Early Latin American History
His 331: Tuesdays and Thursdays, 11:00AM-12:15PM
Ferguson 477

Dr. Colin Snider – Department of History
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Office Hours:
Mon. & Wed. 10:00AM-12:30PM
Tues. & Thurs. 8:00-10:00 AM
Or by Appointment

Course Description
This course looks at the peoples, cultures, and events of Latin America from 8000 BC to 1822. From various pre-contact indigenous cultures and peoples to nineteenth-century independence movements, from Spanish colonial administration to differing types of slavery, from Catholic conversion to indigenous rebellions, this course will allow students to understand the cultural, social, economic, and political complexities of early societies in Latin America while providing points of comparison and contrast between Spanish and Portuguese America. Through the use of primary documents, secondary readings, film, music, and other materials, we will look at the ways indigenous and colonial cultures from Mexico to the Tierra del Fuego operated and changed over time.

Texts and Readings
This course will approach the history of Early Latin America through the use of a mixture of primary sources, academic monographs, and a textbook. Together, these resources will allow students to consider how history is produced, who produces it, and how it is used and interpreted in Latin America specifically and in history more generally. Books for the course will be available in the bookstore. Primary sources will be made available on Blackboard and in hard-copy format on reserve at Steen Library. Required texts are:


Black, Chad Thomas. The Limits of Gender Domination: Women, the Law, and Political
Assignments
Students expected to read anywhere from 75-150 pages of primary and secondary readings a week throughout the semester. In addition to the books listed above, series of translated primary resources will be assigned on a weekly basis. Students can find these readings on the front page of the course’s Blackboard page. Readings are due on the date they are listed on the syllabus. Throughout the semester, students will also write analytical papers that ask them to consider the readings from the class from a variety of angles. There will be four paper assignments, and students are expected to write three of the four papers. These papers will focus on both primary and secondary readings from a variety of analytical approaches. Paper prompts will be assigned no less than three weeks before the papers are due. Each paper should be 5-6 pages in length, and each paper will make up 20% of the student’s grade, for a total of 60% of the student’s final grade. Students will also take a midterm and a final exam, each worth 15% of the student’s final grade.

In addition to these papers and exams, students are required to attend lectures and participate in discussions. The final 10% of the student’s grade will be based on attendance and participation in the classroom. There will be many times where we discuss the primary and secondary readings, as well as films we will be watching throughout the semester, and students are fully expected to complete the readings on time and to engage in discussion with one another and with the professor in the classroom. In the event that it becomes clear that students are not doing the assigned readings on time, pop quizzes may become a regular feature of the course.

Below is the breakdown of how grades will be determined:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper Assignments (3 x 20% each)</td>
<td>60%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.

4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.

5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

This section of this course will focus on PLOs 2, 3, 4, and 5.

**Student Learning Outcomes:**
In the course of the semester, students will be expected to achieve the following, more specific outcomes for this particular course:

1. The student will be able to provide comparisons and contrasts between pre-Contact indigenous peoples throughout Latin America.

2. The student will be able to discuss and analyze the contexts and complexities of Spanish-Indigenous relationships in Colonial Latin America.

3. The student will be able to explain and analyze the institution of slavery and its variations throughout the Americas.

4. The student will be able to explain and analyze cultural, social, economic, and institutional similarities and differences between Spanish and Portuguese America.

5. The student will be able to consider and analyze the reasons for and trajectories of independence movements in Latin America between the 1790s and 1820s.

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is
presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
Course Outline

PART I – Early Latin American Societies and the Early “Conquest”

Week 1: Introduction
Thursday, Jan. 19: Intro to the Course

Week 2: Indigenous Peoples of the Americas
Readings: Restall and Lane, Chs. 1 and 5; Begin reading Popol Vuh
Tuesday, Jan 24: Mexico’s Pre-Contact Indigenous Peoples
Thursday, Jan 26: The Indigenous Peoples of South America

Week 3: Pre-Contact Europe and Africa
Readings: Restall & Lane, Chs. 2-3, Pre-Contact Indigenous Documents [Available on Blackboard], and Finish reading Popol Vuh.
Tuesday, Jan 31: Europe and Africa on the Eve of Encounter
Thursday, Feb. 2: Discussion, Popol Vuh, and primary indigenous documents

