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 effect 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 have to put to good use their critical thinking skills through engagement with scholarship and literature 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.

**General Learning Outcomes for 100-200 Level History Courses:**

1. Students are expected to identify key individuals, events, turning points, and social and cultural patterns in the historical development of colonial Latin America.

2. Students are expected to evaluate and interpret primary sources and to
construct historical insights from them.
3. Students are expected to be able to understand, analyze, and evaluate different interpretations of the past.
4. Students will be able to express higher-order understandings of the past through coherent, sequential statements based on primary and secondary sources.

**Additional outcome:**

1. Make adequate use of Chicago Manual of Style citation system.

**Required Textbooks. (All available at Bookstore)**
All other readings are available in Blackboard as pdf’s.

**Course requirements & evaluation.**

2 **Analytical Essays** (30%) - In the course of the semester, during the weeks marked below (see class schedule), students will hand in papers where they reflect on certain readings based on a question or prompt previously circulated by the instructor. 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. You should explain why that material was important, and support it with appropriate examples and materials from the said readings. 3 pages each, plus bibliography.

**Exam 1** (5%) - Consider this one a practice session for exam 2, but with less at stake. It will consist on two ID’s and one essay question which could be based on an image, or a quote, or simply a straight question or prompt.

**Exam 2** (15%) - Five ID’s and one essay question which could be based on an image, a quote, or simply a straight question or prompt.

**Participation** (20%) - Students are expected to engage in class discussion and
express their views and analysis of the class materials in a rational and constructive way. Sitting in class in silent while staring at your colleagues, looking out of the window, or just taking abundant notes of what everyone says is NOT participation. 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.

**Reading quizzes** (15%) - From time to time, the instructor will conduct surprise reading quizzes in class. They will consist of a few multiple choice questions. There will be a minimum of of four, and their frequency will depend on the level of engagement that the instructor perceive in the class. In other words, if you don’t do the readings, the frequency of surprise quizzes will increase (and also their final percentage of the final grade. See below: flex points).

**Blog Entries** (10%) - At a certain point of the semester, students will be required to work autonomously. This will mean that they will read the required texts and write about them several 400-word entries in Blackboard. These comments must be more than just an impression or a feeling about the readings. They must analyze the content of the readings and films critically, relate the material to previous readings, think about the choices of the authors of these pieces, and the actions of the historical figures portrayed in the texts. Insightful well-written posts will gain full points. Rambling unorganized posts (written in a single block paragraph, for example) that fail to provide insightful comments about the material will lose points.

**Final Exam** (10%) - Same format than the midterm, but with two essays instead of just one.

**NOTE:** If you are carrying a A or A+ grade by the end of the course (and your attendance is within the parameters of the class), you do not need to take the final exam.
Class Policies

- **Attendance**: you must come to class. You are allowed four absences throughout the semester for any reason, including illness. No explanation or proof is required, expected, or desired. Each extra absence will bring down your final grade one step (From B+ to B, from A- to B+, etc.) In other words, students can lose points that they earned doing class assignments and exams. Please don’t do it. Just come to class. This class is not even that early! Repeated and unexcused late arrivals will be penalized with an absence or more depending on the severity of the case, so please, be on time.

**Note for student athletes**: Students athletes are subject to the same policy. If you know that you are going to miss classes due to conflicts with your athletic calendar, you must come to see the instructor outside class and bring a copy of your athletic calendar with the absences marked within the first two weeks of classes.

- **Class readings**: You must bring to class the readings assigned for that specific day, either the textbook or the printouts of the primary and secondary sources. It will facilitate discussion and will help you go through your notes.

- **Electronics**: Students will not be allowed to use cell phones, laptops, and any other electronic devices. If there is a justifiable reason for you to need your cellphone near (childcare, someone in the hospital), please talk to instructor and an accommodation will be provided. For all other academic accommodations, see below.

- **Students requiring accommodations**: please contact the Office of Dissability Services (348-4285) and present your documentation to the instructor as soon as possible. I cannot provide you academic accommodations if you do not document your case.

- Take deadlines seriously. All major assignments and deadlines are laid out in
the class schedule (and marked with a ✗) so you can plan around them. Being crunched by several deadlines at once is no excuse for late assignments. Papers are considered late if they are not electronically uploaded to Blackboard by the beginning of the class they are due. Any late papers will lose one grade step (from B to B-, etc.) for each day they are late. **After three days, papers will not be accepted.**

- **Missed exam**: students who must miss one of the two first exams for a legitimate reason must contact the instructor IN ADVANCE of the exam, as well as provide documentation to prove the reason for her/his absence. Students who miss the exam without permission will be administered a make-up exam but will lose one grade letter (From B+ down to C+, etc.) All makeup exams will be taken ONLY on Friday afternoon in the history department.

