

**University of Manitoba
Department of History
Fall Session 2018**

HIST-2140-A01 Colonial Latin American

Classes: Tuesdays and Thursdays, 10:00-11:15
Classroom: Tier 213

Office: 408 Fletcher Argue, Office Hours: Thursdays 9:00 to 10:00 or by appointment

Instructor: Gustavo Velasco
Email: gustavo.velasco@umanitoba.ca

This course meets the University Senate's W (written) requirement.

I- Course description

This course provides an overview of the social, political, and economic development of Latin America under Iberian imperialism. Organized along chronological lines, the course first explores the period 1492-1550, which covers Indigenous societies before Columbus, the arrival of the Europeans to the New World, and the conquest of America by Spain and Portugal. It then focuses on 1550-1700, dealing with the political, economic, labor, and social structures set up by the colonial powers, Spain and Portugal, in America. Finally, the course covers the years 1700-1824, analyzing the reforms and crisis of the Iberian empires in America and the independence of Latin American countries

In exploring these periods, we will discuss scholarly works, primary documents, and films, focusing on some major issues and problems:

- How Spain and Portugal built the first overseas empires and, in doing so, they brought together Europeans, indigenous peoples, and Africans in new multiracial societies.
- The conflictive relationship between imperial goals and structures, their actual consequences, and the reactions they generated in different social groups.
- The intrinsic relationship of the colonies to the international political and economic system.
- The role of religion and the Catholic Church in the colonial experience.

II- Assignments and evaluation

Classes will combine lectures and discussions, which will provide students with the broader framework regarding a particular subject or period. Each class will have an allocated period to discuss sources or readings, which would include textbook, documents, and articles – specifically assigned for the week. *Active participation in*

lectures and discussion sessions is mandatory. Make sure to carefully read and follow the schedule of meetings and assignments indicated below in order to find out when lectures and discussions are going to be held.

Students' overall performance in the course will be evaluated as follows:

-Three short papers (4 double-spaced pages, min. 1000 words each), based on questions distributed one week in advance, worth **48% of the final mark** (16% each)

Work submitted for evaluation should be typed. Unless otherwise indicated, assignments (except tests/exams) must be typed. Preference: Times New Roman, 12 pt, (Arial 11 pt), double-spaced. Follow the Chicago Manual of Style for citation and bibliography <https://www.chicagomanualofstyle.org/home.html> or you can consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (Reference LB 2369 T8 2018) which you may find useful for most of your questions. Also, a good guide is Marius, Richard A., and Melvin E. Page. *A Short Guide to Writing about History*. Boston: Pearson, 2011. (Reference D13 M294 2007)

-A final exam, worth **35% of the final mark**.

-Attendance and participation, worth **17% of the final mark**.

Important: Since this is a course that meets the University Senate's W (written) requirement, **students must complete all essay assignments (the three short papers) with a passing grade (D or above) to pass the course.**

In addition to handing in a hard-copy of all written assignments, students are required to submit a copy of the paper electronically through UMLearn (as a word document). The file name for the document should be as follows:

SURNAME_Given_name_Assign_#_HIST2140

Please note that **late papers will not be accepted**, unless very specific circumstances that will be discussed and considered case by case. Also, I will strictly enforce the University's regulations regarding plagiarism, cheating, and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar and Catalog, and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html), which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Evaluation of work will be provided by the **voluntary withdrawal (VW) date, November 19, 2018**. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

III-Assignment schedule and marking scale

Item	Weight	Due Date
Attendance/Participation	17%	End of Term
First Paper	16%	27 September 2018
Second Paper	16%	25 October 2018
Third Paper	16%	20 November 2018
Final Exam	35%	TBA (Dec. 10 to 21 2018)

The numerical (percentage) range for letter grades is as follows:

Marking Scale	Numerical Range
A+	88-100%
A	80-87%
B+	75-79%
B	70-74%
C+	65-69%
C	60-64%
D	50-59%
F	0-49%

IV-Readings

There is one required textbook for this course, available for purchase at the bookstore and on reserve at the Dafoe library:

Mark Burkholder and Lyman Johnson. *Colonial Latin America*. **10th. edition**. Oxford University Press, 2018. ISBN 9780190642402

-Additional material (primary documents, articles, etc.) will be available online through UM Learn.

V-Schedule of meeting, readings, and assignments

Week 1 - Sept. 6

Introduction, Overview and Course Requirements

Week 2 – Sept. 11-13

America before Columbus

READINGS:

Burkholder and Johnson [B&J], 1-23

UM Learn: “Garcilaso [de la Vega] on the origins of the Incas,” Parry and Keith [P&K], vol. 1, pp. 134-139.

Week 3 – Sept. 18-20

Spain and Portugal before 1492

Sept. 20 → Assignment 1 distributed today

READINGS: B&J, 23-32.

UM Learn: “The Requirement” (1510), P&K, vol. 1, pp. 288-290.

