**HIST 4366**

**History of Colonial Latin America**

Instructor: David C. LaFevor Course Meetings: TR 8-9:20

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Office: 327 University Hall

Office Hours: Tuesdays, 1-4

and by appointment

**Description:**

The ongoing formation of Latin America is one of the most complex and fascinating epics in World History. This course examines the roots of Latin America in Africa, Europe, and the Americas. It focuses on the broad consequences of the Colombian Moment, the establishment and contestation of colonial regimes, and the economic, cultural, and political systems that endured for over three hundred years. Coverage extends from origins to the Wars for Independence in the early nineteenth century.

We will explore the Latin American past through local, national, and transnational perspectives. You will be challenged to think broadly, critically, and creatively. Power, culture, race, identity, transculturation, exchange, reception, and identity will be among the ideas that guide our understanding of the journalistic questions of history (who?, what?, when?, where?, why?).

Success in this course will enhance your critical and creative reasoning and writing. You will also gain a more nuanced understanding of not only Latin American, but hemispheric and global history as well. As many historians have argued, global history begins with sustained contacts known collectively as the Columbian Exchange. We still live the consequences of that moment and process.

***Required Texts***

You may purchase these at the bookstore or online. If buying online, be sure to get the correct edition. You may find that electronic editions of the texts offer the advantage of being able to highlight passages and organize thoughts for discussion accordingly.

All articles and chapters listed in the syllabus are posted to Blackboard and many are available for download via JSTOR, the online database that you may access through the UTA library website.

Burkholder and Johnson, *Colonial Latin America (8th Edition)* 9780199865888

Kinsbrunner, Jay *Independence in Spanish America* 9780826321770

Lane, Kris, *Pillaging the Empire* 9780765602565

Restall, Matthew, *Seven Myths of the Spanish Conquest* 9780195176117

\*\*\*Other readings will be posted to Blackboard

*Criteria for Evaluation*

Paper One: 15%

Paper Two: 15%

Paper Three: 15%

Film Review: 15%

Reading/I.D. Quizzes: 25%

Participation: 10%

Map Test: 5%

*Assignments*

**Papers**

I will post detailed questions on Blackboard one to two weeks before the due date. Each essay should be double spaced, size 12 font, and between 1,250 and 1,500 words. Come and speak with me if you have any questions during the two-week period before the paper is due.

**Film Review**

You will write a critical review of the film *The Mission,* as viewed in class. A detailed assignment sheet will be posted to Blackboard.

**Reading/I.D. Quizzes**

During the semester, I will give three or four quizzes composed of twenty multiple choice, short answer, and I.D. questions designed to test your completion and engagement of the reading assignments and lectures/discussions. The dates will **not** be announced prior to the quiz date.

**Participation**

We will begin each Thursday session with a discussion of current events in Latin America. In order to participate in discussion, you should have read and pondered at least two major issues/news stories. Try to draw parallels between current events of the roots of modern Latin America in the Colonial Era. If you are able to read Spanish or Portuguese, I encourage you to read newspapers in those languages. Friday meetings will be also be dedicated to discussion of the readings, films, images, or other sources for the week. You should keep notes while reading and be ready with questions, comments, or criticism of the week’s work.

**Map Test**

We will have an in-class map test. You should be able to identify important geographical features, countries, regions, and cities of Latin America and the Atlantic World. A study sheet will be posted to Blackboard.

***Meetings and Readings***

\*\*\*\* *The readings listed for each week should be completed* ***before*** *Tuesday’s meeting.*

*\*\*\*\* The instructor reserves the right to make minor adjustments in the syllabus.*

21 August: Course Introduction and Overview: What is Latin America? Why is it Latin American?

**Week One**

Reading: Burkholder and Johnson, *Colonial Latin America* (Hereafter listed as “CLA”), Chapter One pp. 1-47; Phillips, “The Outer World” (Blackboard); Knight, “Slavery in the Americas” (Blackboard)

26 August

28 August: Discussion of Phillips and Knight; Current Events

**Week Two**

Reading: CLA, Chapter Two, pp. 50-78; Restall, *Seven Myths of the Spanish Conquest* (Hereafter listed as “Restall”); Introduction and Chapters One and Two; de las Casas, “In Defense of the Indians.”

2 September

4 September: Discussion of Restall and Las Casas; **Map Test**, Current Events

**Week Three**

Reading: Finish Restall; Viquera Alban, Permissiveness (Blackboard); O’Toole, “Religion, Society, and Culture in the Colonial Era” (Blackboard);

9 September: Watch First part of The Mission, in-class

11 September: Finish The Mission, Current Events, Discuss Langfur, Current Events

**Week Four**

Reading: *CLA*, Chapter Three, pp. 91-104; Chasteen, “Colonial Crucible” (Blackboard)

16 September

18 September: Discussion of “Colonial Crucible” **Essay One Due,** Current Events

**Week Five**

Reading: *CLA*, Chapter Four; Nater, “Colonial Tobacco: Key Commodity of the Spanish Empire” (Blackboard); Chasteen 2, “Colonial Transculturation” pp. 25-51(Blackboard)

23 September

25 September: Discussion; **Critical Review of the Mission Due,** Current Events

**Week Six**

Reading**:** *CLA*: Chapter Five; Lane,*Pillaging the Empire,* Chapters 1-3; Landers, TBA (Blackboard)