- **Missed quiz**: if a student misses a quiz during one of their four allowed absences, they will be allowed to make it up by handing the instructor a 2-page summary of the readings required the day of the quiz. Summaries will be graded according to the student’s ability in outlining the most important topics discussed in those reading, as well as orthography and grammar. If a student misses a quiz during an absence beyond their fourth allowed absence, they will **not** be entitled to make it up.

- **Missed final exam**: No accommodations will be made for students planning to travel before the scheduled final exam. **MAKEUP FINAL EXAMS WILL BE ADMINISTERED ONLY UNDER EXTREME CIRCUMSTANCES.**

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

- **Communication with the instructor**: Please make use of the office hours (listed above) to answer your questions regarding assignments and doubts about the material. You can also use the instructor’s office phone number (listed above) to contact him with any questions. If you have a specific question that can be
answered briefly, please contact the instructor via email. The instructor will reply emails between 8am and 5pm during weekdays, and never on weekends. If you have questions about assignments, please do not wait until the night before it’s due, or your question will likely remain unanswered.

- In order to prove that you have carefully read and understood this syllabus, the instructor will give extra credit to any student who emails him a picture of a colonial cathedral located in Spanish Latin America, including an explanation of when it was built and why you chose that particular cathedral, and no other (there are plenty to choose from). The email must be titled “cathedral credit” in order to qualify. You must send the email by the first of September to qualify. No credit will be awarded beyond this date.

- **Policy on Academic Dishonesty:** Students are expected to uphold the University of Alabama’s Academic Honor Pledge:

  “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at the University of Alabama. I have read the Academic Honor code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.” (Source: http://courseleaf.ua.edu/introduction/academicpolicies/codeacademicconduct/).

  The following examples of academic dishonesty will not be tolerated:

  - Copying from another person or consulting notes for exams or quizzes.

  - Helping another person to cheat by providing information.

  - Copying text directly from internet sources such as Wikipedia.

  - Other forms of 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 when writing an essay 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.

- **Grading**: Grades will be calculated in a 100 scale. The equivalence between percentages and letter grades will be the following:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A+</td>
</tr>
<tr>
<td>92-95</td>
<td>A</td>
</tr>
<tr>
<td>88-91</td>
<td>A-</td>
</tr>
<tr>
<td>84-87</td>
<td>B+</td>
</tr>
<tr>
<td>80-83</td>
<td>B</td>
</tr>
<tr>
<td>77-79</td>
<td>B-</td>
</tr>
<tr>
<td>74-76</td>
<td>C+</td>
</tr>
<tr>
<td>71-73</td>
<td>C</td>
</tr>
</tbody>
</table>

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources here:

- **Title IX coordinator**: Beth Howard (205) 348-5496. ghhoward@ua.edu
- **Counseling Center**: (205)348-3863, MWThF from 8am-5pm, or UA Police Department at (205) 348-5454 when the center is closed.
- **Women and Gender Resource Center Confidential On Call Advocate**: Available 24 hours: Call (205) 348-5040 during work hours or UA Police Dept if calling after hours: (205) 348-5454.

The University of Alabama is committed to an ethical, inclusive community defined by respect and civility. The UAct website (www.ua.edu/uact) provides a full list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud.

Other resources: The UA Safe Zone Program provides a visible network of volunteers for gay, lesbian, bisexual, transgender (LGBT) and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment, and/or discrimination. Call (205)348-7297 or email SafeZone@bama.ua.edu

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## Class Schedule

### Welcome and Introduction to the Course
August 22
Description of the course, and discussion of goals, themes, assignments, and class policies.

24
Introduction part 2.
Readings:  

### PART I: Worlds Colliding. Origins.

27
**Early American Civilizations**

29
**The Mexicas**
Primary Source: Miguel León-Portilla. ed., “Omens Foretelling The Arrival of the Spaniards.” (Blackboard)

31
**No class!**

September 3
**Labor Day. No class!**

5
Class on reading historical texts. Bring Rampolla!

7
**The Inkas**
Readings: Burkholder and Johnson, pp. 18-23.

10
**The Iberian Peninsula and Europe at the Age of Exploration**
Readings: Burkholder and Johnson, pp. 23-32
Primary Source: Mills, ed., “Coexistence in the Medieval Spanish Kingdom,” <i>Colonial Latin America, a</i>
Documentary History (Lanham: SR Books, 2005), pp. 27-33. (Blackboard)

12 Class on writing essays in history. Bring Rampolla!!

14 Africans in Africa
Readings: Burkholder and Johnson, pp. 32-40.

PART II: Words Colliding: Conquest and Resistance.

