History 362: Colonial Latin America  
Mondays & Wednesdays, 9:30-10:45  
LA1-304

Dr. Emily Berquist  
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Office hours: Monday 11-12, Wednesday 2-3  
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This course introduces students to the cultural history of Latin America from the first contact with Europeans until final independence from Spain in 1826. We will consider such themes such as: who reports history, and how do their views affect what we think of as “historical truths” today? In which spaces and in what ways did Europeans, Indigenous Americans, and Africans interact in the New World? How did the lives of the indigenous peoples of the Americas change (or stay the same) after the arrival of the Europeans and Africans? How did Latin America experience the intellectual revolution of the eighteenth century, and what was the nature of the resulting changes in politics and government? We will work throughout the semester from a variety of source material. In addition to historical works, the class material includes non-traditional texts such as films, maps and illustrations, and first-hand accounts of life in colonial Latin America.

The goal of the course is to provide students with a venue in which to hone their reading, thinking, writing, and persuasive speaking skills. Our discussions, readings, and assignments will naturally focus on Colonial Latin America. However, students will find that the skills they will practice in this course will serve them throughout their education and their professional life.

Course Materials:

Books: (available at College Store and on 3 hour reserve)
Robert Douglas Cope, The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1729
Alida Metcalf, Family and Frontier in Colonial Brazil: Santiago de Paranaíba, 1580-1822
Jaime Rodríguez, The Independence of Spanish America

Film:
The Mission (U.S.A., Roland Joffé, 1986)

Additional Readings: on Beachboard as listed in syllabus. You may find by logging onto your beachboard page and clicking the link for this course.

** As students in this course are encouraged to engage in original historical analysis as opposed to memorization of facts, there is no assigned traditional textbook for this course. However, students who would like a reference, or additional background information may wish to consult Mark Burkholder, Colonial Latin America. (Available at College Store and on reserve at the library.) **
Grading

**Attendance and Class Participation:** 15% final grade
Grading is based on active classroom participation. This means that you must do all assigned readings by the due date, with no exceptions. If it appears that all students are not completing the assignments, we will have pop quizzes, and even the students who are doing well in the course will have to take these quizzes (i.e. if you do not do the reading you will be responsible for inflicting this displeasure on all of your classmates.) Active classroom participation also means participating at least once in every discussion session, and being readily involved in the mini-discussions we will have during lecture. It also means attending every class session.

*You must attend each class, arriving in the classroom by 9:30 exactly. Arrival after 9:40 will be considered absence, even if you remain for the entire class. Students with special circumstances affecting their attendance must discuss them with the professor in advance, noting the circumstances in a written document. Each unexcused absence will count for one point off your total final grade in the course.*

**Handouts & Mini Papers:** 15% final grade
The various mini-papers and handouts assigned for throughout the semester are also a part of your attendance/participation grade. They count as one point each towards this portion of your grade. These must be completed. *Late assignments will not be counted towards your grade in this section. Each that is not turned in will result in one point off from your final course grade.*

**Response Papers 1-5:** 50% final grade (each is 10% final grade)
Each week students will be responsible for completing the reading assigned in the syllabus by the first class meeting of the week. On the day listed in the syllabus, students must turn in a 2-page original response paper (double-spaced, 12 point font). This paper is to have a clear introduction and historical thesis, and it will demonstrate your use of knowledge from the reading and class materials in order to answer the question posed by the professor on the syllabus. These papers must not be plagiarized in any form (see section on academic dishonesty below.) *Those that are turned in late will lose an entire letter grade for each day in which they are not turned in. (i.e. a paper that would have earned a B if it were turned in on Monday during class but is turned in anytime after class on Monday will earn a C. If it is turned in after class period on Tuesday it will earn a D, so on and so forth."

**Response Paper 6:** 20% final grade
This paper is due on the last day of class. It is a cumulative paper in which you will address one issue from our final unit on the eighteenth century and relate it to issues from earlier in the semester. Your topic must be submitted to and approved by the Professor (see syllabus for dates.) *This paper is 4 pages long.* Otherwise, it follows all the same criteria as the other papers.
Class Schedule

Wednesday, September 5: Welcome

Monday, September 10: Class Introduction

I. Pre Hispanic Cultures

Wednesday, September 12
Reading: “The Ancestors of the People Called Indians: A View from Huarochirí, Peru (ca. 1598-1608),” and “The Aztec Stone of the Five Eras” (on beachboard)
Assignment: Mini-Paper #1 on these readings. One page, double-spaced. Follow the directions on the handout.

