Course Description:

In this course, we will explore the encounters of peoples from Africa and Iberia with the New World until the movements for independence in most of mainland Latin America in the early nineteenth century, and the collapse of Spanish colonial rule in the Pacific and Caribbean later that century. In the process, we will ask a central overarching question: how and why did colonial systems based on exploitation endure and what finally brought them to an end? This question has been especially pertinent to colonial Latin America where the Spanish crown maintained control over a vast territorial expanse without a standing army. We will thus interrogate the new social, political, and economic worlds that emerged out of pre-colonial societies to creating a functioning colonial order.

Course Objectives:

“For in the history of philosophy, as in every kind, nothing capable of learnt by heart, nothing capable of being memorized is history.”


This course has two primary and inter-related objectives. First, it will introduce you to the principal practices of the historian: interpretation of primary documents, research, and analysis of historical debates. Second, it will introduce you to the problem of colonialism. You will write two short essays over the course of the semester, each progressively building your historical skills.

Course Assignments and Evaluation:

Two papers 6-8 pages (1500-2000 words): 23% each
Drafts of papers: 2% each
Participation in Class Discussions: 20%
Comprehensive Final Exam: 30%

Papers: I will provide you with a more detailed rubric for your papers when the assignments are distributed and we will have at least one paper-writing workshop in class. We will also engage in in-class peer-review of essay drafts. After the peer-review,
you will have a week to polish and revise your essay. This is a crucial exercise in the development of writing skills.

Discussions: A crucial component of the course is weekly discussions that will happen in class on Thursday. In order to prepare for these discussions, you will be required to post in UMLearn a summary of the readings for that week. A detailed rubric on discussions will be provided in class.

*Please note this fulfills the “Written English Requirement” in the University of Manitoba and essays must be expository and analytical in nature. You will receive feedback on both content and style. Also note the following:

“Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.”

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of November 18th, 2016

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that “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.”

Grading Scale:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>88-100%</td>
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<tr>
<td>A</td>
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Course Policies:
* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 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) 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.

*If you would like your course work from the end of the semester please collect it early in the following semester. “Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment.

*Technology offers us many exciting resources for learning. However, unless we use laptops in specific exercises, research suggests that we benefit more from using them outside than inside the classroom. A recent study from psychologists at York University concludes that students who use laptops in classrooms do “11% worse on comprehension tests” than those who did not, while those who could see a neighbor’s laptop screen fared 17% worse on tests than students who could not.* This disadvantage equals one to two whole letter grades. Yikes! The researchers concluded that we often overestimate our capacity to effectively multitask and laptops unintentionally distract those around us. Therefore, to promote a productive learning environment, laptops will not be allowed in lecture or discussion. Finally, all cell phones, ipods, and other devises must be turned off or silenced and stored away for the duration of class. Exemptions from this policy are dealt with on a case-by-case basis. Please see me if you feel that this policy will hinder your performance in class.


*Late Papers: Please contact me at least 48 hours in advance of the deadline in order to receive an extension. I will not grant extensions after that time (except under the most exceptional circumstances). Late papers will receive a penalty of 2.5% each day they are overdue. For example, if the paper is due on Tuesday and you submit it on Friday, even if you wrote a paper that received 80% (an “A” paper), you would receive a grade of 72.5% (a “B” paper).

*Class Attendance: It is important for you to attend both lectures and discussions. Beyond the obvious learning that occurs in the classroom, assignments as well as some other course materials are provided in class and will not be made available in electronic format or posted in UMLearn. Students are responsible for making up any missed classes.
*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials to individuals not registered in this class without my consent. Sharing notes with another student in this class is not only allowed, but also encouraged.

*All course materials must be submitted by the last day of classes.

**Student 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/](http://umanitoba.ca/student/academiclearning/). 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/](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](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, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link: [http://libguides.lib.umanitoba.ca/history](http://libguides.lib.umanitoba.ca/history). Students who need research assistance can also schedule an appointment with a librarian through the website.

**Required Readings**


All other readings will be available on UMLearn.

*Readings are subject to change.