Week 4 – Sept. 25-27

European voyages of exploration- Columbus, 1492

Sept. 27 → Assignment 1 due

READINGS: B&J, 32-34, 40-49.

UM Learn: selections, Columbus’ Journal, P&K, vol. 2, 22-23, 29-33

Week 5 – Oct 2-4

European conquest of America

READINGS: B&J, 50-75.

UM Learn: selections, Bernardino de Sahagún, “General History of the Things of New Spain,” in Alfred Andrea and James Overfield, *The Human Record. Sources of World History. Volume 2: since 1500*. 6th ed. (Boston and New York: Houghton Mifflin Company, 2009), pp. 111-115; “Poma de Ayala on Cajamarca,” P&K, vol. 4, pp. 84-86.

Week 6 – Oct. 9-11

The human and ecological consequences of the European conquest

READINGS: B&J, 75-85, 119-126

UM Learn: J.R. McNeill, “The Ecological Atlantic,” in *The Oxford Handbook of the Atlantic World, c. 1450- c. 1850*, edited by Nicholas Canny and Philip Morgan, Oxford University Press, 2011, pp. 289-304.

Week 7 – Oct. 16-18

Ruling the empire

Oct. 18 → Assignment 2 distributed

READINGS: B&J, Ch. 3, 88-119

UM Learn: “Poma de Ayala on Indians and corregidores,” P&K, vol. 4, pp. 326-328; Susan Ramírez, “Don Melchior Caruarayco. A *Kuraka* of Cajamarca in Sixteenth-Century Peru,” in Kenneth Andrien, ed. *The Human Tradition in Colonial Latin America* (Wilmington, Delaware: SR Books, 2002), pp. 22-34.

Week 8 – Oct. 23-25

The economic structures of the empire

Oct. 25 → Assignment 2 Due

READINGS: B&J, Ch. 5, 151-189

UM Learn: Antonio Vazquez de Espinosa, “Compendium and Description of the West Indies” (1620s), in Andrea and Overfield, *Human Record*, pp. 124-8; “The Evils of Cochineal (Tlaxcala, 1535), in Kenneth Mills and William Taylor, eds, *Colonial Spanish America. A documentary history* (Wilmington, Del: SR Books, 1998), pp. 90-93.

Week 9 – Oct 30 – Nov. 1

Labor in the Empire I: Indigenous Peoples

READINGS: B&J, 129-139

UM Learn: “The Indian town council of Huejotzingo to the King”, P&K, vol. 3, pp. 470-3; Alonso de Zorita, “The Brief and Summary Relation of the Lords of New Spain” (excerpts), in Andrea and Overfield, *Human Record*, pp. 118-124; see also 211-212

Week 10 – Nov. 6-8

Labor in the Empire II: Africans

Nov. 8 → Assignment 3 distributed

READINGS: B&J, 38-40, 139-150

UM Learn: Mary Karasch, “Zumbi of Palmares: Challenging the Portuguese Colonial Order,” in Andrien, *Human Tradition*, pp. 104-120; Father Antônio Vieira, “Children of God’s fire”, in Robert Conrad, ed., *Children of God’s Fire. A Documentary History of Black Slavery in Brazil*, pp. 163-174; see also 206-211

Week 11 – Nov. 12-16 - Fall Break

Week 12 – Nov. 20-22

The colonial society: castas and gender

Nov. 20 → Assignment 3 Due

READINGS: B&J, 189-279 (Ch. 6-7-8)

UM Learn: John C. Supper, “Miguel Hernandez, Master of Mule Trains,” pp. 125-131, and Solange Alberro, “Beatriz de Padilla, Mulatta Mistress and Mother,” pp. 178-184, in Kenneth Mills and William Taylor, eds, *Colonial Spanish America. A documentary history*. (Wilmington, Del: SR Books, 1998).

Week 13 – Nov. 27-29

Imperial changes in 18th century: The Bourbon Reforms

READINGS: B&J, 280-336 (ch. 9-10)

UM Learn: Alberto Flores Galindo, “The Rebellion of Tupac Amaru” and José Antonio de Areche, “All must die!”, in O. Starn, C. Degregori, and R. Kirk, eds. *The Peru Reader. History, Culture, and Politics* (Durham: Duke University Press, 1995), pp. 147-161.

Week 14 – Dec. 4-6

American responses: Independence (early 19th century)

READINGS: B&J, 337-387 (Ch. 11-12-13)

UM Learn: José María Morelos, “Sentiments of a Nation” (1813), in Gilbert k. Joseph and Timothy J. Hendersen, eds, *The Mexican Reader. History, Culture, Politics* (Durham: Duke University Press, 2002), pp. 189-191; Toussaint L’Ouverture, speeches and letters on the Haitian revolution (1793-1800), in Thomas Sanders et al, *Encounters in World History. Sources and Themes from the Global Past- Volume Two: From 1500* (New York: McGraw Hill, 2006), pp. 186-191.

Final exam during university’s final exam period, Dec. 10th – Dec. 21st

Student Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage

(http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling.

<http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.