

History 271
Introduction to Colonial Latin American History
(1492-1810)
Fall 2017
(crn 56308)
MWF 12:30-1:20 p.m.; UNIV 201

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Office Hours: Mondays, 11:00 a.m.-12:00 noon.; Tuesdays, 10:30 a.m.-12:00 noon; and by appointment

DESCRIPTION AND OBJECTIVES OF THE COURSE

Despite their proximity, the countries of Latin America remain a mystery to most citizens of the United States. Here is a chance to become acquainted. This is a general survey course, the purpose of which is to explore the principal historical themes of Latin America during the colonial period (roughly, from the beginning of the sixteenth to the early nineteenth centuries). Over the course of the semester, we will examine in detail a number of critical issues of this formative period in Latin American history, including the dynamics and justification of conquest; Spanish and Portuguese Indian policies and native responses; institutional structures and social hierarchies of the colonial world; economies and labor systems; the age of imperial reforms; and, finally, the growth of distinctive “American” identities on the eve of independence. The class format consists primarily of lectures, augmented by readings of specialized texts and images.

Like most countries in the Western Hemisphere, the modern nations of Latin America confront on a daily basis the legacy of colonialism. Thus, our examination of the colonial period will not be a simple exercise in rote memorization, but rather an opportunity to ponder the historical forces that in many ways laid the foundation for present-day Latin America. It might also serve as a way to think about our own assumptions about how we live, work, and interact in today’s world. By the end of the course, students will show their familiarity with the key issues of the colonial period and will be able to express (in writing) their understanding of how these important historical themes unfolded in different ways, with respect to region, chronology, and culture.

GRADES and GRADING POLICY

Grades for the course will be determined by student performance in the following assignments: midterm essay exam=33⅓% (100 points); final essay exam=33⅓% (100 points); four assignments/quizzes based on common readings and one map quiz=33⅓% (100 points for the five combined assignments).

A make-up for the midterm exam—more difficult, of course—will take place about one week after the regularly scheduled event. Except under truly extraordinary circumstances (i.e., the outbreak of a pandemic, some natural or human disaster, etc.), students may make up ONE (and ONLY one) of the five quizzes. The quiz make-up will take place at the end of the semester during the two-hour block of time

for the final exam. Just to clear up any potential misunderstanding down the road, an “**Incomplete**” grade can only be assigned under a specific set of circumstances. The university’s criteria for assigning a grade of “Incomplete,” as found in the Office of the Registrar’s Form 60, are as follows:

1. The student’s work was interrupted by *unavoidable absence* or other causes beyond a student’s control.
2. The student is *passing the course* at the time it was interrupted.
3. The completion of the course *does not require the student to repeat the class*.
4. The incomplete grade *is not to be used as a substitute for a failing grade*.

I would add, based on my long experience at Purdue, that “I” grades eventually become “F” grades in about 90% of the cases. Let’s avoid that situation.

READINGS (Please DO NOT purchase a kindle or other ebook version)

Seven Myths of the Spanish Conquest, by Matthew Restall. Oxford University Press.

The World Upside Down: Cross-Cultural Contact and Conflict in Sixteenth-Century Peru, by Susan Elizabeth Ramírez. Stanford University Press.

Women’s Lives in Colonial Quito: Gender, Law, and Economy in Spanish America, by Kimberly Gauderman. University of Texas Press.

(Assortment of online docs and articles, TBA)

STUDENT RESPONSIBILITIES AND OTHER ISSUES

Students are responsible for regular class attendance, keeping up with assigned readings, and completing all major course requirements (in this case, the midterm and final exams). I urge you to seek my help if you have any concerns about the course, have difficulties with the subject matter, or are unsure about your methods of preparation for quizzes and exams.

Although I do not take formal attendance in this course, it is extremely unwise to miss class. Over the years, I have noted a direct correlation between good attendance and good grades. This correlation probably stems from the fact that students who come to class have a much clearer idea of what is going on in the course. Bear in mind that we do not have a “main text.” The lectures (and the extensive notes that you take during those lectures) serve this function. The “required readings” are meant to deepen your understanding of certain themes and issues. Therefore, when you do not show up for class you miss not only a highly entertaining and informative lecture, but also the “text” material for that day.

Another reason to come to class is that, periodically, we will pass around an attendance sheet. By signing this sheet (in person), you qualify for Super Cosmic Bonus Points—known in this class as “Puntos Supercósmicos.” A hefty accumulation of “puntos” at the end of the semester can nudge your grade upward.

