

History 365-L01
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The University of Calgary
Fall 2017

Latin America before Independence

Course Grading:

Your grade will be based upon:

Two Short Book Essays	20%
(Due 6 October and 3 November)	
Discussion Participation	10%
Bibliography and Outline for Research Essay	5%
(Due 6-15 November)	
Research Essay	35%
(Due 27 November)	
Final Examination	30%
(To Be Scheduled by Registrar between 11 and 21 December)	
Total	100%

You must complete all assignments to pass this course.

Required Texts:

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 9th ed. (New York: Oxford University Press, 2015).

Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (Albuquerque: University of New Mexico Press, 2006).

Charles F. Walker, *Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima, Peru, and Its Long Aftermath* (Durham: Duke University Press, 2008).

The History Student's Handbook: A Short Guide to Writing History Essays, available on D2L.

Course Description:

This course is an introduction to the history of Latin America during the period in which most of the region consisted of Spanish and Portuguese colonies, from 1492 to roughly 1820. After a brief survey of Iberian (Spanish and Portuguese) and American societies in 1492, this course assesses the significance of the Iberian “conquest” of the Americas. The bulk of this course focuses on the social, cultural, economic, and political structures of Iberian colonialism in the Americas. It will examine colonialism’s impact on the indigenous peoples and those of African descent, mostly slaves, who formed the basis of the social hierarchy. It will trace the development of distinct Iberian-American societies in the New World. Finally, this course concludes with an examination of eighteenth-century changes in political economy, the challenges to colonial rule in Spanish and Portuguese America, and the independence era of the 1810s.

Historian John Lewis Gaddis has written that we “can hardly do without history as a

discipline, because it [is] the means by which a culture sees beyond the limits of its own senses. It [is] the basis, across time, space, and scale, for a wider view. A collective historical consciousness, therefore, may be as much a prerequisite for a healthy well-rounded society as is the proper ecological balance for a healthy forest and a healthy planet.”¹ To study a society distant from our own in time and place offers an opportunity to broaden our perspective and to recognize that much of what we take for granted is, in fact, the product of our own time and place. At the same time, a study of colonial Latin America offers an opportunity to reflect on the origins of modern Latin American societies. Many of the choices that people made in the three centuries after the conquest still have consequences for the region.

Course Requirements:

Your grade on this course will be based two short book essays, participation in book discussions and document analyses, a research paper, and a final examination. Regular attendance at lectures is strongly recommended for success in this course. During the lectures, I will comment on material in the assigned readings, expand on some of the points raised by the authors, and present new material. Therefore, you will get the more out of the lectures if you have completed the readings at the start of the week.

Final Examination: The final examination is comprehensive; that is, it will include material from the textbook, the lectures, and the assigned books. The final examination will be held during the examination period (11-21 December), at a time to be scheduled by the registrar. Do not make plans for this period until the examination schedule has been posted.

Short Essays: Based on your reading of Townsend, *Malintzin's Choices*; and Walker, *Shaky Colonialism*, you will write two short essays in response to the assigned question for each book. These essays should be no longer than 750 words and they are due at the start of the class meetings on 6 October and 3 November, respectively (they are intended as background preparation for the class discussions of the books to be held on these days).

Friday Document Discussions: A portion of one class period per week will be devoted to the discussion of a document or two that we will analyze in light of the issues raised in the textbook and in the lectures. The documents will be available on the D2L site, along with some questions to keep in mind as you read them. Please arrive prepared to start the class meeting with a discussion about these primary sources.

Research Essay: The research essay should be about 2,500 words in length; in matters of style and format, it must conform to *The History Student's Handbook*. It is due on 27 November.

The research essay may be on any topic in Latin American history between the conquest and independence. A list of suggested essay topics will be posted on D2L; we will discuss essay writing and essay topics in October.

Your bibliography and outline (essay proposal) is due between 6 and 15 November. The bibliography should include at least six to eight substantial sources (including **both books and articles**, and excluding textbooks). There is no set format for the bibliography and outline, although the bibliography should, of course, conform to *The History Student's Handbook*.

¹ John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford: Oxford University Press, 2002), 149.

Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research essay is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper.

Bibliographies and outlines received after 15 November will be penalized a full letter grade and are not eligible to be raised to the same grade as that of the research paper.

Please return your graded bibliography and outline to me when you submit your research paper.

Late research papers will be penalized one-third of a letter grade for each day that they are late. Research papers with footnotes and a bibliography that do not conform to *The History Student's Handbook* will be penalized one-third of a letter grade.

Use of Internet Sources: The World Wide Web poses unique problems for students of history. While it contains a great deal of material, much of it is not particularly reliable, and it is sometimes difficult to identify good resources. Primary data produced by government agencies is generally reliable and often most easily accessed on the Web; a few electronic journals maintain the same scholarly standards as print journals; most print journals are now also available in electronic versions (but remember to cite them as their print versions; in other words, do not include URLs in bibliographies except for electronic-only sources) and there are now electronic versions of many books (but remember to cite them as their print versions); and some enterprising individuals have posted primary documents on web sites. Electronic article indexes facilitate library research by making it easier to identify print materials. Beyond these uses, however, the Web is unlikely to be of much help to you in this course. If you wish to use Web resources for your research paper, they must be included in your bibliography and outline, and they must be specifically approved by me.

