Slaves, Subjects, and Subversives* (New Mexico)

LAPTOP and TABLET POLICY: Laptops and tablets may be used in the classroom for *notetaking only*. I reserve the right to prohibit laptop use at any time for any reason. Cellphones must be shut off and remain out of sight during class.

UMW Honor Code: In accordance with the University's Honor Code, all work submitted for grading must be your own and be pledged as such by writing at the end of the work, "I hereby declare upon my word of honor that I have neither given nor received any unauthorized help on this work. (your signature)" It is your duty as students and ours as faculty to uphold the Honor Code, which is described in detail in the [Guidebook & Constitution](#). Suspected violations of the Honor Code will be addressed according to the policy established by the Honor Council.

Students requiring special accommodations:

The Office of Disability Resources has been designated by the university as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation

letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), please contact them at 540-654-1266. The office will require appropriate documentation of disability.

Sexual and Gender Based Harassment University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender-based discrimination, we encourage you to report it. *While you may talk to your instructor, understand that as a "Responsible Employee" of the University, I must report to UMW's Title IX Coordinator what you share.* If you wish to speak to someone confidentially, please contact UMW's Title IX Coordinator, who can connect you with support services and help you explore your options. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Classroom Recording Statement

Classroom activities in this course may be recorded by students enrolled in the course for the personal, educational use of that student or for all students presently enrolled in the class only, and may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of the course instructor. All students are advised that classroom activities may be taped by students for this purpose. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. **Distribution without permission is a violation of copyright law.** This policy is consistent with UMW's [Policy on Recording Class and Distribution of Course Materials](#).

COURSE REQUIREMENTS

The *midterm exam* will be worth 20% and the *final exam* 20%.

Class participation (20%). There will be regular discussions of the readings. Please respect the opinions of others. Remember that there is no single way to understand history and that one reading has numerous interpretations. To receive credit for class participation, your contribution must indicate that you have done the reading.

IMAGE GALLERY As a class, we will create an Image Gallery (10%). You will find three images

- 1) An image related to any Central or South American civilization before the Spanish conquest. ***Post by Thursday September 12.***
- 2) An image of colonial Spanish American society between 1502 and 1810
Post by Tuesday October 29.
- 3) An image of related to slavery anywhere in the Spanish Caribbean, Spanish mainland America, or Brazil between 1502 and 1810 ***Post by Thursday November 21.***

Image Gallery instructions

- 1) Find the appropriate image. Be sure that it meets the requirements stated above. Save that image to your computer or upload it to your canvas user files.
- 2) Go to canvas, then discussion. Choose the correct Image gallery. Upload the image using the “image” upload on the right-hand side of the screen. Note: using the embed image function does not work as well for this project.

You must include a complete caption for each image:

An example of a caption for an image from before the Spanish conquest:

Title, place, Civilization name (if different from the place name), time period, source

View of the Avenue of the Dead, Teotihuacán Mexico (600-700 CE) Wikipedia commons
<https://commons.wikimedia.org/wiki/File:SSA41434.JPG>

For a painting or other artwork after the conquest:

artist (when known), title, year of creation, and the source of that image including a full url

You cannot repost an image that already appears in the gallery.

The final 30% of your grade will be based on two paper assignments. The details are at the end of the syllabus.

Latino Identities Month

In addition to the written assignments, I encourage you to participate in Latino Identities Month activities on campus (September 15-October 15). In order to receive extra credit (which will be considered as a part of your class participation grade) you must reflect briefly (a paragraph or two) on the event. To receive credit, this reflection is due at the beginning of the class following the event. You may submit it via email, if you prefer.

