

History 104: Colonial Latin America (1325-1824)



Instructor: Isaac Emrick
101 Woodburn Hall (WDB)
MW 3:30pm-4:45pm

Office Hours: MW 1:00 pm to 3:00 pm
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COURSE DESCRIPTION

This course introduces the broad issues of Latin American history beginning in 1325 with the founding of Tenochtitlan and ending in 1824 with the fall of the Spanish Empire. The course focuses on the diversity of Latin American peoples, landscapes and histories and how each converged. This class is divided into four sections. The first section discusses the cultural regions that influenced the development of Latin America before the arrival of the Spanish, including Aztec, Mayan and Iberian influences. The second section covers contact period in Latin America. The third section covers the creation of imperial power structures and the fourth closes with the independence movements of the eighteenth century.

OBJECTIVES

- Understand the diversity of Latin America people and cultures through time.
- Discuss the complexity of social systems in Latin America.
- Question the role of indigenous people in colonial societies.
- Examine imperialism and its affect of people and the environment of Latin America.
- Gain experience with primary sources and their analysis in historical research.

REQUIRED TEXTS

- Mark A. Burkholder and Lyman L. Johnson. *Colonial Latin America*. 4th ed.
- Kenneth Mills, et al, eds. *Colonial Latin America: A documentary History*.
- Matthew Restall. *The Seven Myths of the Spanish Conquest*.
- There will be additional materials on E-Campus: <http://ecampus.wvu.edu>.

Bring ALL texts and printed materials from E-Campus to ALL classes. We will be referring to them periodically.

COURSE REQUIREMENTS

Primary Source Analysis (10%) These in-class assignments will be drawn from the Mills text and additional documents that will be provided in class. You will be asked to critically look at a series of documents, such as images from the Dresden Codex. In groups you will answer a series of question concerning the documents and then discuss them as a class.

Research Paper (20%) A list of Research Questions is posted on the E-Campus homepage. You must write a detailed answer to one of the questions. You may submit a rough draft for consultation, but this is not required. Your paper should draw from library and in internet research, lectures, the readings and the text. The essays must be submitted in E-Campus directly ***and*** as an attachment. They should be formatted in 12pt font, double spaced with 1” margins and should be approximately 1000 words. The paper must include a bibliography and citations in Chicago style. Papers will lose a letter grade for every day after the due date.

Reading Quizzes (10%) There will be weekly reading quizzes on E-Campus. These quizzes will become available on Thursday morning (8:00 am) and will close before class on the following Wednesday. You will have 2 attempts with 30 minutes each attempt to complete each quiz. After the second attempt you will be locked out of the quiz and the highest score will be recorded. There will be **no** make-ups. If you have ANY problems email me immediately. Do not procrastinate, it is much easier to fix any problems before the quiz closes. After the quiz closes I cannot reopen the quiz.

Exams (50%) There will be one in-class mid-term exam and a two-hour final exam during exam week. The exams are not cumulative. I will provide more details and study guides about each exam prior to the test dates. **Always** bring a new large size (8.5 inches by 11 inches) blue book for exams. If you are unable to attend an exam for a legitimate reason, such as a death in the family or personal illness, please talk to me beforehand or ASAP after missing the exam. A student who misses an exam without an excuse will receive a zero.

Attendance and Class Participation (10%) Lecture material, classroom videos, and other visual materials go beyond the text and required readings, so it is imperative that you attend class. Attendance will be recorded at every class. You have three absences during the semester. Students must be present for all exams. Any absences over three will deduct one point from your final participation grade. Please notify me if you are unable to attend class. Absences because of University sanctioned events, i.e. sporting or band events, will not count against you.

Extra Credit (Maximum of 2%) To benefit everyone in the class, there will be discussion boards on E-Campus concerning each chapter. To encourage participation, I will offer additional points for posting serious responses on at least four discussion boards during the semester. The discussion boards will be a place to review for the exams.