17 Columbus and early contacts in the Caribbean
Readings: Burkholder and Johnson, pp. 40-47.
Primary Source: “Letters of Columbus to King Ferdinand of Aragón”. (Link in Blackboard)

**PROMPT FOR ANALYTICAL ESSAY 1.**

19 Mesoamerica, The Mexicas, and Hernán Cortés
Readings: Burkholder and Johnson, pp. 50-58.

21 The Andes, The Inkas, and Francisco Pizarro
Readings: Burkholder and Johnson, pp. 58-68.
Primary Source: Garcilaso de la Vega, The Royal Commentaries of the

24 Today we will practice the use of Atlatls, a Mesoamerican spear thrower. Class meeting at the Rec Fields. Bring comfortable clothes and water.

26 Iberian expansion through the hemisphere
Readings: Burkholder and Johnson, pp. 68-78.
Primary Source: From James Lockhart and Enrique Otte, *Unsuccessful Conqueror* in *Letters and People of the Spanish Indies* (Cambridge University Press, 1976), pp. 47-52. (Blackboard)

28 Conquest, part 4. “Conundrums and the Columbian Exchange”
Readings: Burkholder and Johnson, pp. 78-88.

PART III: Ruling and Running a New World Empire.

October 1 The Creation of a Colonial Administration
Reading: Burkholder and Johnson, pp. 91-104.

3 The Church, Religious Orders, and Missionaries
Readings: Burkholder and Jonhson, pp. 104-119.
Primary Source: Mills, ed. “Francisco de Vitoria ‘On the Evangelization of Unbelievers’, Salamanca, Spain” in *Colonial Latin America, a Documentary History* (Lanham:

5  Indian Labor Under Colonial Rule
Reading: Burkholder and Johnson, pp. 122-142.

8  EXAM 1
10-12 NO CLASSES! Read Alvar Núñez Cabeza de Vaca's Castaways.

2 BLOGPOSTS DUE
15 Discussion of Alvar Núñez Cabeza de Vaca’s Castaways.

17 African slavery and the transatlantic slave trade
Reading: Burkholder and Johnson, pp. 142-151.

19 Mining the Veins of Latin America: gold and silver
Readings: Burkholder and Johnson, pp. 154-159.

22 Iberian trading system and its challenges
Reading: Burkholder and Johnson, pp. 163-179.

24 Consolidation of the colonial economy

26 Mid-Semester Study Break. NO CLASSES!

29 EXAM 2
PART IV: Social and Cultural Hierarchies

31 Castas: Race and Class in Colonial Society

November 2 Castas and Social Mobility
Reading: Danielle Terrazas Williams, “My Conscience is Free and Clear” African-Descended Women, Status, and Slave Owning in Mid-Colonial Mexico,” The Americas, 75:3 (July 2018), pp. 525-554.

5 Family, Honor, Shame, and Patriarchy
Readings: Burkholder and Johnson, pp. 216-236.

7 Conventual Life
Reading:

**PROMPT FOR ANALYTICAL ESSAY 2**

9 Urban Experiences
Readings:
Burkholder and Johnson, pp. 239-244
Secondary source: Tamara J. Walker. “‘He outfitted his family in notable decency’: Slavery, Honour and Dress in

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12 Class dedicated to Chicago style citations. Bring Rampolla! 

14 Rural Lives 

244-265. 

Film: *The Mission* (1986), 125 minutes (Link to Blackboard.) 

SECOND ANALYTICAL ESSAY DUE

16 NO CLASSES! Read Catalina de Erauso, *Memoir of a Basque Lieutenant Nun Transvestite in the New World.* 

19 1 BLOGPOSTS 

19 Class Discussion: Catalina de Erauso, *Memoir of a Basque Lieutenant Nun Transvestite in the New World.* 

21-23 THANKSGIVING BREAK 

26 Early 18th century and the Age of Imperial Expansion 

Reading: Burkholder and Johnson, pp. 282-303. 

28 Bourbon and Pombaline Reforms. 

Reading: Burkholder and Johnson, pp. 302-332. 

PART V: Revolutions and Independence. 

30 Resistance and Rebellion: The Tupac Amaru Rebellion 

//#sourceURL=class-script.js:31


December 3 The Haitian Revolution
and the
(2009)” (Link in Blackboard)

5 The Haitian Revolution in Latin America
Reading:

Secondary Source: David Geggus, “The Sounds and Ekhoes of Freedom: The Impact of
Haitian Revolution in Latin America,”
in Darién J. Davis, ed. Beyond Slavery:
The Multilayered Legacy of Africans in Latin America and
the Caribbean (Lanham: Rowman &

7 Independence!
Reading: Burkholder and Johnson, pp.
356-375.

DECEMBER 12 FINAL EXAM, Ten Hoor Hall 257, 11:30am - 2:00pm