

**HTST 365—Latin America Before Independence—Fall 2019**

**University of Calgary**

**Department of History**



Instructor: David Barrios

Mo-Wed-Fri 1:00 PM - 1:50 PM

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Office Location: CIH – Calgary Institute for the Humanities, Room 588, Biological Sciences Building

Office Hours: W 10:30-11:30 and Th 10:30-11:30; and by appointment.

**Course Description**

Latin America was born out of the complicated and often bloody encounter between Iberians (people from Spain and Portugal), Africans, and the indigenous peoples of the Americas. This term's course will explore the rise of the Aztec, Inca, and Maya empires in the fifteenth century, their defeat and incorporation into the Spanish empire and the rise of independence movements in the nineteenth century. As the course progresses, we will explore the multiple impacts of European conquest and trace the development of these colonial societies during a long and complex period of social, economic, and cultural transformation. We will pay particular attention to themes like religion, class, economy, ethnic and race relations, everyday life, and issues of gender, sexuality and marriage. Mexico and Peru are the most important cases since they became the principal colonial heartlands due to their sizable indigenous populations and mineral deposits. However, we will compare developments in these regions with those in Brazil, the

Caribbean, the Southern Cone, and the Northern Andes. Lectures and reading assignments will draw upon a variety of sources, including chronicles, artistic renderings, and the material, cultural, and intellectual products made possible by the wealth and dynamism of the seventeenth and eighteenth centuries.

### **Required Text**

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America* (New York: Oxford University Press, 2019). Tenth Edition. Available at the University of Calgary Bookstore.

### **Learning Outcomes**

By the end of this course you will:

- Be able to identify several key turning points in colonial Latin American history.
- Understand the basic organizing principles of Mesoamerican, Andean, Hispanic, and (later) mestizo culture, including religion and spiritual beliefs, social hierarchy, gender norms, notions of community, language, and race and ethnicity.
- Recognize the way power functioned in the colonial system through Iberian logic and political organization, as well as various forms of accommodation, reform, resistance, and rebellion.
- Analyze key sources of colonial Latin American history
- Appreciate Latin America's diversity and historical significance.

### **Course Grading**

Your grades are a reflection of the work you have done and the effort you have put into it. If you don't understand why you received a certain grade, come see me and I will be happy to explain it to you. If you want to contest a grade, please wait 24 hours and provide a written argument as to why you think you deserve a better grade.

The grade distribution will be as follows:

Participation - 25%

Essay 1. Primary source analysis - 10%

Essay 2 – Secondary plus primary source analysis – 15%

Midterm - 20%

Final Exam - 30%

## **Assignments**

### **1. Participation-25% (10% Friday discussions)**

This is a class with an emphasis on class discussion based on reading primary and secondary sources. I will provide introductory lectures, but for the most part you will be participating in class discussion by posing questions and encouraging debate. By speaking in class, you help other students, and the instructor, learn, and develop critical thinking. The more perspectives we hear in the classroom, the better our course will be. If you are shy or unaccustomed to speaking in class, let me know, and I can offer you some strategies and adaptations for class participation. Do not, however, assume that you have an “A” in participation simply because you have shown up to class and listened to the lecture or discussion for that day. Rather, you must demonstrate your engagement, and excitement, with the material and your ability to collaborate in the learning process.

Friday class meetings will have small-group discussions of primary sources. Primary sources are documents produced by actors in the past; through them, historians have (imperfect) access to what happened in past times. In your small groups, you will answer a small number of questions about the week’s document(s) and seek to draw conclusions from them. To prepare for these discussions, read the assigned documents carefully before the Friday discussions. Your grade on this component of the course will be based on your group’s answers to the questions. Attendance is a necessary prerequisite for participation. Primary sources are available in D2L.

### **2. Essays-25%**

-Essay 1. Primary source analysis-10%. Due Sept 27

Two to three-page paper offering a careful analysis of one primary source describing the conquest and its immediate aftermath. See the primary sources list on D2L.

Avoid summarizing the document (remember, I've read it too!). Instead, offer a thoughtful, critical assessment of the source that considers the following questions: Who is the author? When was the source written and in what context? Who was the intended audience? What is the purpose of the source (provide factual information or evidence? Persuade someone to act? Etc.)? How do the author's gender, race, and socioeconomic class shape their perspective, and how do they compare to those of the people about whom he or she is writing? What unspoken assumptions or biases are detectable in the source? How do other contemporary sources compare with this one? Use these questions as a guide to help shape your understanding of the document but be careful to distinguish between the thoughts and ideas in the document, and your thoughts and ideas about the document. This means you should articulate a clear analysis about what the document tells us about colonial Latin American history

-Essay #2 – Secondary plus primary source analysis – 15%. Due Nov 8

You will write a four to five-page paper using both secondary and primary sources to analyze the intersections of race, class, gender, and other socio-cultural factors of your choosing. See the list of suggested readings available on D2L.

### **Midterm-20%**

The midterm will be an in-class exam. I will give you several questions, but you will choose one to answer in an argumentative, well-written, proofread short essay. Oct. 18

### **Final Exam 30%**

This exam will be a take-home essay. On Monday Dec 9, I will post several questions. You will choose one question to answer in an argumentative, well-written, proofread essay. These questions will focus on major themes, big questions, key events, or changes over time and will ask you to draw on what you have learned throughout the course.

