

HIST 127
Spring 2011
MW 10:20am-11:30am
PPHAC 101

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Office: Comenius Hall 302
Office hours: M/W 3pm-4pm
T/Th 9am-10am
and by appointment

COLONIAL LATIN AMERICA



Course Description

This course opens with an overview of pre-Hispanic America: the great Aztec, Maya and Inca empires. We then focus on the Spanish and Portuguese colonization. Although the American continent was populated centuries before our era, we still talk about Columbus “discovering” our land. In this class we will analyze how the discovery happened, how it was understood at that time, and how the idea of America was created and with which consequences. We also explore how Colonial religion and institutions shaped life, culture, and society. We look at the impact of slavery and how ideas of race emerged in the region. Our voyage comes to an end with the quest for independence and the born of new nations. Along with enriching our comprehension of the colonial period in Latin America, students will engage in active learning and work on their analytical and writing skills.

Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various primary sources.
- Question your previous knowledge about Latin America and expand your understanding of this complex and rich region.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

Required books for purchase

Boyer, Richard and Geoffrey Spurling, editors. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 2010.

Burkholder, Mark A. and Lyman L. Johnson. *Colonial Latin America*. 7th Ed. New York: Oxford University Press, 2010.

Todorov, Tzvetan. *The Conquest of America: The Question of the Other*. Norman: University of Oklahoma Press, 1999.

Films

Cabeza de Vaca, directed by Nicolás Echevarría, Mexico, Spain, USA, UK, 1991.

The Mission, directed by Roland Joffé, UK, 1986.

I, the Worst of All, directed by María Luisa Bemberg, Argentina, 1990.

How College History Courses Differ From High School History Courses¹

For most of you, this will be the first history course you will have taken at college. Expectations of students in college-level history courses are considerably higher than they are in most high school courses. Here are some of the differences you may notice:

- You will be expected to read much more, and virtually all of this reading will take place outside the classroom. It will be impossible to do well in this course without doing the reading ahead of time.
- You can expect to work, on average, 6-7 hours per week *outside of class* preparing for this course. Some weeks will require less; others (especially before a paper is due or a mid-term is scheduled) will require more.
- You may need to work on your note-taking skills both outside and inside the classroom. You will have to take notes based on the assigned reading and take notes during the classroom. I will prepare power point presentations to address some of the most relevant information, theories, and arguments about our topic for the day. I will post these presentations on the Blackboard site of this course, however bear in mind that our exams will go beyond those power point and that you are responsible for taking notes based on your readings outside the classroom. I suggest that you to write down the most important information, arguments, and concepts. If you are having trouble with note-taking, I recommend that you visit the Learning Services Center and talk with the people there about note-taking strategies.

¹ This text is based on Dr. Sandy Bardsley's syllabus. I would like to thank her for sharing it with me.

- The aim of my class is not to repeat what you read in preparation for the class, however, but to help you reinforce it, synthesize it, and understand the most important patterns in it. In other words, do not tune out because a particular topic is also covered in the textbook.
- Compared with high school, you will probably turn in fewer assignments and have fewer tests. Each of these assignments, however, will count for a higher percentage of your grade. Because there are fewer assignments, you will need to retain information longer and make broader comparisons and contrasts across time periods.
- You will receive more detailed feedback on each assignment than most of you will be accustomed to receiving in high school courses. I strongly recommend that you read carefully the comments on each paper and exam and use these to guide you in subsequent assignments.
- Proper citation of sources is very important in college-level papers. We will discuss how to go about citing both primary and secondary sources. If you happen to miss the class when we discuss citation, please be sure to find that information on the Blackboard site of this course and to check with other students about what you missed.
- Good writing matters a great deal in this course and in other history courses. This process involves revision and editing, and papers which have not undergone revision and editing (in other words, warmed-over first drafts) will not receive high grades. It is up to you to schedule your time in such a way as to allow for thorough revision and proof-reading. I highly recommend taking drafts of your papers to the Writing Center and asking the tutors there to help you look over them. (Do note that you need to make appointments with the Writing Center in advance.)
- Good Grades, on the whole, will be lower than you are accustomed to receiving in high school courses. Grades of A or A- are rare and are reserved for work of true excellence. Please do not be hurt or offended when a paper or exam which might have received an A in high school receives only a B- here: the standards at Moravian College are considerably higher than at most high schools. I include this information not to scare you but to alert you to the fact that there are some important differences between high school and college-level history courses.

