Course Description:

The colonial period in Latin America created deep structural legacies that continue to influence the culture, politics, economy and social relations of its peoples today. This course traces the historical trajectory of the region (including South and Central America, Mexico and the Caribbean) from the moment of contact between European and indigenous peoples in the late 15th century through the 18th century independence wars that undermined the European dominated colonial system.

The course is broken into three separate units, which represent three distinct historical periods in Latin America. The first unit on the rise and spread of colonial empires in Latin America spans the longest chronological stretch of time and begins with the arrival of European peoples to the Americas, and discusses in detail the impact that interchange provoked in the region. The second unit looks at the period of crisis that emerged within the colonial system during the Eighteenth Century. The third unit covers the different waves of independence movements throughout the region.

Lectures provide the historical base to help place into context the (two) assigned historical monographs, primary documents and other readings, as well as the two in-class movies. Assignments include participation in discussion, weekly reading posts, and three short essays, described in more detail below.

Course Objectives:

• Introduce students to a broad overview of the different historical currents in Latin America from the late 1400’s to the early 1800’s.

• Train students in the concept of historiography and the use of different types of sources, as well as the ability to assess the arguments and evidence of different scholars.

• Build writing skills and instruct students how to construct convincing arguments through the use of multiple forms of evidence.

Required Books:

• Sinclair Thomson, *We Alone Will Rule: Race, Nation and Revolution, 1869-1898* (Madison.: University of Wisconsin Press, 2003.)

**Note:** All books are available at the St. Lawrence University Bookstore. All other assigned readings can be found on the course’s Sakai webpage.

**Suggested Book:**

• Mary Lynn Rampolla, *A Pocket Guide to Writing History* (Boston: Bedford/St. Martin’s, 2012.)

While you are not required to purchase Rampolla’s guide (on sale at the SLU bookstore), it should prove very useful for the written assignments and is highly recommended, especially for freshman and first time history students.

**Attendance Policy:**

Perfect attendance is expected. As emergencies do occur, two excused absences will be allowed during the term. Any absences beyond those two will result in a half percent drop in the final grade. If you have a valid excuse for missing class beyond the two allowed absences (death in the family, illness, etc.), you will be permitted to make up the absence without penalty to your grade through written or oral work outside class time.

**Assignments:**

There are four principle activities that will form the base of evaluation for a student’s performance in the course:

1. *Weekly Participation in Discussion Section: 30%* - Students are responsible for reading and critically engaging with the assigned texts each week, and arriving prepared to discuss and exchange ideas with the rest of the class. Since this is a smaller sized class, I will be running Fridays seminar-style. Note that Fridays also have heavier reading loads, with a focus on secondary scholarship. Each student will be responsible for co-leading Friday discussion with the professor twice during the semester. A sign up sheet will be distributed at the beginning of the course to select co-leading dates. General participation is worth 20% of your grade, while each co-leading experience is worth 5%.

2. *Weekly Forum Postings on Readings: 10%* - Students should post written reactions to each week’s assigned readings on the class’s Discussion Forum on Sakai. Each post should contain three components: 1) one paragraph that summarizes the author’s principal argument and points, 2) one paragraph that critically reflects on your own reaction to the argument and evidence – this could be a comment on an insight that particularly impressed you, or a problem you saw with the author’s argument or evidence – either way this paragraph should go beyond just summarization of the material to include your own assessment or
opinion of the work; and 3) end your post with a lingering question, either with
the reading specifically or an issue that the readings inspired in you. These
should be posted no later than Friday at 8am to allow time for everyone to read
your posts prior to discussion on Friday afternoon. Posts will begin the second
week of class. Your posts will be graded on a check, check-plus, check-minus
basis. You are not required to post on the two days you co-lead class, but you
should read every one else’s posts for those days, to help prepare you for
discussion leading. Students are also allowed to miss two additional weekly posts
during the semester. Any missed posts beyond those two will result in a half
percent drop in your final grade.

3. **Document Analysis (3-4 pp.): 20%** - Students will write a document analysis of
material relating to the first unit of class. Students will pick two to three primary
documents, make an argument about what they reveal, and place them in
historical context. This paper will combine the primary sources with the assigned
readings and material from lecture to make an argument on one of the themes
covered in the first unit of class. One of the primary documents should come from
outside the assigned readings.

4. **Mini-Historiography (4-5 pp.): 20%** - Students will write an analytical review
that compares Sinclair Thomson’s *We Alone Will Rule* with one other historical
journal article or book. The outside article or monograph must have been written
at a minimum five years before or after Thomson’s publication date (2003). The
essay will explore how Thomson’s monograph changed the interpretation of late
colonial crisis in the Andes (in the case of a book published prior to Thomson’s)
or how subsequent scholarship has built upon or altered Thomson’s argument (in
the case of a work produced after Thomson’s). A list of potential themes and
articles will be passed out three weeks before the essay is due, although students
are not limited to these suggestions.

5. **Comparative Analytical Essay (4-5 pp.): 20%** - Students will write an
argumentative essay that compares the experience of independence in two
different Latin American countries, using the material from lecture, assigned
readings and outside secondary literature.

Email Policy: I only check my email once a day, and the time of day varies widely
depending on my schedule (and my internet connection). Therefore, you should expect
to receive a response within 24-48 hours. If you have an intellectual question about the
readings or assignments, please come see me during office hours instead of using email,
since direct conversation is a more effective manner of talking through ideas. Plus I
would like to get to know you all better as individuals, so please drop by whenever you
have a question or just want to chat!

