

History 271: Survey of Latin American History
Fall 2010
MWF 10:30 am-11:20 am
Robinson Hall B222

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Office hours Wednesday 1-3, Thursday 10-12

This course examines the history of colonial Spanish and Portuguese America from the pre-contact civilizations of the Americas to independence in the early 19th century. Specific topics that will be studied include the wars of conquest; the ecological, cultural and economic effects of contact among Europeans, Africans, and indigenous inhabitants of the Americas; colonial political structures; and labor systems including slavery.

Assignments and grading:

- 1) Class participation (10% of the final grade). Participation will be measured by involvement in class discussions and the completion of in-class assignments. You must attend class regularly in order to participate. Complete the readings by Monday of each week and arrive in class ready to discuss them.
- 2) Two 4-5 page papers responding to a question (25% each)
- 3) Midterm exam (covers all material up to the time of the exam) (20%)
- 4) Final exam (covers material from the midterm exam) (20%)

Class policies:

- 1) You are expected to arrive in class on time and stay for the entire class period. If you know that you will be late to class or that you need to leave early let me know ahead of time.
- 2) Do not eat during class. (You may bring something to drink but don't spill it.)
- 3) If you use a laptop to take notes please sit in the last row of the classroom.
- 4) The papers must be handed in at the beginning of class on the days that they are due. If a paper is late 3% of the grade will be taken off for every day that it is late. A paper handed in after class on the day that it is due will count as one day late. A paper handed in after the class has started will lose 2% of the grade. Weekends count as days that a paper is late. *If you hand in a late paper you must make arrangements with me to hand it in. If you hand it in without making arrangements there is a possibility that you will not get credit for the assignment.*
- 5) Communicate with me if you are having a problem, if you do not understand something, or if you have a comment. I am available during office hours and by appointment.
- 6) **You are responsible for keeping track of assignments and the class schedule.** I suggest that you exchange email addresses with another student so that you can catch up on any notes or assignments that you might miss.
- 7) I respond to email Mondays through Fridays, between the hours of 9-5. If you email me within those hours I will respond within 48 working hours (meaning that an email received on Friday or over the weekend will be returned by Tuesday). I cannot guarantee a response outside of regular working hours.
- 8) If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

Honor Code:

George Mason has an honor code and you are expected to adhere to it. It is as follows:

"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."

(http://www.gmu.edu/catalog/apolicies/#honor_system_and_code)

If I suspect plagiarism or other forms of cheating I will submit my findings to the Honor Committee immediately. **You are responsible for understanding what constitutes plagiarism and other kinds of cheating. If you do not understand what constitutes plagiarism and cheating ask me for clarification.**

Required texts available for purchase in the bookstore and other booksellers and on reserve in the JC Library:

Kris Lane, *Quito 1599: City and Colony in Transition*

Kenneth Mills, William B. Taylor, Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History*

Quito 1599 is on reserve in the Johnson Center library.

I: Before the Encounter – pre 1492**Week 1 (8/30 – 9/3): Introduction and reading primary sources**

Reading: Mills, Taylor, Lauderdale Graham, 78 – 90. THIS READING SHOULD BE COMPLETED BY WEDNESDAY. Use the primary source sheet, attached to this syllabus, to take notes.

Week 2 (9/6-9/10): Americas before the encounter**NO CLASS ON MONDAY – Labor Day**

Reading: Mills, Taylor, Lauderdale Graham, 3-18, 23 – 26. Use the primary source sheet, attached to this syllabus, to take notes.

Week 3 (9/13-9/17): Old World

Reading: Mills, Taylor, Lauderdale Graham, 27 – 58. Use the primary source sheet, attached to this syllabus, to take notes.

Paper assignment #1 handed out on Friday.

The last day to add a class is September 14th.

The last day to drop classes and receive a 100% refund is September 14th.

II: Conquest and Establishing the Colonial Order – 16th and 17th centuries**Week 4 (9/20-9/24): Exploration and Colombian Exchange****NO CLASS ON FRIDAY SEPTEMBER 24th**

Mills, Taylor, Lauderdale Graham, 59 – 77. Use the primary source sheet, attached to this syllabus, to take notes.