Your response will be 4-6 pages in length in 12-point Times New Roman font with one-inch margins and page numbers. It will contain a thesis that answers the question and use specific examples as supporting evidence. You may use your notes and the readings for this class, taking care to cite articles, books, and primary sources according to the Chicago Manual of Style standards. This exam is due on Friday, Dec 13 at midnight.

## GENERAL COURSE POLICIES

*Respectful Course Atmosphere:* Every student must treat every other student with respect. This includes listening when other students speak and making contributions to class discussion that respect the race, religion, gender, sexual orientation, nationality, social class, etc. of your fellow students. Students should also refrain from private conversations with each other, from using cell phones (talking, text messaging, and surfing), and from using laptop computers for purposes other than note taking or accessing readings.

*Attendance/Tardiness:* Students are expected to attend class. Lateness, except in extreme circumstances, is not acceptable. Chronic lateness and/or unexcused absences (except for serious illness, bereavement, legal proceedings, etc.) will reduce your participation grade. It will also very likely reduce your grades on your written work.

*Office hours:* I encourage everyone to visit me in office hours at least once, if not several times, throughout the semester. I am ALWAYS willing to meet with students, so if you cannot make my office hours please email me and we will arrange an alternate time. Keep in mind that it is a lot easier to avoid potential hazards early than to fix them after they have become a problem, so if you see trouble on the horizon, talk to me ASAP.

*Email:* Always, treat an email exchange as a professional communication. Please address me by name, use appropriate language, and sign your name. Please include a subject heading indicating that your email pertains to **HTST 365**. Please allow adequate time for me to respond to emails. If you do not check your email account regularly, make sure that your emails are forwarded to another account.

*D2L:* I will post the course syllabus, readings, and other materials to D2L, all in PDF or Word format or as links. Because many of these materials will not be distributed in class, you must acquaint yourself with how to use D2L early in the semester to have access to all materials.

## SCHEDULE

Date	Topic	Secondary Sources
Week 1 (Friday, Sept 6)	Introduction and Overview	

### Part I: Origins and Contact Zones

Week 2 (Sept 9 - 13)	Society and culture of the Americas before 1500	Burkholder and Johnson, Colonial Latin America, Chap. 1 Inga Clendinnen, "The Cost of Courage in Aztec Society," <i>Past &amp; Present</i> , 107, no. 1 (1985): 44–89.
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### Part II: Conquest

Week 3 (Sept 16 - 20)	Europe and Africa in the late medieval and early modern period	Burkholder and Johnson, Colonial Latin America, Chap. 1
Week 4 (Sept 23 - 27)  <i>Essay 1. Primary source analysis due Sept 27</i>	Spain on the brink of the New World	Burkholder and Johnson, Chap. 2 Harris, Olivia, "The Coming of the White People'. Reflections on the Mythologization of History in Latin America," <i>Bulletin of Latin American Research</i> 14, no. 1 (1995): 9-24.

### Part III. Ruling New World Empires

Week 5 (Sep 30 - Oct 4)	How did the Spanish govern the conquered Indians?	Burkholder and Johnson, Chap. 3 Mills, Kenneth. "The Limits of Religious Coercion in Mid-colonial Peru," <i>Past &amp; Present</i> , no. 145 (1994): 84.  Screening Werner Herzog's <i>Aguirre, the Wrath of God</i> (1972)
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### Part IV. Colonial Economy

Week 6 (Oct 7 - 11)	The economic history of the early colonial period to roughly 1700	Burkholder and Johnson, Chap. 4 and Chap.5
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**Part V. Gender and Race in the 17th and 18th Centuries**

Week 7 (Oct 16 - 18) <i>Midterm Examination Oct 18</i>	Gender, Patriarchy, and Sexuality	Burkholder and Johnson, Chap.6
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**Part VI. Family, Society, and Everyday Life**

Week 8 (Oct 21 - 25)	Race and Class in colonial society	Burkholder and Johnson, Chap.6
Week 9 (Oct 28 - Nov 1).	Gender and Honor	Burkholder and Johnson, Chap.7 Lipsett-Rivera, Sonya, and Johnson, Lyman, "The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America," <i>The American Historical Review</i> 104, no. 3 (1999): 1057.
Week 10 (Nov 4 - 8) <i>Essay 2 – Secondary plus primary source analysis due Nov 8</i>	Everyday Life in Colonial Latin America	Burkholder and Johnson, Chap.8 Linda A. Curcio-Nagy, "Introduction: Spectacle in Colonial Mexico," <i>The Americas</i> 52, no. 3 (1996): 275-81.

*Term Break, no classes November 10-16*

**Part VII. Bourbon Reforms**

Week 11 (Nov 18 - 22)	Imperial Reforms	Burkholder and Johnson, Chap. 9 and 10
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**Part IV. Crisis and Resistance**

Week 12 (Nov 25 - 29)	Crisis and Political Revolutions. Independence in Spanish America Brazil and Cuba?	Burkholder and Johnson, Chap.11
Week 13 (Dec 2 - 6)	Colonial Legacies	Burkholder and Johnson, Chap.12
Week 14 (Dec 9 - 13)	Final Exam	

**Program Advising and Student Information Resources:**

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in

SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.

- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

### Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

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.

**Writing:**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

**Red Box Policy:**

Essays and other assignments may be dropped into 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

**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*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K.*

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

**Copyright:**

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see

<http://library.ucalgary.ca/copyright>.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Other Useful Information:**

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

*Fall 2019*