**Unit I: Encounter and Conquest, 1492-1550**

**Week 1:** September 8th. *Introduction to Colonial Latin America*

**Week 2:** September 13th and 15th. *The Iberian World, Aztec, and Incan Empires on the Eve of Conquest*

   Readings: Inga Clendinnen, “The Cost of Courage in Aztec Society” *The Mexico Reader*, pg. 61-78
Irene Silverblatt, “Moon, Sun, Witches” *The Peru Reader*, pg.36-49.
Film: Clips from Apocalypto

**Week 3**: September 20th and 22nd: *Conquest I: From the Caribbean to New Spain*
Readings: Stern, *Peru’s Indian Peoples*, Introduction and Prologue (pp. xv-liii.)

**Week 4**: September 27th and 29th: *Conquest II: From New Spain to Peru*
Readings: Stern, *Peru’s Indian Peoples*, Chapters 1 & 2 (pp.3-50)
Film: Clips from *Even the Rain*

**Week 5**: October 4th: *Early Crisis and the Incomplete Conquest*
Readings: Stern, *Peru’s Indian Peoples*, Chapter 3 (pp.51-79)
Document: Pedro de Valdivia, “A Conquistador Pleads His Case to the King” *The Chile Reader*, pp. 80-84.

*October 6 & 7: Fall Break

**Unit II: From Conquest to Colony, 1550-1700**

**Week 6** October 11th and 13th: *New Social and Economic Order*
Readings: Stern, *Peru’s Indian Peoples*, Chapter 4 (pp.80-113)

**Week 7**: October 18th and 20th *The Church and the Spanish Justice System*
Readings: Stern, *Peru’s Indian Peoples*, Chapter 5 (pp.114-137)

*October 18th: Draft of Unit I Essay Due in Class*
Week 8: October 25th and 27th: Slavery and Coerced Labor
Readings: Stern, Peru’s Indian Peoples, Chapter 6 (138-157)
Film: Quilombo

*October 27th: Unit I Essay Due

Week 9: November 1st and 3rd: New Identities: Race, Gender, and Sexuality
Readings: Stern, Peru’s Indian Peoples, Chapter 7 & 8 (158-193)
*Discussion held on November 1st and class cancelled on November 3rd. I will be giving an invited lecture in New Haven, Connecticut.

Unit III: Reforms, Resistance, and Revolution, 1700-1898

Week 10: November 8th and 10th: Reform and Rebellion
Readings:
Ann Twinam, “Pedro de Ayarza: The Purchase of Whiteness” The Human Tradition, p.221-238.
Sergio Serulnikov, Revolution in the Andes, pg. 1-15.
Document: José Antonio de Areche, “All Must Die!” The Peru Reader, pg. 169-173.

*November 11th: University Closed for Remembrance Day

Week 11: November 15th and 17th: Liberation in the Periphery: Argentina, Chile, and Gran Colombia
Readings:
George Reid Andres, “The Black Legions,” The Afro-Argentines of Buenos Aires, 1800-1900, pp. 113-137
Marcela Echeverri, “Agustin Agualongo and the Royalist Cause in the Wars of Independence” The Human Tradition in Latin America, 289-204.

*November 15th: Unit II Essay Draft Due

*November 18th: VW day
**Week 12:** November 22\(^{nd}\) and November 24\(^{th}\): *Independence in the Colonial Core: Mexico, Peru, and Bolivia*

Readings:
- José María Morelos, “Sentiments of the Nation, or Points Outlined by Morelos for the Constitution.” *The Mexico Reader*, p189-191

*November 24\(^{th}\): Unit II Essay due in class*

**Week 13:** November 29\(^{th}\) and December 1\(^{st}\): *Colonial Outliers: Cuba and Brazil*

Readings:

**Week 14:** December 6\(^{th}\) and 8\(^{th}\): A New Empire and the Postcolonial Predicament in Latin America

Reading:
- David J. Weber “Insurgents and Savages, from Inclusion to Exclusion” pg257-278.

*Class discussion held on Tuesday, course review and exam preparation on Thursday.*

**Important Dates**
- October 6 & 7: Fall Break
- October 10\(^{th}\): Thanksgiving
- October 18\(^{th}\): Draft of Unit I Essay Due in Class
- October 27\(^{th}\): Unit I Essay Due
- November 11\(^{th}\): University Closed for Remembrance Day
- November 15\(^{th}\): Unit II Essay Draft Due
- November 18\(^{th}\): VW day
- November 24\(^{th}\): Unit II Essay due in class