30 September

2 October: Discussion of Lane, Chapters 1-3, Current Events

**Week Seven**

Reading**:** CLA: Chapter Six; Lane, Chapters 4-6; *Brazil Reader,* pp. 37-55 (Blackboard)

7 October

9 October: Discussion of *Brazil Reader,* Current Events

**Week Eight**

Reading: CLA: Chapter Seven; Cope, (Blackboard) *Pinturas de Casta* (no reading)

14 October

16 October Discussion of Cope, Current Events

**Week Nine**

Reading: CLA: Chapter Eight; Jeffrey M. Pilcher, “The People of Corn: Native American Cuisine,” (Blackboard); CR, 20-68 (Blackboard)

21 October

23 October Discussion of Pilcher; **Paper Two Due,** Current Events

**Week Ten**

Reading: CLA: Chapter Nine; Eakin, Chapter One (Blackboard)

28 October

30 October: Discussion of Eakin, Current Events

**Week Eleven**

Reading: CLA: Chapter Ten; Dubois, Introduction and Chapter One (Blackboard)

4 November

6 November: Discussion of Dubois, Current Events

**Week Twelve**

Reading: CLA: Chapter Eleven; Kinsbruner, Chapters 1-3.

11 November

13 November: Discussion of Kinsbrunner, Current Events

**Week Thirteen**

Reading: CLA: Chapter Twelve; Kinsbruner, Chapters 4-6

18 November

20 November: Discussion of Kinsbrunner, Current Events

**Week Fourteen**

Reading: CLA: Chapter Thirteen; Kinsbruner, Chapter 7-8

25 November

27 November: Thanksgiving, no meeting

**Week Fifteen**

2 December: **Third Paper Due**

**Class Policies**

**Be nice.**

*Attendance:* You should attend every class meeting to get the most out of this course and to have the best chance at doing well. Unforeseen events occur, and you will not be penalized for missing a **maximum of three days** during the semester. If you are forced to miss more than this, come and speak with me. You cannot participate if you are not present.

*Late Assignments:* Your grade will be lowered by one letter grade per day that the assignment is late.

*Tardiness:* If you are late to class, enter the room as quietly as possible to avoid disruption. Please don’t make repeated tardiness an issue. If you have difficulty arriving on time, please speak with me.

*Electronics:* Do not interrupt class by taking phone calls or texting. Be polite to your fellow students and instructor. You may use a laptop or tablet to take notes. Please stay off the Internet unless it contributes directly to our discussions in class. Be nice.

*Plagiarism*: Don’t do it. If you are unclear on the parameters of plagiarism, please come speak with me.

*Communication*: I check email regularly and will generally respond to any questions within twenty-four hours. **I ask that you write emails in the form of a letter with a salutation and a closing. Let’s be more human than tweet. I will do the same**.

**General Tips for Success in this Course**

As an upper division course, Colonial Latin American History has a moderate amount of reading. Strive to envelope yourself in the ideas and concepts that guide the presentation of the information in each author’s work. We all come across unfamiliar terms: use this as an opportunity to dig deeper. Look-up new words with sites like [www.dictionary.com](http://www.dictionary.com). When places are mentioned, zoom-in on them with free programs like Google Earth. Many of us have traveled in Latin America; but even the best-traveled and studied individuals with find themselves in unfamiliar territory when learning more about such a large and diverse country.

Most importantly, **take notes from your reading**. I use a ruler and underline ideas, terms, or events that are central to the narrative and then compile a list in a word document for each book/chapter. Challenge yourself to take clear notes; you will be much better able to contribute your thoughts to class discussions on current and past events in Latin America.

**UTA CORE CURRICULUM OBJECTIVES:**

The state of Texas requires specific objectives for general education "core" courses.  The state objectives for “general ed” courses require that students learn critical thinking and communication (written, oral, visual) skills; teamwork skills; quantitative reasoning; personal responsibility (ethics) and social responsibility (civics).  In this course, we are responsible for covering all objectives except quantitative reasoning and teamwork.

* **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.*Must be addressed in all core curriculum courses.*
* **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.*Must be addressed in all core curriculum courses.*
* **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Mathematics
	+ Life and Physical Sciences
	+ Social and Behavioral Sciences
	+ Component Area Option of Mathematics and Logic
* **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Life and Physical Sciences
	+ Creative Arts
	+ Communication
* **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Communication
	+ Language, Philosophy and Culture
	+ American History
	+ Government/Political Science
* **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. *Must be addressed in all core courses that satisfy the following requirements:*
	+ Language, Philosophy and Culture
	+ Creative Arts
	+ American History
	+ Government/Political Science
	+ Social and Behavioral Sciences

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* identify key events, peoples, individuals, terms, periods, and chronology of the history of Latin America; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
* develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
* synthesize diverse historical information and evidence related to broad themes of Latin American History and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
* develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in Mexican History
* develop an understanding of civic and social responsibility by examining interactions within and between regional, national, and global communities in Latin American History.

**FACULTY EXPECTATIONS:** I expect that students will:

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by attending class regularly and being prepared for discussions and other assignments.  Being prepared means doing your reading assignment or other class prep *before* the class session
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional ***6-9*** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**DROP POLICY:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**AMERICANS WITH DISABILITIES ACT:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability.

Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**ACADEMIC INTEGRITY:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**STUDENT SUPPORT SERVICES:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**ELECTRONIC COMMUNICATIONS:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**FINAL REVIEW WEEK:**  A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week ***unless specified in the class syllabus*.** During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.