Grade scale

A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 63-66

Students with an average of 69 or lower will receive an unsatisfactory on mid-semester reports

COURSE OUTLINE:

Week 1 Tuesday Class intro

Thursday Peopling the Americas

Week 2 Tuesday Inca Empire *Discuss:* excerpts from Bernabe Cobo (on canvas)

Thursday Aztec Empire *Discuss*: excerpts from the Florentine Codex (on canvas)
Read: excerpts from Cobo and Florentine Codex (on canvas)

Week 3 Tuesday Exploration during the fifteenth century and Columbus in the Caribbean

Thursday *Discuss*: Columbus, *Journal of the First Voyage*

Read: Columbus's *Journal* at

http://mith.umd.edu/eada/html/display.php?docs=columbus_journal.xml&action=show

FIRST IMAGE GALLERY SUBMISSION DUE BY CLASSTIME ON THURSDAY

Week 4 Tuesday The Columbian Exchange

Thursday *Discuss*: *Ecological Imperialism* chapters (on canvas)

Read: *Ecological Imperialism* chapters

Week 5 Tuesday The Intellectual Background of Contact

Discuss: *Las Casas/Sepúlveda Debate*.

Thursday Cortés and the March to Tenochtitlán

Read: Las Casas, "Short History" and Sepúlveda, "Just War Against Barbarians" (on canvas)

Week 6 Tuesday *Discuss*: *Seven Myths of the Spanish Conquest*

Read: Restall, *Seven Myths of the Spanish Conquest*

Thursday Land and Labor *Discuss*: Boyer and Spurling, chapters 1,2,8

Paper #1 is due on Thursday

Week 7 Tuesday Religious Conquest *Discuss*: *The Requerimiento* and Boyer and Spurling, chapters 3,4,5

Read: *The Requerimiento* and Boyer and Spurling, chapters 3,4,5

Thursday Midterm Exam

Read: Boyer and Spurling, chapters 1,2,8,

Week 8 Tuesday No Class Fall Break

Thursday NO CLASS on your own time, watch the film *Yo, La Peor de Todas* (1990) [don't worry, it has subtitles] on youtube and answer the questions provided on canvas

Week 9 Tuesday The Formation of Mestizo Society

Thursday *Discuss*: Boyer and Spurling, chapters 6,9,10,12,13

Read: Boyer and Spurling, chapters 6,9,10,12,13

Week 10 Tuesday Transatlantic slavery and the Voyages database; Settling Brazil/ Sugar and Slavery

SECOND IMAGE GALLERY SUBMISSION DUE BY CLASS TIME ON TUESDAY

Thursday no class

Paper #2 Due Thursday Send a copy via email by class time and leave a hard copy in my mailbox in the History Department suite

Week 11 Tuesday Sugar and Slavery continued

Thursday *Discuss*: Boyer and Spurling, chapters 11, 20, 22

Read: *Boyer and Spurling*, chapters 11, 20, 22

Week 12 Tuesday *Discuss: Slaves, Subjects, and Subversives*, chapters 2, 4, 5, 6 and 7

Thursday Eighteenth-century reforms

Read: *Slaves, Subjects, and Subversives* chapters 2, 4, 5, 6 and 7

Week 13 Tuesday Eighteenth-century Society

Discuss: Boyer and Spurling, chapters 14,15,17,18,19

Read: *Boyer and Spurling*, chapters 14,15,17,18,19

Thursday The Haitian Revolution

THIRD IMAGE GALLERY SUBMISSION DUE BY CLASSTIME ON THURSDAY

Week 14 Tuesday *Discuss:* Trouillot “An Unthinkable History: The Haitian Revolution as a non-event” AND excerpt from Dubois, *Avengers of the New World* (on canvas)

Read: Trouillot “An Unthinkable History: The Haitian Revolution as a non-event” AND excerpt from Dubois, *Avengers of the New World* (on canvas)

Thursday NO CLASS Thanksgiving

Week 15 Tuesday The basis of discontent

Thursday Independence

Read: *Boyer and Spurling*, chapter 16 and 23

Paper #3 DUE Thursday

Paper Assignments

Everyone will write paper assignment #1; you can then choose either assignment 2 or assignment 3 according to your interests and time constraints

Note: you must write 5 full pages of text (excluding footnotes) to receive full credit

Failure to complete either of the paper assignments will result in automatic failure of the course

Paper Assignment #1

Spaniards could only understand Native peoples of the Americas through the lens of their own European knowledge and experience. Choose either the excerpts provided on canvas from Pedro Cieza de León's *The Inca* or from Bernal Diaz's *Conquest of New Spain*. Analyze how the author describes ONE aspect of Native culture (religion or politics or something else). Where does his information come from? How does his Spanishness affect his understanding of Native culture? You must do some additional secondary research (at least two additional works) for the paper. Your paper must cite at least two secondary sources. As the research on Native peoples has changed dramatically, do not use secondary sources written prior to 1980. **You must use only scholarly sources -- books and journal articles available in the library or through the library's databases. Historians regularly use JSTOR, Academic Search Complete, and Project Muse. You should NEVER refer to Wikipedia or print or web-based encyclopedias or use non-scholarly websites.** You must formulate your thesis around the primary sources. Talk to me about possible topics in advance in order to avoid unnecessary frustration.