Office Hours: I will have open, walk-in office hours every Monday from 4-6pm and
Thursdays 12:30-1:30pm. If you need to speak with me, and cannot attend regular
office hours, I am also happy to arrange to meet at an alternate time.

*(HIST 233: Colonial Latin America Syllabus)*
Disability Accommodations: If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office (x5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. For more specific information visit the DASO website http://www.stlawu.edu/disability-and-accessibility-services

Course Schedule:

UNIT ONE: THE COLONIAL ENCOUNTER, 1492-1790s

Week 1 (August 26-28): Introduction to Course

Wednesday (8/26): General Orientation, Review of Syllabus

Friday (8/28): (SHORT LECTURE + DISCUSSION)

Week 2 (August 31-September 4): Pre-Colombian Civilizations in Europe and the Americas

Monday (8/31): (LECTURE + DOCUMENT DISCUSSION)

Wednesday (9/2): (LECTURE + DOCUMENT DISCUSSION))

Friday (9/4): (DISCUSSION)

(HIST 233: Colonial Latin America Syllabus)
Week 3: (September 7-11): First Contact with Imperial Europe: The Battle for Souls and Wealth

**Monday (9/7):** (LECTURE + DOCUMENT DISCUSSION):

**Wednesday (9/9):** (LECTURE + DOCUMENT DISCUSSION)

**Friday (9/11):** (DISCUSSION)

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Week 4 (September 14-18): Political Economy of the Colonies

**Monday (9/14):** (LECTURE TOPIC)

**Wednesday (9/16):** (LECTURE TOPIC + DOCUMENT DISCUSSION)

**Friday (9/18):** (DISCUSSION)

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Week 5 (September 21-25): Social Structure and Daily Life

**Monday (9/21):** (LECTURE + FIRST ESSAY CHECK IN)

**Wednesday (9/23):** (LECTURE + DOCUMENT DISCUSSION)

**Friday (9/25):** (DISCUSSION)

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(HIST 233: Colonial Latin America Syllabus)
Week 6 (September 28 – October 2): Competing Colonial Empires


Friday (10/2): (MOVIE AND DOCUMENT DISCUSSION)

(Document Analysis Due – Friday October 2)

UNIT TWO: COLONIAL CRISIS

Week 7: (October 5-9): Age of Expansion and Enlightenment

Monday (10/5): (LECTURE TOPIC)

Wednesday (10/7): (LECTURE TOPIC + HISTORIOGRAPHY ASSIGNMENT DISCUSSION)

Friday (10/9): (DISCUSSION)

Week 8: (October 12-14): Bourbon Reforms

Monday (10/12): (LECTURE + DOCUMENT DISCUSSION)

Wednesday (10/14): (DISCUSSION)

(HIST 233: Colonial Latin America Syllabus)
**Week 9: (October 19-23): Age of Andean Insurrection**

**Monday (10/19):** (LECTURE + DOCUMENT DISCUSSION)

**Wednesday (10/21):** (LECTURE)

**Friday (10/23):** (DISCUSSION)

**Week 10: (October 26-30): Revolution in Haiti**

**Monday (10/26):** (LECTURE + DOCUMENT DISCUSSION)

**Wednesday (10/28):** (LECTURE + DOCUMENT DISCUSSION)

**Friday (10/30):** (DISCUSSION)

**Week 11: (November 2-6): Colonial Response to Rebellion**

**Monday (11/2):** (LECTURE TOPIC + HISTORIOGRAPHY CHECK-IN)

**Wednesday (11/4):** (LECTURE TOPIC)

**Friday (11/6):** (DISCUSSION)

*(Mini-Historiography Due Friday November 6)*

*(HIST 233: Colonial Latin America Syllabus)*
UNIT THREE: EMERGING INDEPENDENCE

Week 12: (November 9-13): Liberation from the Periphery

Monday (11/9): (LECTURE + DOCUMENT DISCUSSION)

Wednesday (11/11): (LECTURE + DOCUMENT DISCUSSION)

Friday (11/13): (DISCUSSION)

Week 13: (November 16-20): Independence at the Imperial Core: The Curious Case of Mexico

Monday (11/16): (LECTURE + COMPARATIVE ESSAY INSTRUCTIONS)

Wednesday (11/18): (LECTURE + DOCUMENT DISCUSSION)

Friday (11/20): (DISCUSSION)

Week 14: (November 30-December 4): Independence Outliers: Brazil and Cuba

Monday (11/30): (LECTURE)

Wednesday (12/2): (LECTURE + DOCUMENT DISCUSSION)

Friday (12/4): (DISCUSSION)

(HIST 233: Colonial Latin America Syllabus)
Week 15: (December 7-9): Colonial Legacies After Independence


Wednesday (12/9): (MOVIE + DOCUMENT DISCUSSION)

(Comparative Essay Due, Wednesday December 9)

**Deadlines at a Glance:**

- Document Analysis: Friday, October 2nd (due in class)
- Mini-Historiography: Friday, November 6th (due in class)
- Comparative Essay: Wednesday, December 9th (due in class)

(HIST 233: Colonial Latin America Syllabus)
POLICIES AND SOURCES ON ACADEMIC INTEGRITY

All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

From the Constitution of the Academic Honor Council (http://www.stlawu.edu/resource/student-handbook, 62-63):

“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

FURTHER SOURCES OF INFORMATION

We expect all of our students to familiarize themselves with the following:

• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

POLICIES ON ACADEMIC DISHONESTY

If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A FINAL CAVEAT: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.

(HIST 233: Colonial Latin America Syllabus)