I would be happy to talk with you individually if I can help you in adjusting: please email me to set up a time or come and see me during my office hours (listed on page 1 of the syllabus).

Class Requirements and Classroom Policies

20% Participation and classroom work

- Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated. In order to facilitate participation you have to make all the readings and be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Asking questions is also an essential element of the learning process, so do not feel

ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions.

- Every class I will randomly ask students to summarize what we discussed the previous class and the content of the due readings. If you fail to provide a complete answer you will lose points from your participation grade, so please be prepared.
- Classroom work refers to written analysis of primary sources carried out during the class. You must do the required reading before class and take notes about it in order to be prepared to ask questions, discuss, and reflect about the assigned material.

Exams

10% Mid-term Exam

The exam will be composed of four parts: multiple choice, short answer questions, long answer questions, and analysis of a primary source document. We will have a mock exam a week before.

10% Final Exam

The exam will be composed of four parts: multiple choice, short answer questions, long answer questions, and analysis of a primary source document.

Analysis of a Primary Source Documents

15% First Paper: Analysis of one chapter from *The Broken Spears* 🗒️

15% Second Paper: Analysis of De las Casas 🗒️

15% Third Paper: Analysis of Sor Juana Inés de la Cruz 🗒️

Each of these papers will be prepared by a team of three students. You must stay in the same team throughout the semester. Each team will work on the analysis of a primary source in order to write a five-page long paper (without including the minutes and bibliography) in which you will reflect about a primary source document provided by the professor through the Blackboard site of this course.

You should address the following issues:

- a) Who wrote this document and which was the intention behind generating this work?
- b) What does the document tell you about the time period and place (country, city etc.) it was written? Contextualize the document using your textbooks.
- c) Which thesis can you prove with this primary source and which elements in the text can support your thesis?

One student will be the secretary, keeping track of your meetings outside the classroom, the work that each one of you is carrying out, and the discussions you have during class. The role

of secretary will rotate so each student will have this responsibility once only. The minutes must be added to your paper.

Bear in mind that the analysis of a primary source goes beyond summarizing the information. It implies making connections and reading in between lines to find out what you can learn from that document, what can it tell you about the era in which it was created.

Referencing to the material you use in preparing for your essay is essential, so please include footnotes in your work. For further advice go to Information in the Blackboard site of this course.

We will work on how to analyze primary sources in the class in order to familiarize yourself with the work that you are expected to do.

15% A five-minute video in which your team explains how to analyze a primary source.

Working with your team you will make a video explaining how to analyze a primary source based on one document selected out of the three texts that you worked with. The video has to focus on the methodology rather than on the content. In other words, you do not need to summarize what your primary source is about. You will explain the steps that you followed, how did you generate a thesis and how did you prove it. The format of the video is yours to decide, you should be as creative as you decide to be, but do not lose the objective of the video. Prepare a clear and strong video that you could upload to youtube for other history students to understand what does it mean to analyze a primary source. These video will be shown in the last four classes of the semester.

The accumulated points will be converted to letter grades using the following scale:
100-93% =A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67%= D+, 66-63%= D, 62-60%= D- Anything less than 60% is an F.

Five points will be deducted from each assignment's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.

If you are unsure or would like some advice about a specific assignment, please come to my office hours at least one week before the due date.

Back up all your work (in your computer and an external drive) in order to avoid losing your files.