Week 5 (9/27-10/1): Conquest

Reading: Mills, Taylor, Lauderdale Graham 3-22, 93-112. Use the primary source sheet, attached to this syllabus, to take notes.

Paper #1 due on Friday

The last day to drop a class without obtaining special permission is October 2nd.

Week 6 (10/4-10/8): State and Church

Reading: Reading: Lane, xi – 51

Week 7 (10/11-10/15): Labor

NO CLASS ON MONDAY BUT CLASS ON TUESDAY – Monday classes meet instead of Tuesday.

Reading: Lane, 52 – 82

Midterm on Friday.

Week 8 (10/18-10/22): Population

Reading: Lane, 83 – 149

III: Maintaining Colonial Rule – 17th and 18th centuries**Week 9 (10/25-10/29): Colonial Economies in the World Context**

Reading: Lane, 150 – 234, Mills, Taylor, Lauderdale Graham 113-116.

Paper #2 handed out on Friday.

Week 10 (11/1-11/5): Cities and Peripheries

Reading: Mills, Taylor, Lauderdale Graham, 117-123, 185 – 195. Use the primary source sheet, attached to this syllabus, to take notes.

Week 11 (11/8-11/12): Social Hierarchies

Reading: Mills, Taylor, Lauderdale Graham, 198-217, 272-279, 280-296, 360-365. Use the primary source sheet, attached to this syllabus, to take notes.

Paper #2 due on Friday.

IV. Challenges to Colonial Rule – 18th and 19th centuries**Week 12 (11/15-11/19): Reforms**

Reading: Mills, Taylor, Lauderdale Graham, 299-308, 316-329. Use the primary source sheet, attached to this syllabus, to take notes.

Week 13 (11/22-11/26): Resistance to the Colonial Order

NO CLASS ON WEDNESDAY AND FRIDAY – Thanksgiving break.

Readings: none.

The material covered in Monday's lecture will appear in detail on the final exam. In other words, don't miss class on Monday.

Week 14 (11/29-12/3): Toward Independence

Reading: Mills, Taylor, Lauderdale Graham, 375-383, 390-396. Use the primary source sheet, attached to this syllabus, to take notes.

Week 15 (12/6-12/10) Independence

** Reading: Bolívar, “Reply of a South American to a Gentleman of this Island [Jamaica]” at <http://faculty.smu.edu/bakewell/BAKEWELL/texts/jamaica-letter.html>.

Mills, Taylor, Lauderdale Graham 397-402. Use the primary source sheet, attached to this syllabus, to take notes. Use this for the Bolívar reading as well.

FINAL EXAM Wednesday December 15 10:30 am – 1:15 pm

Primary source sheet (many of the same questions can be applied to secondary sources as well):

You may not be able to answer all the questions for any given source. Do as much as you can. The more you try to answer these questions the better you will understand the document, and the better you understand the document the better you will do in class discussions and on papers and exams. The primary source readings are a crucial part of this class.

Basic information about the source:

What is it? (*Give the title AND a description – is it a letter? A portrait? A law?*)

Who is the creator?

When did he/she create the source?

What event(s) is the creator reporting?

Where was this source created?

How are you seeing it? (*In the original, as a reproduction/reprint, in translation, etc.*)

Background:

Why was this source created?

Who did the author intend as the audience?

How did he/she expect the audience to respond?

Deeper context:

How might the author's social/group identity have affected the events he/she reports? (*Think about ethnic, racial, gender, class identity. You will need to place this information in context as well as you can – for example, being a white elite woman in colonial Mexico was very different from being a white elite woman in the 21st-century U.S. You need to know a good deal about historical time periods to do this well, so you should do the best you can here. The most important thing is to remember not to make assumptions about the past based on your assumptions about the present.*)

How might the author's personal needs, desires, hopes, fears, etc. have affected the events he/she reports?

Give specific examples (cite particular statements or passages) of how the author's social and/or personal identity might have affected what he/she reported.