This paper is due Thursday October 3

Paper Assignment #2

Compare and contrast the role of either race or gender in TWO of the SIXTEENTH CENTURY or SEVENTEENTH CENTURY texts from *Colonial Lives*. You must do some additional secondary research (at least two additional works) for the paper. Do not use secondary sources written before 1980. **You must use only scholarly sources -- books and journal articles available in the library or through the library's databases. Historians regularly use JSTOR, Academic Search Complete, and Project Muse. You should NEVER refer to Wikipedia or print or web-based encyclopedias or use non-scholarly websites.** You must formulate your thesis around the primary sources. Talk to me about possible topics in advance in order to avoid unnecessary frustration.

This paper is due Thursday October 31

Paper Assignment #3

You will use the *Voyages* database to learn about the slave trade in the Iberian world. Decide on a topic that analyzes the slave trade in a particular place in Spanish America or Brazil during any 50-100 year period between 1492 and 1800.

Go to <http://www.slavevoyages.org/voyage/database>

- 1) Choose your time frame

- 2) Under Itinerary – choose “place of landing” and then “principal place of slave landing” - and choose from the dropdown list
- 3) Click search

Using the results of your search (both textual and tables), write a 5 page paper. You must do some additional secondary research (at least two additional works) for the paper. Do not use secondary sources written before 1980. ***You must use only scholarly sources -- books and journal articles available in the library or through the library’s databases. Historians regularly use JSTOR, Academic Search Complete, and Project Muse. You should NEVER refer to Wikipedia or print or web-based encyclopedias or use non-scholarly websites.*** You must formulate your thesis around the primary sources. Talk to me about possible topics in advance in order to avoid unnecessary frustration.

This paper is due Thursday December 5

INSTRUCTIONS FOR ALL PAPERS

Papers will be typed in 12pt. font, double-spaced, and will have 1" margins [note the default in WORD is 1.25]. Papers are due before class begins on the assigned date. Computer breakdowns are NOT an excuse. Late papers (even one minute late), will be penalized 10 points for each 24 hour period.

*You must attach a signed and filled out copy of the Paper Checksheet to your first paper.
You must attach a signed and filled out copy of the Paper Checksheet and the Paper feedback sheet to your second paper.*

You must be careful NOT to plagiarize any material for your paper. Some students are tempted to summarize (and often plagiarize) information provided in the texts. Any and all information that you learn from ANY SOURCE must be carefully and correctly cited. **Remember that all of your work is subject to the UMW honor code.** Be sure to use spellcheck, grammar check, and proofread your papers before turning them in.

Below are examples of correct footnotes:

a first reference

¹ Bernal Diaz, “From *The True History of the Conquest of New Spain*,” in *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* ed. Stuart B. Schwartz (Boston: Bedford, 2000), 220.

a second reference to the same material immediately following the first:

² *Ibid.*, 68.

If there is a citation to a different source in between, you use a short citation – author last name, short title, page

⁶ Diaz, “From *The True History*,” 201.

Additional citation information is available at Simpson Library’s webpage under How do I Cite Sources. Then, Chicago/Turabian or Databases, Chicago Manual of Style

Check your papers to ensure that

- 1) You have a thesis, something to argue
- 2) The thesis is stated clearly
- 3) Each paragraph asserts something that relates back to the thesis
- 4) This assertion is backed up by specific PRIMARY SOURCE evidence
- 5) Each paragraph contains some of your own ideas
- 6) The conclusion clearly reasserts the paper's argument

I encourage you to discuss your papers with me and I am willing to read any drafts, except in the last 24 hours before the assignment is due.