II. Contact and Conquest

Monday, September 17: Conquest
Reading: “Letter of Columbus to Various Persons Describing the Results of His First Voyage and Written on the Return Journey” (beachboard)
Assignment: Mini-Paper #2. One page, double-spaced. What is Columbus’s view of the people he encountered? What sort of information is he reporting to the Spanish monarchs? Do you think he is honest about all of it, or that he might be trying to make his own efforts look more successful in order to secure future funding?

Wednesday, September 19: Contact
Reading: Excerpt from Guaman Poma de Ayala, The Conquest of Peru
Available online at: http://www-personal.umich.edu/~dfrye/guaman.htm

Monday, September 24: Contact Continued
Reading: Start Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico.” Available online at:
http://www.historycooperative.org/journals/ahr/108.3/townsend.html

Wednesday, September 26: Discussion of Conquest Versus Contact
Response Paper #1 on Contact Versus Conquest due today at start of class.

III. Building the Colonial State

Monday, October 1: Colonial Cities and Political Administration
Reading: “Pedro de León Portocarrero’s Description of Lima, Peru (early seventeenth century)” (beachboard)
in class-quiz

Wednesday, October 3: Colonial Economies
Reading: Jeremy Baskes, “Coerced or Voluntary? The Repartimiento and Market Participation of Peasants in Late Colonial Oaxaca” (beachboard)
Assignment: Mini-Paper #3: What is Baske’s main argument? What evidence does he use to make it? Do you agree with his conclusions? (Why or why not?)

Monday, October 8: Colonial Legalities  
Reading: Ann Twinam, “Pedro de Ayzara: The Purchase of Whiteness” (beachboard)  
Assignment: in-class quiz

Wednesday, October 10: discussion  
Response Paper #2 on Building the Colonial State due today at start of class.

IV. Inhabiting the Colonial State from the periphery  
Reading: Robert Douglas Cope, The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720 (entire) (bookstore or reserve)

Monday, October 15: Africans, Slave and Free  
Reading: Cope, 1-48 (do not skip the introduction!)  
Assignment: Complete Handout on Cope Part 1

Wednesday, October 17: Indigenous People in the Hispanic Universe  
Reading: Cope, 49-106  
Assignment: Complete Handout on Cope Part 2

Monday, October 22: Women in a Gentleman’s World  
Reading: Cope, 106-165

Wednesday, October 24: Discussion of Cope, The Limits of Racial Domination  
Response Paper #3 on The Limits of Racial Domination due today at start of class.

V. The Catholic Church in Colonial Latin America  
Assignment: Film: The Mission, watch at home or at library (it is on reserve).

Monday, October 29: The Early Catholic Church in Colonial Latin America  
Reading: “Orders Given to ‘the Twelve,’ (1523)” (beachboard)  
Assignment: Complete Handout.

Wednesday, October 31: The Catholic Church in the Middle and Late Colonial Periods  
Reading: “Confessing to the Holy Office of the Inquisition, Bahia, Brazil” (beachboard)  
Assignment: Complete handout  
Monday, November 5: Discussion.  
Response paper #4 on The Mission due today at start of class.
VI. Colonial Brazil
Reading: Alida Metcalf, *Family and Frontier in Colonial Brazil: Santiago de Paranaíba, 1580-1822* (entire) (available at bookstore or on reserve)

**Wednesday, November 7: Colonial Brazil**
Reading: Metcalf, 1-65 (do not skip introduction!)
Assignment: Complete Handout on Metcalf part 1

**Monday, November 12: Veteran’s Day – no class**
Reading: Metcalf, 66-152
Assignment: Complete Handout on Metcalf part 2 (turn it in Wed Nov. 14)

**Wednesday, November 14: Colonial Brazil**
Reading: Metcalf, 153-205

**Monday, November 19: Discussion.**
Response paper #5 on *Family and Frontier* due today at start of class.

**Wednesday, November 21: Thanksgiving Break – no class**
**Our next book, *The Independence of Spanish America*, is the most challenging of the semester. It would be a great idea to get started reading it now to make your life easier after break, when you will undoubtedly be busy with many things.**

VII. The Eighteenth Century: Reform and Independence
Reading: Jaime Rodríguez, *The Independence of Spanish America* (entire) (available at college store and on reserve)

**Monday, November 26: The Bourbon Eighteenth Century**
Reading: Rodríguez, 1-64 (stop at “In Search of Autonomy.” DO NOT skip the introduction.)
Assignment: Handout on Rodríguez, Part 1

**Wednesday, November 28: The Bourbon Eighteenth Century, Part 2**
Reading: Rodríguez, 64-130 (stop at “Charcas, Paraguay, and Uruguay”)
Assignment: Handout on Rodríguez, Part 2

**Monday, December 3: The Enlightenment**
Reading: Rodríguez, 131-192 (stop at “The Spanish Constitution Restored”)
Assignment: Handout on Rodríguez, Part 3
Wednesday, December 5: The End of Hegemony: The Tupac Amaru and Comunero Rebellions
Reading: Rodríguez, 193-246
Assignment: Handout on Rodríguez, Part 4

Monday, December 10: Independence
Assignment: begin working on your final Response paper on Rodríguez

Wednesday, December 12: Discussion.
Response paper #6 on The Independence of Spanish America due today at the start of class.