Submission of Assignments: All written assignments should be submitted via the Dropbox on D2L. Please do not submit assignments via e-mail.

Electronic Devices in the Classroom:

Please refrain from using electronic devices in the classroom except for taking notes.

Course D2L:

The D2L site for this course contains important information, including announcements, the documents for weekly discussions, and the course outline. In addition, I will post the PowerPoint presentations that accompany the lectures. Please note that my PowerPoint presentations consist of auxiliary information to the lectures and do not replace lectures. To comply with the University of Calgary's interpretation of the Copyright Act, most maps and images will be removed from the PowerPoint presentations. Hence, attendance and careful note-taking is important for success in this course.

Plagiarism:

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted in cases of alleged plagiarism.

Office Hours:

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can schedule an appointment for another time. Feel free to telephone me during office hours, or to e-mail me. Please include "HTST 365" in the subject line of your message so that I can differentiate it from spam. I normally attend to e-mail later in the afternoons of work days and normally do not respond to student e-mails on weekends.

Weekly Topics and Reading Assignments**11-15 September: American Background**

Burkholder & Johnson, *Colonial Latin America*, chap. 1.

18-22 September: Iberia and Africa

Burkholder & Johnson, *Colonial Latin America*, chaps. 1-2.

20 September Document: "The Letter of Pero Vaz de Caminha," in *A Documentary History of Brazil*, ed. E. Bradford Burns (New York: Alfred A. Knopf, 1966), 20-31.

25-29 September: Conquest and Governance

Burkholder & Johnson, *Colonial Latin America*, chaps. 2-3.

27 September Documents: "Conquest in the Personal View" and "The Woman as Conqueror," in *Letters and People of the Spanish Indies: Sixteenth Century*, ed. James Lockhart and Enrique Otte (Cambridge: Cambridge University Press, 1976), 2-7, 14-17.

2-6 October: Ruling Indigenous Peoples

Burkholder & Johnson, *Colonial Latin America*, chap. 3.

4 October Documents: "José de Acosta about a Jesuit Mission to Huarochiri," in *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*, ed. John Parry and Robert G. Keith (New York: Times Books, 1984), 4:390-91; "Petition for the Removal of the Priest of Jalostotitlan, 1611," in *Beyond the Codices: The Nahuatl View of Colonial Mexico*, ed. and trans. Arthur J. O. Anderson, Frances Berdan, and James Lockhart (Berkeley: University of California Press, 1976), 166-73.

6 October: Discussion of Camilla Townsend, *Malintzin's Choices* (**Short Essay Due at the Start of Class**)

9-13 October: Population and Labor

Burkholder & Johnson, *Colonial Latin America*, chap. 4.

9 October: Thanksgiving (No Class)

13 October Document: "An Encomendero's Establishment," in *Letters and People of the Spanish Indies: Sixteenth Century*, ed. James Lockhart and Enrique Otte (Cambridge: Cambridge University Press, 1976), 64-70.

16-20 October: **Production, Exchange, and Defense**

Burkholder & Johnson, *Colonial Latin America*, chap. 5.

20 October Document: “An Italian Jesuit Advises Sugar Planters on the Treatment of Their Slaves,” in *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (University Park: Pennsylvania State University Press, 1994), 55-60.

23-27 October: **The Social Economy: Societies of Caste and Class**

Burkholder & Johnson, *Colonial Latin America*, chap. 6.

25 October Document: Representations of Class and Race in *Casta* Paintings (To Be Shown in Class).

30 October–3 November: **The Family and Society**

Burkholder & Johnson, *Colonial Latin America*, chap. 7.

1 November Document: “Marriage Problems in a Late-Colonial Brazilian Family,” translated by Hendrik Kraay

3 November: Discussion of Charles Walker, *Shaky Colonialism* (**Short Essay Due at the Start of Class**).

6-10 November: **Living in an Empire**

Burkholder & Johnson, *Colonial Latin America*, chap. 8.

8 November Document: “Acarete du Biscay’s Journey from Buenos Aires to Potosí,” in *Colonial Travelers in Latin America*, ed. Irving A. Leonard (New York: Alfred A. Knopf, 1972), 125-43.

10 November: Mid-Term Break (No Class)

13-17 November: **Imperial Expansion**

Burkholder & Johnson, *Colonial Latin America*, chap. 9.

13 November: Mid-Term Break (No Class)

15 November: **Final Day to Submit Research Paper Bibliography and Outline**

20-24 November: **Bourbon (Caroline) Reforms**

Burkholder & Johnson, *Colonial Latin America*, chaps. 9-10.

22 November Document: “A Representation of the *Ayuntamiento* of Mexico City (1771),” in *Latin American History: Select Problems, Identity, Integration, and Nationhood*, ed. Frederick B. Pike (New York: Harcourt, Brace & World, 1969), 108-14.

27 November–1 December: **Crisis and Political Revolution**

Burkholder & Johnson, *Colonial Latin America*, chap. 10

27 November: **Research Essay Due.**

29 November Document: “Selected Proclamations of the Tailors’ Conspiracy, Discovered in Salvador, Bahia, 12 August 1798,” translated by Hendrik Kraay.

4-6 December: **From Empire to Independence**

Burkholder & Johnson, *Colonial Latin America*, chaps. 11-13.

11-22 December: **Final Examination (To Be Scheduled by Registrar).**

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.

- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.

- Emergency Evacuation Assembly
Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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