HIST 233/CLAS 233
Colonial Latin American History

Wednesdays and Fridays, 12-1:30pm, Atwood Hall 022

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Course description

As the rest of the Americas, the vast social and cultural diversity that Latin America society still embodies today had its origins in its long and complex colonial history. This course is designed as an introductions to some of the main themes of colonial Latin American history. We will start our journey in Europe, Africa, and the Americas before Columbus’ arrival in the Caribbean. We will then follow both the imperial forces that shaped the colonial experience as well as the impact that individuals and groups of Europeans, Africans, and Native Americans had in the society as a whole. We will end in the Age of Revolutions with the impact that the Haitian Revolution, the Independence movement in Latin America, and with an assessment of the legacies of the colonial period in the region today. Students will be asked to put to good use their critical thinking skills through engagement with scholarship in colonial Latin American history, and the analysis of primary sources.

Course objectives

By the end of this course, students are expected to:
1) Connect people, events, and ideas within larger themes of Latin American and Caribbean history and compare and contrast the experiences of different groups of people with regard to race, ethnicity, class, gender, politics, and generation.
2) Analyze primary sources (documents, oral testimonies, or images from a particular time and place that a historian is examining) within their own historical contexts.
3) Develop critical thinking skills through engagement with scholarship and literature (also known as historiography) of colonial Latin America by identifying the argument, the primary sources on which that argument is based, and by putting that work in context by relating it to other course material.
4) Gain a basic understanding of how historical change happens and how historians think and practice history.
5) Make clear, organized arguments supported by historical evidence and analysis of that evidence.
6) Make adequate use of Chicago style citation system.
Required Textbook.


If you haven’t taken any history classes, I highly suggest that you purchase this book:


Any additional readings will be available via Sakai.

Course requirements & evaluation

2 Critical Essays (30%) - In the course of the semester, during the weeks marked below (see class schedule), students will hand in papers where they analyze and reflect on the readings or, movies assigned for that specific week (and no other). These papers are not intended to be a mere report of the content of the readings. They must include an original analysis and an interpretive point of the topic, and you should explain why that material was important for you, and support it with appropriate examples and materials. 3 pages each.

Students will exchange papers in class with their colleagues. Each student will give feedback to their colleague and rewrite the papers after careful consideration of the feedback students receive.

Students’ grades will be based on the quality of the paper and of the feedback they give to their colleagues.

Midterm (15%) - It will consist of an open notes exam with 2 to 3 broad questions. Textbooks, books, and articles will NOT be allowed in class. This is means that from day one, you MUST take notes of the readings!

Participation (20%) - Students are expected to engage in class discussion and express their views and analysis of the class materials. Sitting in class in silent while staring at your colleagues, looking out of the window, or taking abundant notes of what everyone says is NOT participation. Shyness is not an excuse. Discussion time is a good moment to bring up some of the thoughts you might have had while reading or watching the materials and to react to the views of your colleagues. You must take their ideas seriously and be able to respond to them. You must be able to disagree with your colleagues and to welcome the exchange of ideas that follows when someone disagrees with you. You are not losing face if someone disagrees with you. You are allowed (and encouraged) to change your mind when new information leads you to think about a topic in a different way. If it deals with the topic of the course, let’s talk about it!
And please remember that if you do not participate, you have not met your responsibility to yourself, your colleagues, or to the course.

2 Article analysis (20%) - twice throughout the semester, students will be required to write a 3-page summary of a scholarly article of their choice from a reputable historical journal (such as The Hispanic American Historical Review, Colonial Latin American Review, The Americas, Slavery and Abolition, etc.) The paper must also include a thoughtful reflection on the author’s conclusions, the type of sources that she/he used to reach those conclusions, and a possible critique of the author’s outcomes. When expressing your views, you are encouraged to reference to other readings you have done for this class (and cite them appropriately).

Final Exam (15%) - Take home exam. One or two essays to develop.

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**IMPORTANT NOTE ABOUT ALL WRITTEN ASSIGNMENTS**

All written assignments must be printed, paginated, stapled, and handed in class the date they are due. Unless you are bedridden, emailed copies are not welcome and you will be penalized.

The penalties are:

- Lack of page numbers or staples .25 (each)
- Unsolicited emailed copies of assignments .75

Papers must be formatted in **Times New Roman 12, with 1 inch margins**. All references must be formatted using the Chicago Manual of Style footnote and bibliographic citation format (aka **Chicago 15th edition, notes and bibliography**). This is the format historians use. For more info, see Rampolla, p. 113-145, or the Web (or via VPN if you are off-campus) at: [http://www.chicagomanualofstyle.org/home.html](http://www.chicagomanualofstyle.org/home.html)

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**Class Policies**

- Attendance: you **must** come to class. You are allowed **three absences** throughout the semester **for any reason, including illness**. Any extra absence will affect your final grade at the rate of 0.5 per missed class. I will take attendance every single class. If you are not in class when I call your name and show up later, it will be considered a late arrival. Three late arrivals will be considered an unjustified absence, and will count towards your total allotment.

**Note to student athletes:** The three absences policy also applies to you. Please come to talk to me (during office hours, not before/after class!) early in the semester about your schedule. Since you will be using these three days for your athletic engagements, I am willing to be slightly flexible in the case you become sick, but within limits.
- If you miss class, please do not email me to ask me what you missed! It is your responsibility to find out through your colleagues, class schedule or any other means. If once you find out there are things you don’t understand, then you are very welcome to come to office hours and I will help you in every way I can.

