

**Colonial Latin America (LAH 3130-03DF)**

Fall 2016

MWF, Period 6 (12:50-1:40)

Turlington 2350

Cacey Farnsworth, Keene-Flint 009

Office hours: Monday/Wednesday

11:30-12:30 and by appointment

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“Perder tempo em aprender coisas que não interessam, priva-nos de descobrir coisas interessantes.” (To waste time learning what does not interest us will deprive us of discovering what is interesting.)- Carlos Drummond de Andrade

**Course Description and Goals**

This course is a survey of the history of Latin America from its pre-contact foundations to the vast independence movements that swept the region beginning in the early-nineteenth century. As a region, Latin America is a complex and diverse place, thus, the course will highlight key periods and places rather than follow a strict chronology. A thematic approach will enrich the experience as various topics ranging from religion and race, to gender and commerce will be analyzed and discussed.

Events that involved Latin America, many of which altered the course of human history, give us plenty of reason to study the region. Along with sharpening the students' skills with regards to historical analysis, writing, and comprehension, the course is constructed to tease out deeper meanings and encourage an appreciation of the historical impact of such events. It is hoped that students will come away with a greater understanding of the varied nature of the region as they come to appreciate the adaptability and evolution of the individuals and groups in the colonial period that formed Latin America into what it is today.

- [MTG] Mills, Taylor & Graham. *Colonial Latin America: A Documentary History*. Scholarly Resources, 2002. ISBN: 0842029974
- [R&L] Restall & Lane. *Latin America in Colonial Times*, Cambridge University Press, 2011. ISBN: 978019521132602
- Léry, Jean de. *History of a Voyage to the Land of Brazil*. University of California Press, 1992. ISBN: 9780520082748
- Schwartz, Stuart B. Ed. *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Bedford / St. Martins, 2000. ISBN: 0312393555
- Burns, Kathryn. *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru*. Duke University Press, 1999. ISBN: 9780822322917
- Selected Articles will be posted to Canvas

**Course Requirements**

- **Participation**-Will be based on attendance and individual contribution in class as well as reading completion. Quizzes will be given occasionally to promote diligence in reading. (No-make ups unless a valid excuse is provided)
- **Book Responses**-Students will complete three book responses on De Léry, Schwartz, and Burns. Responses should be 3-5 pages in length, one-inch margins, Times New Roman 12-point font, with Turabian-style footnoting. These are to be handed in at the beginning of class on the day they are due. Responses should be a personal reaction to the book. They should not be a report of the contents. This is best done if the student addresses a single theme or question within the book. Book responses will be evaluated according to the quality of your writing and the depth of your thinking.
- **Midterm Exam**-There will be one midterm exam that will comprise material from the first-half of the course and will consist of a variety of formats.
- **Final Exam**-After consulting with the instructor concerning an appropriate topic, students will produce a final exam in the form of a research paper on a topic of colonial Latin

American history that should be 7-10 pages in length, with one-inch margins, 12-point Times New Roman font, and Turabian style footnotes. Seeing as the paper is historically based, I fully expect students to consult quality materials such as books, journal articles, and manuscripts. To help orient the research, a one-page proposal will be due on Wednesday, October 26 at the beginning of class. Research papers should highlight a single theme or idea and should be narrow in focus. Wide-ranging and obtuse topics will be rejected in the consultation and proposal stages of the project. Remember to narrow your focus! The proposal should center on the question being asked and the available source material from which you hope to base your research. Abstracts from The Handbook of Latin American Studies, and the Hispanic American Periodical Index are among the best resources for your research. In addition, at the end of each chapter in the Restall & Lane text there are useful bibliographies.