CELL PHONES

A general guideline is to show respect to the class. Please turn off all electronic devices during class. This specifically means no texting or talking on cell phones during class. There is nothing more distracting than the click of cell phone keys as students text during class or a phone ringing in mid-thought. You will be asked to leave if your cell phone becomes a disruption.

E-CAMPUS

E-Campus will be extremely important to your success in this class. I post all my lecture notes, Power Points and additional resources to assist in studying for exams, quizzes and papers. This syllabus will always be available on E-Campus, therefore you should always be aware of what is on the syllabus. You should check E-Campus daily for updates on class questions, class cancellations and all email correspondence. E-Campus is NOT the same as your mix account. Therefore all email must be sent in E-Campus, NOT through your mix account. Grades will be posted on E-Campus when possible and appropriate. Please see me if you have any further questions about E-Campus.

WEATHER CANCELATIONS

If bad weather forces me to cancel class there are few things to keep in mind. Even if class is canceled, for what ever reason, the due dates set out on the syllabus are still valid as all assignments are to be turned in on E-Campus. This is also true for quizzes. If I or the University cancel class, I will post all my lecture notes and Power Points on E-Campus and will create a message board for discussing the materials so we do not get too far behind. I will post class cancelations as soon as is possible on E-Campus so please check the site regularly.

ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, of blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

DISABILITY

Those students with disabilities or other special needs should contact me and the Office of Disability Services during the **first two weeks of class**. The Office of Disability Services (G-30 Mountainlair, 304-293-6700) assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations. Their website is located at <http://www.wvu.edu/~socjust/disability/index.htm>.

FAIRNESS

WVU is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment.

EXAMS

A few guidelines for Exams:

1. During examinations there are to be no electronic devices of any kind.
2. All hats, sunglasses and jacket hoods are to be removed.
3. Blue books must be NEW large sized (8.5" by 11").
4. All work is to be done inside the blue books, and turned in with the exam.

READING SCHEDULE

I. The world before the Spanish conquest (1325-1500)

Week 1: A Variety of Indigenous Societies: Middle America

Readings:

- Burkholder & Johnson 1-24.
- Mills et al. "The Aztec Stone of the Five Eras" 23-26.
- Coe. *The Maya*, 11-32, 204-209. (E-Campus)
- Smith, *The Aztecs*, 28-55, 268-293. (E-Campus)

Week 2: A Variety of Indigenous Societies: South America and the Caribbean

Readings:

- Mills et al. "The Inka's Tunics" 14-18.
- Restall xiii-63.
- D'Altroy. *The Incas: Peoples of America*, 1-23, 311-324. (E-Campus)

Week 3: A Variety of European Societies: Spain, Portugal and Islam

Readings:

- Burkholder & Johnson 24-32.
- Mills et al. "Coexistence in the Medieval Spanish Kingdoms" 27-33.
- Lockhart and Schwartz. "Iberian Ways," *Early Latin America: A History of Colonial Spanish America and Brazil*. 3-24. (E-Campus)
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II. Early Contact with Europeans in Latin America (1492-1534) (Restall Chp. 4-7)

Week 4: Newcomers in the Caribbean

Readings:

- Burkholder & Johnson 32-40.
- Restall 64-99.
- *1492: the Age of Conquest* In-class movie clips and discussion.

Week 5: Arrival in Tenochtitlan

Readings:

- Burkholder & Johnson 42-50.
- Restall 100-130.
- Mills et al. "Orders Given to 'the Twelve'" 59-64.

Week 6: Conflict in the Andes

Readings:

- Burkholder & Johnson 50-67.
- de la Vega's *Royal Commentaries of the Incas and General History of Peru*. Reprinted from Livermore, 1966. (E-Campus)

Week 7: The Columbian Exchange

Readings:

- Burkholder & Johnson 67-76.
- Restall 131-158.
- Whitmore and Turner. "Landscapes of Cultivation in Mesoamerica on the Eve of the Conquest." *Annals of the Association of American Geographers*, 82: 3. (E-Campus)

Exam 1

III. Development of Imperial and Social Structure in Latin America (1522-1700)

Week 8: Church and State in the Spanish Empire

Readings:

- Burkholder & Johnson 79-106.
- Mills et al. "Felipe Guaman Poma de Ayala's Appeal Concerning the Priests, Peru" 173-184.