Friday, December 21 8:30, location TBA:
Final MANDATORY class meeting with bagels and coffee.
Papers will be turned back. Attendance is mandatory and will be a significant portion of your attendance and class participation grade.
COURSE RULES & REGULATIONS:

Absences for Student Athletes or Others Involved in Special University or Work Activities Policy: If you are going to miss a class because of a sporting event, work training session, performance, or the like, you must present the professor with an official letter from your supervisor on university or business letterhead two weeks in advance. Failure to do so will jeopardize your attendance and participation grade.

Attendance Policy: You will see in the first pages of your syllabus that attendance is an important part of your participation grade. Each unexplained absence counts against your participation grade. The university defined explained absences as follows:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

Cheating and Plagiarism Policy: Neither is permitted in my class under any circumstances. This includes copying from other students, past students, friends & family members, or the Internet. I know how to check for plagiarized work and how to recognize work that does...
not belong to the student, so do not try it! If I catch a student cheating or plagiarizing, the student will automatically fail the assignment in question and I will decide how to proceed on a case-to-case basis. The University has an extensive policy on the subject, you may find it at:

**Contacting the Professor Policy:** I generally will respond to your emails within 24 hours. Do not email me more than once within 24 hours. Although you may technically call my office phone, I might not be in and I generally prefer email contact. Do not stop by my office without an appointment unless it is during office hours. (See office hours policy.)

**Grading Policy:** Each course has different percentages for grading which you will see on the first pages of your syllabus. However, to give you a general idea of grading:

A – exemplary performance. Student completed all assignments on time, neatly, and put careful thought and analysis into all aspects. Well written and shows good evidence of critical thinking and mastery of historical methods. Outstanding above other work in the class.

B – good performance. Student completed all assignments on time, neatly, and showed thought and analysis. Well written and shows some critical thinking, familiarity with historical methods. Above average work in the class.

C – average performance. Student completed most assignments, some not on time, not always neatly. Shows only minimal mastery of course materials and no real critical analysis.

D – below average, barely satisfactory. Student missing some assignments, or they were very late. Lack of thought an analysis, lack of understanding of historical methods.

F – unacceptable.

**Late Assignment Policy:** For every 24 hours an assignment is late, the assignment goes down one letter grade from what it would have originally earned. IE if an assignment was due Monday at 9 and you turn it in any time after that until Tuesday at 9, it loses one letter grade.

**Office Hours Policy:** I have two regularly scheduled office hours per week, which are posted on the front page of your syllabus. I will also meet with students for pre-arranged meetings – contact me over email. *Do not just show up at my office and expect me to see you. I do not take unarranged meetings with students.*

**Special Needs/Disabled Students Policy:** I want to help you and accommodate you with physical and/or learning special needs. In order to facilitate this process, it is best to let me know of what you need by the end of the third class meeting so I have ample time to arrange for everything. You do not need to contact me in person in front of the entire class, if you feel uncomfortable with this you can email me or come to my office hours.

**Wait List Policy:** Unless the History Department requests a special addition of a certain number of students, I will not add students over the enrollment limit under any
circumstances. If enrollment is full and some students drop the course, I will add students up until the enrollment limit. Those who are on the printed wait list given to me before the start of the semester will get priority, in order of how they are listed on the list. Any additional students can sign their name to the bottom of this list and we will proceed through. I will contact all students regarding this matter via email. Do not discuss it with me in class or in office hours – if you want to be on the waitlist all you need to do is sign your name and email on the paper I pass around. If there is a space for you, I will contact you.

Withdrawal Policy:
1. Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records. To do this a student must file a Complete Withdrawal Application to drop all classes or a Change of Program Form for a specific class or classes.
2. Withdrawal after the second week of instruction and prior to the final three weeks of instruction:
Withdrawals during this period are permissible only for serious and compelling reasons. The procedure for withdrawal during this period is the same as in item 1, except that the approval signatures of the instructor and department chairperson are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file in the Admissions and Records Office.
3. Withdrawal during the final three weeks of instruction:
Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available in the Office of Admissions and Records. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor, department chairperson and dean of the school. Copies of such approvals are kept on file in the Office of Admissions and Records.
There is a separate withdrawal policy for approved medical or psychological reasons.