- **Final Presentation**-Each student will be assigned roughly 5 minutes to discuss their research and findings at the end of the semester. Evaluations will focus on the quality of the presentation and the material presented. Students should highlight their research question, their findings, and what those findings present to our understanding of colonial Latin American history.
- **Late Policy and Make up:** Assignments are due at the beginning of class on the designated day. Late papers may be handed in up to one week late with a half-grade penalty per school day with no exceptions outside of a university-excused absence. No make-make up work allowed for attendance and exams unless a university-excused absence is provided. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- **Academic Honesty and Plagiarism:** Plagiarism in any aspect of your work is absolutely unacceptable. Plagiarism can take various forms. Borrowing others work, downloading and copying from internet sources, or even failure to cite ideas and quotations properly are all forms of plagiarism. Your work must be entirely your own, and when it is not, you must provide proper citations and credit where necessary. The University of Florida's policies on plagiarism and the consequences can be found at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. Depending on the severity of the offense, consequences will range from no-credit on the given assignment, failing the course, or if deemed necessary, expulsion from school. To avoid this work will be submitted in hard copy and on Turnitin.
- **Professionalism:** I fully expect each student to follow each of the guidelines outlined above. Each aspect of formatting for written work is checked. If margins, fonts, stapling, or formatting for written work are incorrect or absent, a 10% penalty will be deducted. Cell phones should be silenced in class, and computers should be used only for note-taking purposes.
- **Communication:** Email is the most appropriate form of communication outside of meeting during office hours. I check my email one time a day, and as a result you may receive an answer to your query the next day. Weekends may interrupt this schedule.
- **Accommodations for Students with Disabilities:** Students should never hesitate to contact me about any concern or issue that needs to be discussed regarding themselves or any other UF student. Classroom accommodations need to be registered through the Disability Resource Center (352-392-8565) (<http://www.dso.ufl.edu/drc/>) after providing adequate documentation. After registration, students will receive paperwork, which must be presented to me. Follow this procedure as soon as possible.

- **Grade Distribution:**

Participation/Quizzes	20%
Paper #1 (3-5 pages)	10%
Paper #2 (3-5 pages)	10%
Paper #3 (3-5 pages)	10%
Midterm	20%
Final Presentations (5 mins)	10%
Final paper (7-10 pages)	20%

- **Grading Scale:**

A 93-100  
A- 90-92  
B+ 87-89  
B 83-86  
B- 80-82  
C+ 77-79  
C 73-76  
C- 70-72  
D+ 67-69  
D 63-66  
D- 60-62  
F <60

Only course grades of C or better will satisfy Gordon Rule, general education, and college basic distribution credit. This course is designed according to UF grading policy which can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

- **Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

## COURSE SCHEDULE

<b>Week 1-August 22-26 (Pre-Contact)</b>	
M 22	Course Introduction and Expectations <ul style="list-style-type: none"> <li>Start De Léry, <i>History of a Voyage to Brazil</i> (Chapters-1,2,5,6,8,9,14-19)</li> </ul>
W 24	Pre-Contact America <ul style="list-style-type: none"> <li>R&amp;L: Ch. 1</li> </ul>
F 26	Discussion Section <ul style="list-style-type: none"> <li>MTG: #1, #7, #3, #4</li> </ul>
<b>Week 2-August 29-September 2 (Expansion)</b>	
M 29	Medieval Iberia <ul style="list-style-type: none"> <li>R&amp;L: Ch. 2</li> </ul>
W 31	Atlantic Africa <ul style="list-style-type: none"> <li>R&amp;L: Ch. 3</li> </ul>
F 02	Discussion Section <ul style="list-style-type: none"> <li>MTG: #5, #6, #12</li> </ul>
<b>Week 3-September 5-9 (Contact and Colonization)</b>	
M 05	Labor Day Holiday-No Class <ul style="list-style-type: none"> <li>Start Schwartz</li> </ul>
W 07	First Encounters-The Caribbean and Brazil <ul style="list-style-type: none"> <li>R&amp;L: Ch. 4</li> <li>Book Response to De Léry Due</li> </ul>
F 09	Discussion Section <ul style="list-style-type: none"> <li>Discuss De Léry</li> </ul>
<b>Week 4-September 12-16 (Conquest)</b>	
M 12	The Conquest of Mexico <ul style="list-style-type: none"> <li>R&amp;L: Ch. 5</li> </ul>
W 14	The Conquest of Peru and Beyond <ul style="list-style-type: none"> <li>R&amp;L: Ch. 6</li> </ul>
F 16	Incomplete Conquests <ul style="list-style-type: none"> <li>R&amp;L: 7</li> </ul>
<b>Week 5-September 19-23 (Adaption and Continuation)</b>	
M 19	Discussion Section <ul style="list-style-type: none"> <li>Schwartz Response Due</li> <li>Discuss Schwartz</li> </ul>
W 21	Native Communities <ul style="list-style-type: none"> <li>R&amp;L: Ch. 8</li> </ul>
F 23	Discussion Section <ul style="list-style-type: none"> <li>MTG #14, #16, #18</li> </ul>