Week 9: Destroying, Building, and Rebuilding Hierarchies

Readings:

- Burkholder & Johnson 107-133.
- Cope. *Limits of Racial Domination*, 3-26. (E-Campus)

Week 10: The Colonial Economy

Readings:

- Burkholder & Johnson 134-170.
- Mills et al. "The Witness Francisco Poma y Altas Caldeas of San Pedro de Acas, Cajatambo, Peru." 255-268.

Week 11: Families, Genders, Races, and Classes

Readings:

- Burkholder & Johnson 171-247.
- Cope. *Limits of Racial Domination*. 27-48. (E-Campus)

IV. Imperial Expansion and Independent Collapse (1700-1824)

Week 12: Expanded Core and Periphery

Readings:

- Burkholder & Johnson 248-302.

Week 13: Independence Movements

Readings:

- Burkholder & Johnson 304-339.
- Mills et al. "The Argentine Declaration of Independence, San Miguel de Tucumán" 401-402.

Week 14: The Costs and Benefits of Independence

Readings:

- Burkholder & Johnson 340-355.

Week 15: Final Exam

Hist 104 Exam #1
DO NOT WRITE ON THIS EXAM!

I. Multiple Choice and True/False (10 pts)

Answer all of the following questions, write the question #, answer letter (A, B, C, D, T/F).

1. Which of the following was not a major reason for European interest in the Americas?
 - A. raw natural resources: ie. timber, metals.
 - B. slave labor.
 - C. spread of Christianity.
 - *D. to find new trading partners.

2. (T/F*) Aztec and Mayan societies were in power when the Spanish arrived in Latin American.

3. The Columbian Exchange was
 - A. the transmission of raw materials, slaves, and manufactured products in a triangular pattern across the Pacific Ocean.
 - *B. the widespread exchange of plants, animals, foods, human populations, diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492.
 - C. the intermarriage of the original Europeans and the Taino in Hispaniola after Columbus returned to Spain in 1610.
 - D. the 500 year celebration of the discovery of the New World by Christopher Columbus.

4. (T/F*) The Spanish were explicitly ordered to enslave the indigenous people of the New World to replenish the labor forces in Europe.

5. Which of the following does not describe Tlatelolco?
 - *A. the site of a major Maya city from AD 300 to AD 950.
 - B. the sister city of Tenochtitlan.
 - C. the location of a major Franciscan school run by Sahagún.
 - D. was required to pay tribute to Tenochtitlan after 1473.

6. _____ was/were one of the first major crops to be grown on Portuguese plantations in northern South America.
 - A. Manioc
 - B. Tomatoes
 - *C. Sugar
 - D. Potatoes

7. Which of the following events led to the imperial growth of the Spanish crown?
 - A. Population decline of the Black Death in 1349
 - *B. Defeat of the Moors in 1492
 - C. Rise of the German merchant fleet in the 1450s
 - D. Martin Luther's 95 Theses in 1517

8. (*T/F) Allied indigenous forces far outnumbered the Spaniards they were assisting against Tenochtitlan in 1521.