Week 4: Early Conquest, 1492-1534
Readings: Restall & Lane, Chs. 4, 6, and 7, and Primary Documents on European Conquest [Available on Blackboard]
Tuesday, Feb. 7: Early Attempts at Colonization in the Caribbean
Thursday, Feb. 9: The Invasions of Mexico and Peru
Paper 1 Due Tuesday, Feb. 7

Week 5: A Brazilian counterpoint
Readings: Primary Documents on Brazilian Colonization [Available on Blackboard]; Begin reading Hans Staden
Tuesday, Feb. 14: Early (Weak) Efforts at Colonization in Brazil, 1500-1550
Thursday, Feb 16: Film - How Tasty Was My Little Frenchman

Week 6: European Encounters in The Americas
Readings: Finish reading Hans Staden and selections from Jean de Lery [Available on Blackboard]
Tuesday, Feb. 21: Reimagining the World – Early Colonization and the Impact of the “Discovery” on Western Thought
Thursday, Feb. 23: Discussion of Staden, Lery, and How Tasty Was My Little Frenchman

PART II – The “Colonial Middle” – 1600-1750
Week 7: The Creation of Colonial States in the Americas
Readings: Primary Sources on Spanish Civil Society [Available on Blackboard]
Tuesday, Feb. 28: Civil Society in Spanish America
Thursday, March 1: The Portuguese Efforts to Consolidate Power in Brazil
Paper 2 Due Tuesday, Feb. 28
Week 8: Religion in Colonial Latin America
Readings: Restall & Lane, Chs. 10-11, and Primary Sources on Religious Conquest [Available on Blackboard]
Tuesday, March 6: Powers Both Real and Imagined – The Church in Colonial Society
Thursday, March 8: Film – La Otra Conquista

Week 9 – SPRING BREAK; NO CLASS

Week 10: Indigenous Peoples in Colonial Times
Readings: Restall & Lane, Ch. 8, and Primary Sources on Indigenous Peoples in the Colonial Era [Available on Blackboard]
Tuesday, March 20: Indigenous Societies and Cultures in the Colonial Era
Thursday, March 22: Shaping the Colonial Project – Indigenous Responses to European Colonization [Discussion of La Otra Conquista and Primary Documents]

Week 11: Slavery in the Americas
Readings: Restall & Lane, Ch. 9, Primary Sources on slavery [Available on Blackboard], and Schwartz, Slaves, Peasants, and Rebels
Tuesday, March 27: Slavery in the Americas
Thursday, March 30: Film - Quilombo

Week 12:
Readings: Finish Schwartz, Slaves, Peasants, and Rebels, and Primary Sources on slavery [Available on Blackboard]
Tuesday, April 3: Discussion, Schwartz, Slaves, Peasants, and Rebels, Primary Sources on slavery, and film, Quilombo
Thursday, April 5: EASTER HOLIDAY – NO CLASS
Paper 3 Due Tuesday, April 3

Week 13: Colonial Society in the Americas
Readings: Restall & Lane, Ch. 12, and Primary Sources on gender, family, and society in the Colonial period [Available on Blackboard]
Tuesday, April 10: Gender and Family Life in Colonial Latin America
Thursday, April 12: Muddy Waters – Race and Ethnicity in the Americas

PART III – The Late Colonial Period
Week 14: Colonial Society on the Verge of Major Transformations and Unrest
Readings: Restall & Lane, Ch. 14, and Primary Sources on Latin American in the 1700s [Available on Blackboard]; Begin reading Black, Limits of Gender Domination
Tuesday, April 17: Transformations in Eighteenth-Century Colonial Societies & Cultures
Thursday, April 19: War and “Decline”? (2): The Americas in an Increasingly Connected World

**Week 15: The Age of Reforms and Revolts: 1750s-1790s**
Readings: Restall & Lane, Ch. 13, and Finish Black, *Limits of Gender Domination*
Tuesday, April 24: The Bourbon/Pombaline Reforms and Popular Uprisings in the Americas
Thursday, April 26: Discussion of Black, *Limits of Gender Domination*

**Week 16: The Age of Revolution**
Readings: Restall & Lane, Ch. 15, and Primary Sources on Latin American Independence [Available on Blackboard]
Tuesday, May 1: The Seeds of Revolution – Revolts and Rebellions, 1780s-1810
Thursday, May 3: How “Revolutionary”? Independence and Social Transformations

**Paper 4 Due Tuesday, May 1**

**FINAL EXAM: TBD**