<b>Week 6-September 26-30 (Race, Slavery, and Gender)</b>	
M 26	Race and slavery <ul style="list-style-type: none"> <li>R&amp;L: Ch. 9</li> </ul>
W 28	Women and Families
F 30	Discussion Section <ul style="list-style-type: none"> <li>MTG #17, #24, #25, #33</li> </ul>
<b>Week 7-October 3-7 (Religiosity)</b>	
M 03	Religious Life and Renaissance <ul style="list-style-type: none"> <li>R&amp;L: Ch. 10</li> </ul>
W 05	Religious Deviancy: Idolatry and the Inquisition <ul style="list-style-type: none"> <li>R&amp;L: Ch. 11</li> </ul>
F 07	Discussion Section <ul style="list-style-type: none"> <li>MTG #13, #19, #34, #39</li> </ul>
<b>Week 8-October 10-14 (Economics)</b>	
M 10	<b>Midterm</b> <ul style="list-style-type: none"> <li>Start Burns</li> </ul>
W 12	Regional and Transatlantic Economies
F 14	Homecoming-No Class
<b>Week 9-October 17-21 (Establishment)</b>	
M 17	Establishment of Colonial Society: Laws and Institutions
W 19	Intellectual production: History, Literature, and Science
F 21	Discussion Section <ul style="list-style-type: none"> <li>Read Garcilaso de La Vega (Canvas)</li> <li>MTG# 20, #27, #31</li> </ul>
<b>Week 10-October 24-28 (Urban and Rural Life)</b>	
M 24	Colonial Cities and Culture <ul style="list-style-type: none"> <li>R&amp;L: Ch. 12- (Pgs. 209-213, 219-225)</li> </ul>
W 26	Rural Life and Labor <ul style="list-style-type: none"> <li>R&amp;L: Ch. 12 (Pgs. 213-219)</li> <li>Research Proposal Due</li> </ul>
F 28	Discussion Section <ul style="list-style-type: none"> <li>MTG #28, #37</li> <li>Charles F. Walker, "The Upper Classes and Their Upper Stories: Architecture and the Aftermath of the Lima Earthquake of 1746." (Canvas)</li> </ul>

<b>Week 11-October 31-November 4 (Rivalry and Reform)</b>	
M 31	Geopolitical Rivalry: Piracy and Plunder <ul style="list-style-type: none"> <li>• R&amp;L: Ch. 12-(Pgs. 225-231)</li> </ul>
W 02	Pombaline and Bourbon Reforms <ul style="list-style-type: none"> <li>• R&amp;L: Ch. 13</li> </ul>
F 04	Discussion Section <ul style="list-style-type: none"> <li>• MTG #42, #54</li> <li>• <b>Burns Response Due</b></li> <li>• Discuss Burns</li> </ul>
<b>Week 11-November 7-11 (Colonial Impacts)</b>	
M 07	Environmental Change and Response
W 09	Discussion Session <ul style="list-style-type: none"> <li>• Elinor Melville, “Environmental and Social Change in the Valle del Mezquital, Mexico, 1521-1600” (Canvas)</li> <li>• Shawn W. Miller, “Stilt-Root Subsistence: Colonial Mangroves and Brazil’s Landless Poor” (Canvas)</li> </ul>
F 11	Veterans Day-No Class
<b>Week 12- November 14-18 (Independence)</b>	
M 14	Precursors to Independence: Late Colonial Life and Revolts <ul style="list-style-type: none"> <li>• R&amp;L: Ch. 14</li> </ul>
W 16	Independence Movements <ul style="list-style-type: none"> <li>• R&amp;L: Ch. 15</li> </ul>
F 18	Discussion Section <ul style="list-style-type: none"> <li>• MTG: #40, #53, #56</li> <li>• <a href="#">A Letter by Simon Bolivar</a></li> </ul>
<b>Week 13-November 21-25 (Thanksgiving)</b>	
M 21	Research Day-No Class
W 23	Thanksgiving Break-No Class
F 25	Thanksgiving-No Class
<b>Week 14-November 28-December 2 (Legacy)</b>	
M 28	Brazilian and Mexican Independence
W 30	The Colonial Legacy
F 02	Discussion Section <ul style="list-style-type: none"> <li>• MTG: #55, #57</li> </ul>

<b>Week 15-December 5-7 (Semester End)</b>	
M 05	<ul style="list-style-type: none"> <li>• Paper Presentations</li> </ul>
W 07	<ul style="list-style-type: none"> <li>• Paper Presentations</li> </ul>
	<ul style="list-style-type: none"> <li>• Final Exams Due (Wednesday, Dec. 7)</li> </ul>