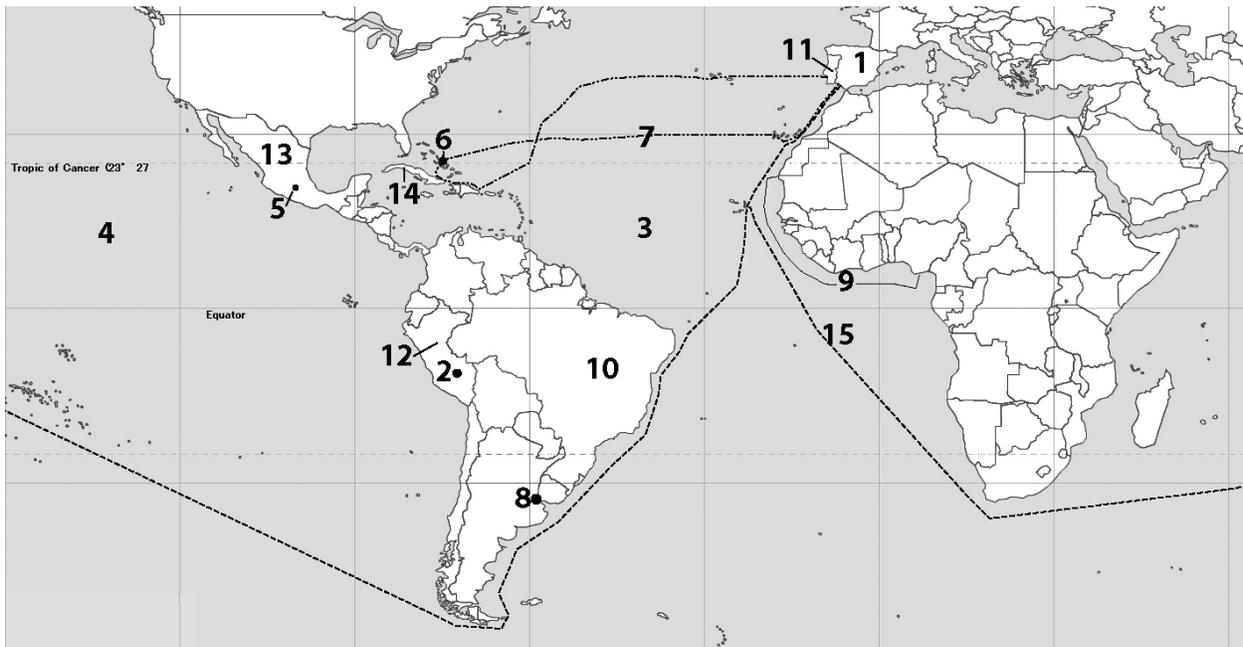
9. What was the initial response of the Inka towards Francisco Pizarro's expedition into their territory?

- *A. His advisers dismissed them as too small a force to be a threat.
- B. Allied with them and attacked the Chimu empire.
- C. Offered the Spanish force a tribute of gold and food as appeasement.
- D. Attacked and defeated them in open combat, forcing Pizarro to turn retreat.

10. (T/F*) Translators, like Malintzin and many others, voluntarily provided a way for the Spanish to break through all language barriers and maintain peace with indigenous people.

II. Map Matching (15 pts)

Match the number on the map to the appropriate term in the list.



Terms:

(15) Magellan 1519-1521

(6) San Salvador

(14) Cuba

(4) Pacific Ocean

(9) Gold Coast

(1) Spain

(7) Columbus 1492-1493

(10) Brazil

(8) Buenos Aires

(2) Cuzco

(5) Tenochtitlan

(3) Atlantic Ocean

(13) Mexico

(12) Peru

(11) Portugal

III. IDs (30 pts)

Pick **six** of the following terms and explain the significance of each in complete sentences.

Requerimiento

Bartolomé de las Casas

Cacique

Encomienda

Atahualpa

New Spain

Triple Alliance

Tributary system

Maize

slavery

Conquistador

Cuauhtemoc

Francisco Pizarro

Franciscans

Hispaniola

IV. Essay (45 pts)

Pick **one** of the following essays, and answer in complete sentences. This essay should be well organized, written legibly and answer all parts of the question.

1. What role did “race” play in the formation of New Spain? Give three examples and explain its significance.
2. Explain one of the myths that Matthew Restall discusses in *The Seven Myths of the Spanish Conquest*.
3. The Catholic religion was used in many ways during the contact and colonial periods in Latin America by both the Spanish and indigenous people. Describe how each group viewed and utilized Catholicism.