About sources

- Your papers will be only based on the actual primary source. You can use our textbooks as secondary sources to provide a context, but no other books or articles should be used.
- Do not use internet sources in any of your papers. Wikipedia is not a reliable source of information, so it is not acceptable to base your academic work it. Using Wikipedia will result in an “F”.

A note about style

Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student’s name(s), course number, and submission date should be typed in the upper left corner of the first page at single space. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment. Numerate your pages and staple your work. You should take advantage of Moravian College **Writing Center** located at the second floor of Zinzendorf. Telephone Number: 610-861-1592. (See link under Information in the Blackboard site of this course.)

Please submit your work in hard copy at class time. I will not accept assignments or papers sent via email.

About attendance and classroom etiquette

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor’s note or a written explanation from an athletics coach. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner. Illness on an exam date will be excused only with a doctor’s note.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- **Please turn off your cell phones during class. No texting will be tolerated.**
- Contact me in advance (at least one week before the due date) if you have queries about assignments.
- Deadlines are not negotiable.

Students with disabilities

- Students with disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, neurological disorders, health, physical, mobility, hearing, visual, mental health/psychiatric) should contact the assistant director of learning services for disability support for further assistance and information. Telephone: 610 861-1510.

Readings and films

- All readings should be completed before coming to class. It is essential that you bring your readings and your notes to every class as we will routinely refer to both.
- When assigning other readings besides our textbook, you will find them in the Blackboard site. These are marked in the syllabus with the following symbol: “📖.”
- Films will be available in the Blackboard site of this course. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand. Films can only be watched on campus, so plan ahead of time.
- The required books are available for purchase at the bookstore.

Blackboard site and email communication

- If you are asked an enrollment code to access the Blackboard site of this course please type “colonial”
- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - Questions about the films
 - Recommended websites
 - Referencing and writing advice
 - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- If you need to discuss something with me, please come to my office hours or set an appointment.

Academic honesty

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should simply be cited.
- For a more detailed explanation on plagiarism please see the “Academic Honesty at Moravian College” link under Academic Life at the Student Handbook website.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course.
- Students suspected of plagiarism or cheating will automatically receive an “F” in the course and will be reported to the appropriate school authorities.

Extra Credit

If you would like to receive five extra points you are encouraged to participate in the Student Scholarship Day and Creative Endeavors Day. Students may present a poster or do 15-20 minute presentations of their work. In the case of our class, that work would be about your analysis of a primary source in reference to one of the papers that you will submit. The poster or presentation will have a similar content to that of the video, so you could take advantage of this activity to work toward the video. The date for our 2011 Scholarship Day is Tuesday, April 19th. I will send out a Call for Proposals in early February, with a mid-March deadline, still to be determined.

Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.

SCHEDULE

I INTRODUCTION

1/17 Course overview

- Syllabus and grading
- *Colonial Lives*, maps, introduction, and chap. 1.

1/19 Before the Conquest

Write a reaction to the course syllabus. Include at least two comments, which can be in the form of doubts.

- *Colonial Latin America*, chap. 1, pp. 1-23.
- *Colonial Lives*, chap. 2, pp. 11-17.

1/24 The Aztec World

- *The Broken Spears*, Introduction, chap. 1 and 2, 

II THE OLD WORLD

1/26 The Iberian World

- *Colonial Latin America*, chap. 2, pp. 23-51.
- *The Conquest of America*, pp. 3-13.

1/31 Discovery

- *The Conquest of America*, pp. 14-50.

III CONQUEST

2/2 The Age of Conquest

- *Colonial Latin America*, chap. 2, pp. 52-78.
- *The Conquest of America*, pp. 54-62.

2/7 The Indigenous Perspective

Due: First Paper *The Broken Spears*

- *The Conquest of America*, pp. 63-97.