- Cell phone use is prohibited in class. Find out where the “power off” and “silence” buttons are, use them, and put the cell phone away. Whatever call or message is coming in during class can wait until the end of class. Texting is not allowed, and neither is the use of PDAs, mp3 players or any portable electronic devices.

- Laptops are not allowed in class.

- Take deadlines seriously. All major assignments and deadlines are laid out in the class schedule so you can plan around them. Being crunched by several deadlines at once is no excuse for late assignments. If you must miss class when an assignment is due, arrange to get it to me by the due date. Any late papers (including those left in my box without warning while the rest of us are in class) will lose 1.0 for each day the paper is late. After three days, assignments will not be accepted.

- Changes to course schedule: The instructor reserves the right to adjust the course schedule or readings to provide the best learning experience possible.

- Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation should read Rampolla, pp. 98-105, and are advised to consult with me. Offenders will be penalized to the full extent outlined by the university guidelines.

**Class Schedule**

**WEEK 1: Introduction**

August 28 Description of the course, and discussion of goals, themes, assignments, and class policies.

30 Introduction part 2.
Readings: Bakewell, *A History of Latin America*, Chapter 1 (“Lands, and Climates,”) 5-21

**PART I: WORLDS COLLIDING. ORIGINS.**

**WEEK 2**

**September 4** America before Columbus


**6** Africans in Africa


**CRITICAL ESSAY 1 DUE (1st version)**

**WEEK 3**

**11** The Iberian Peninsula and Europe at the Age of Exploration


*Primary Source:* “Coexistence in the Medieval Spanish Kingdom,” *Colonial Latin America, a Documentary History*, pp. 27-33.

**FEEDBACK ESSAY 1 DUE**
13 Conquest, part 1. Columbus and the colonization of the Caribbean


*Primary Source*: Columbus Diary, First Trip (selections)

**CRITICAL ESSAY 1 DUE (2nd version)**

WEEK 4

18 Conquest, part 2. Cortés and Central Mexico


20 Conquest, part 3. Pizarro and the Inca Empire


*Primary Source*: James Lockhart and Enrique Otte, *Letters and Peoples of the Spanish Indies: Sixteenth Century*, excerpts from part 1 (“Conquest”)

WEEK 5


Readings: Noble David Cook. *Born To Die. Disease and New World Conquest, 1492-1650*. Cambridge University Press, 1998. Introduction (pp. 1-14) and chapter 2 (“The Deaths of Aztec Cuitláhuac and Inca Huayna Capac: The First New World Pandemics”, pp. 60-94)

27 Search for an Alternative Labor force: African Slavery

Slave System,” and “The Establishment of African Slavery in Latin America in the 16th Century,”) pp. 1-44


**CRITICAL ESSAY 2 DUE (1st version)**

**WEEK 6**

**October 2**  
African slavery in Brazil and the Caribbean

Readings: Herbert, S. Klein and Ben Vinson, *African Slavery in Latin America and the Caribbean*, Chapter 3 (“Sugar and Slavery in the Caribbean in the 17th and 18th Centuries,”) and Chapter 4 (“Slavery in Portuguese and Spanish America in the 18th Century”), pp. 45-88


**FEEDBACK ESSAY 2 DUE**

**4**  
Shipping, Mining and the Reorganization of Native American Labor


**CRITICAL ESSAY 2 DUE (2nd version)**

**PART II: SOCIAL, CULTURAL, AND POLITICAL HIERARCHIES.**

**WEEK 7**

**9**  
Ruling the Indies: Colonial Administration.


11 MIDTERM EXAM

WEEK 8

Racial Miscegenation and the *sistema de castas*.


MID-SEMESTER BREAK


WEEK 9

Honor, Shame, and Patriarchy


30 Chapter 4 (“An Urgent Need to Conceal”, pp. 103-125), and Chapter 6 (“Honor among Plebeians”. Pp. 152-178)


ARTICLE ANALYSIS 1 DUE
### WEEK 10

**Church Hierarchy, Religious Orders, and Missionaries**

**November 1**


*Film: The Mission (1986)*


*Primary Source:* “Sor Juana Inés de la Cruz’s Letter to Sor Filotea,” *Colonial Latin America: A Documentary History*, pp. 207-215

### PART III: REFORM, REBELLION, AND INDEPENDENCE.

### WEEK 11

8  **Bourbon Reforms**


*Primary Source:* José de Gálvez Decrees for the King’s Subjects in Mexico (1769-1778), *Colonial Latin America: A Documentary History*, pp. 316-319

13  **Native American Rebellions**


### ARTICLE ANALYSIS 2 DUE

### WEEK 12

**The Haitian Revolution and its effects in the Spanish American world.**


*Primary Source*: Declaration of Rights of Man and of the Citizen.

**WEEK 13**

22 Independence


**THANKSGIVING BREAK**


**WEEK 14**

6 Conclusion. Colonial Legacies.

Readings: Bakewell, A History of Latin America, Epilogue, 495-504

May 11 TBA

**DATE TBD** FINAL TAKE HOME EXAM