If some situation arises that forces you to miss an extended period of class—i.e., prolonged illness, personal or family difficulties, etc.—please report the circumstances to the Dean of Students. Doing so will facilitate your “reentry” to academic life when the time is right.

Class Comportment

I always welcome questions during lectures. Do not hesitate to ask when you need further clarification or elaboration of a particular point. However, please refrain from engaging in a running dialogue with your neighbor. This behavior is disruptive and only shows a lack of respect for the instructor, for your fellow

classmates, and for scholarly endeavor in general.

It is important to give your full attention to what is going on in class. Concentrate on the lectures and on taking good, complete notes. DO NOT use class time for activities extraneous to the course—i.e., to “text” friends and family, read the Exponent, finish homework for other classes, etc.

Electronic Devices

Because of their potential usefulness in case of emergency, you may keep electronic devices turned on during class period. Still, keep them at settings that are unobtrusive as possible. With respect to laptops, pads, tablets, etc., use them **ONLY for taking notes**. Just to cover our bases, you may not use electronic devices of any kind during quizzes and exams.

Academic Integrity

Purdue University has strict regulations that govern issues of academic honesty. (See below). Academic dishonesty—in any form—will not be tolerated in this class. A good overview of the subject can be found at <http://www.purdue.edu/univregs/studentconduct/regulations.html>. I urge you to read it.

Course Evaluation

During the last two weeks of the semester, you will have an opportunity to evaluate this course and the instructor. To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation.

UNIVERSITY DISCLAIMERS TO BE INCLUDED IN SYLLABI (courtesy Purdue University)

Cheating / Plagiarism:

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contain further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Disclaimer:

In the event of a major campus emergency, the above requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone. Contact information is listed above.

COURSE OUTLINE

Part I. The Encounter of Two Worlds

Week 1. August 21-25

Introduction and mechanics of course

Pre-Columbian civilizations

*****Locate and download maps on Blackboard**

Week 2. August 28-September 1

Spain's legacy of conquest

What to make of Columbus?

*****Map Quiz, Friday, September 1**

Week 3. September 4-8 (**no class Monday, September 4, Labor Day**)

The Age of Conquest

Spanish exploration and early settlement patterns

Part II. Building a New World

Week 4. September 11-15

*****Book Quiz, Seven Myths of the Spanish Conquest, Monday, September 11**

Victors and Vanquished: Early Colonial Society

The encomienda as a system of political and social control

Indigenous peoples under Spanish rule

Week 5. September 18-22 (Mon., Sept. 18, last day to drop w/o grade)

Indians and the Church

Governance in Spanish America

Viceregal and provincial governments

*****Book Quiz, The World Upside Down, Friday, September 22**

Week 6. September 25-29

The colonial legal system

The Catholic Church

Week 7. October 2-6

Leftovers and Review

*****MIDTERM EXAM, Wednesday, October 4**

Part III. Colonial Brazil

Week 8. October 9-13 (**no class Monday, Oct. 9, October break**)

Contact, exploration, and early settlement of Brazil
Institutional structures

Week 9. October 16-20

Fazendas and mines—the colonial Brazilian economy
Brazilian society

Part IV. The Mature Colony

Week 10. October 23-27 (Tues, Oct 24, last day to drop with grade)

Caste, Class, and Patriarchy: Social Hierarchies in the Mature Colony
The sistema de castas
Afro-hispanos

Week 11. October 30-November 3

Gender and family relations

*****Book Quiz, Women's Lives in Colonial Quito, Friday, November 3**

Week 12. November 6-10

Economic structures of the mature colony
Mining, trade, and agriculture—toward economic self-sufficiency
Labor systems
The Era of the Bourbon reforms (Spanish America)
The politics of dynastic change

Week 13. November 13-17 and Monday, November 20

Redrawing the colonies
Economic and social reforms
The Era of the Pombaline reforms (Portuguese America)
(Wednesday & Friday, Nov. 22 & 24, no class—Thanksgiving break)

Week 14. November 27-December 1

Toward Emancipation
American reaction to Bourbon and Pombaline reform policy
The emergence of an “American” identity

*****Quiz based on Blackboard sources, Friday, December 1**

Week 15. December 4-8

Leftovers and review

Week 16. **Final Exam—dates and times to be announced**