2/9 The Spanish Perspective

- *Colonial Latin America*, chap. 2, pp. 78-93.
- *The Conquest of America*, pp. 98-123.

2/14 Destruction

Discussion based on the film *Cabeza de Vaca*. Bring answers to questions posted on Blackboard

- *The Conquest of America*, pp. 127-167.

IV THE NEW WORLD

2/16 Ruling New World Empires

Mock Exam

- *Colonial Latin America*, chap. 3, pp. 94-122.

2/21 Religion and Cultural Contact

- *Colonial Lives*, chap. 3 and 4, pp. 18-38.

2/23 Mid-term Exam

2/28 Population and Labor

- *Colonial Latin America*, chap. 4, pp. 123-155.
- *Colonial Lives*, chap. 9, pp. 112-129.

3/2 Colonialism

- *The Conquest of America*, pp. 168-182.
- *Colonial Lives*, chap. 5, pp. 39-53.

3/7 No classes Spring Recess

3/9 No classes Spring Recess

V GOODS AND POWER

3/14 Production, Exchange, and Defense

Due: Second Paper De las Casas

- *Colonial Latin America*, chap. 5, pp. 156-193.

3/16 The Other

- *The Conquest of America*, pp. 185-201.
- *Colonial Lives*, chap. 8, pp. 101-111.

3/21 Durán and Sahagún

Discussion based on the film *The Mission*. Bring answers to questions posted on Blackboard

- *The Conquest of America*, pp. 202-241.

3/23 De las Casas

- *The Conquest of America*, pp. 245-254.
- *A Short Account of the Destruction of the Indies* 📖

VI SOCIETY

3/28 Societies of Caste and Class

- *Colonial Latin America*, chap 6, pp. 194-224.

3/30 The Family

- *Colonial Latin America*, chap. 7, pp. 225-248
- *Colonial Lives*, chap. 18, pp. 224-235.

4/4 Colonial Settlements

Due: Third Paper Sor Juana Inés de la Cruz

- *Colonial Latin America*, chap. 8, pp. 249-276.
- *Colonial Lives*, chap. 13, pp. 166-177.

4/6 Colonial Culture

Discussion based on the film *I, the Worst of All*. Bring answers to questions posted on Blackboard

- *Colonial Latin America*, chap. 8, pp. 276-297.
- *Colonial Lives*, chap. 14, pp. 178-184.

VII LATE COLONIAL PERIOD

4/11 Imperial Expansion

- *Colonial Latin America*, chap. 9, pp. 298-337.

4/13 The beginning of the end

Due: Video Presentations

- *Colonial Latin America*, chap. 9, pp. 337-356.
- *Colonial Lives*, chap. 14, pp. 178-184

4/18 Insurrection

Due: Video Presentations

- *Colonial Latin America*, chap. 10, pp. 357-370.
- *Colonial Lives*, chap. 16, pp. 201-215.

VII THE QUEST FOR INDEPENDENCE

4/20 From Empire to Independence

Due: Video Presentations

- *Colonial Latin America*, chap. 11, pp. 371-391.
- *Colonial Lives*, chap. 23, pp. 294-308.

4/25 No classes Easter Recess

4/27 The Aftermath

Due: Video Presentations

- *Colonial Latin America*, chap. 12, pp. 393-403.
- *Colonial Lives*, chap. 22, pp. 279-293.

Classes End: April 30

5/4 Final Exam 8:30am

DEADLINES

Assignment	Due Dates
Write a reaction to the syllabus	January 19
First Paper	February 7
Discussion based on the film <i>Cabeza de Vaca</i>	February 14
Mock Exam	February 16
Mid-term Exam	February 23
Second Paper	March 14
Discussion based on the film <i>The Mission</i>	March 21
Third Paper	April 4
Discussion based on the film <i>I, The Worst of All</i>	April 6
Scholarship Day	April 19
Video presentations	April 13, 18, 20, and 27
Final Exam	May 4

I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.