

# **HIS 239: The First America: Latin America, 1492-1830**

**Tuesdays & Thursdays | 11:00 am - 12:15pm | Online (combo)**

<b>Course Professor</b>	<b>Teaching Assistant</b>
<b>Name:</b> Dr. Jashari (pronounced: Ya-Shah-Ree) <b>Email:</b> d_jashari@uncg.edu <b>Office:</b> 2112 MHRA <b>Office Hours:</b> By appointment, in person or virtually. As often as you need!	<b>Name:</b> Mr. Kay <b>Email:</b> dpkay@uncg.edu

## **Course Description:**

The name Christopher Columbus is as well-known as is the significance of 1492. The idea that Columbus was a daring and fearless voyager into the unknown is typically embedded in our minds as a moment of European “discovery.” In this narrative, Columbus also discovered the “Indians,” creating a category that homogenized the diverse populations inhabiting and thriving in this so-called New World. According to this version of history, Columbus and those who followed in his footsteps conquered and pacified “naïve” and “awestruck” peoples, bringing European civilization to a so-called wild and “empty” land. This course will challenge this version of 1492 and the colonial period in Latin America. We will move past a Euro-centric understanding of the period and reconsider 1492 as a moment of encounter, followed by centuries of negotiation. We will analyze the category of “Indian” as a European construct and we will study how indigenous peoples understood this identity and how they shaped their lives, at times within the colonial system, and in other moments in resistance to it. We will follow the lives of indigenous people and African slaves, both women and men, as they struggled within and against colonialism. Students will come to understand that the simple dichotomies of the conquerors and the conquered, the victors and the vanquished, are not reflective of colonial Latin American history.

## **Course Objectives:**

**By the end of the semester, students will:**

- understand key moments in colonial Latin American history and will be able to make historical arguments using course materials.
- identify the key argument and supporting evidence in weekly assignments.
- integrate evidence from readings and formulate an informed and supported argument and articulate this argument both orally in class discussions and in writing.
- articulate multiple perspectives and interpretations of an historical moment.

## **How This Course Will Run:**

This class will be taught asynchronously and synchronously. This means that you will be responsible for doing work independently by following the Canvas Modules by Tuesday evening and that we will meet on **Zoom ONLY on Thursdays** to discuss assigned material, answer questions you may have, and touch base weekly during the scheduled class time (11:00 am – 12:15 pm).

Since we will meet as a class on Thursdays on Zoom, make sure to bring up confusions, uncertainties, and questions during that time. You are expected to show up to Zoom meetings on Thursdays, failure to do so counts as an absence (see the absence policy below).

**When to E-mail the TA:**

- If you have a question about Canvas (i.e., finding readings, navigating the Modules, etc.) you can email Mr. Kay.
- If you have a question about an assigned reading, you can email either Mr. Kay or Dr. Jashari
- If you have a question about course expectations, assignments, and weekly work, you should first refer to this document, the syllabus. If you cannot find the answer here, you should look through the Canvas site, making sure to carefully check through the Modules, Discussions, and Assignments tabs. If you STILL do not have a clear answer to your question, you should e-mail Mr. Kay.
- **For everything else** (personal issues, potential absences, grading disputes, assistance with course assignments and essays, or whatever else may come up), please **e-mail Dr. Jashari only**.

**\* CHECK YOUR UNCG EMAIL & CANVAS FREQUENTLY\***

<b>ASSIGNMENTS</b>
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1. Map Quiz: Students will be required to identify all the countries of modern Latin America by name and location. I will provide you with a link to a virtual map, which contains a list of country names in Week 1. You will receive the same link for the map quiz, and you **MUST** send a screenshot of your score to receive full credit for this assignment. **Date of Map Quiz: August 26 via Canvas.**
2. Discussion Posts: You are expected to actively participate in class having completed the readings assigned with ideas and thoughts to share. To ensure you are grappling with the assigned readings, you will post comments/reflections on readings twice a week on our Canvas site (Discussions tab). For each week, I will add prompts on the discussion board, and you are expected to respond in a full paragraph. You also have the option to engage your peers. Please keep in mind that writing “Yes, I agree with Dr. Jashari” is an insufficient form of engagement with the ideas of others. Please see posted example on Canvas in terms of how to do this effectively.
3. Short Essays: Students will write 3 short essays (2 – 2.5 pages) over the course of the semester that will ask them to respond to a question pertaining to course readings and discussion topics. Do NOT conduct outside research for these essays. You will be graded on your use of course material explicitly. Prompts will be provided two weeks in advance of due dates. Submission is via Canvas. **Due dates: September 14; October 19; November 16**
4. Final Exam: This written take-home exam will consist of short answer questions. Students will receive this prompt one week before the due date, and it should be submitted on Canvas. **Due date: December 7, by 3pm on Canvas.**

**Final Grade Break down**

Assignment Description	Percent
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Map Quiz		5
Discussion posts	Weekly	25
Short Essay Responses	3 @ 15 % each	45
Final Exam		25
<b>TOTAL</b>		<b>100</b>

### Grading Scale

A: 93- 100	C+: 77-79	D-: 60-62
A-: 90-92	C: 73-76	F: 0-59
B+: 87-89	C-: 70-72	
B: 83- 86	D+: 67-69	
B-: 80-82	D: 63-66	

\*I reserve the right to modify the reading schedule (add, subtract, swap out readings) or slightly alter assignment due dates (always later, never earlier).

ALL readings will be made available as PDFs on our course website in Canvas under the “Modules” section organized by week and topic. You are responsible for checking the Canvas site frequently.

## COURSE SCHEDULE

### UNIT ONE: THE COMPLEX HISTORY OF CONQUEST



#### WEEK 1: Introductions

##### Tuesday, August 17 – Class Introduction

- Syllabus
- Map of Latin America

##### Thursday, August 19 – Native Societies before European conquest

- Read: Prologue excerpt “Conquest and Colonialism” in Virginia Garrard, Peter V.N. Henderson, and Bryan McCann, *Latin America in the Modern World* (10 pages)

#### WEEK 2: The Aztecs and Incas on the Eve of Conquest

## Tuesday, August 24 – Aztec Society

- PRIMARY SOURCE: Bernal Díaz del Castillo on the Great Aztec market, in Serge Gruzinski, *The Aztecs: Rise and Fall of an Empire*.
- “The Aztec Stone of the Five Eras,” in Mills, Taylor, and Graham, eds., *Colonial Latin America: A Documentary History*, pp. 23-26.
- Barbara Mundy, “Indigenous Civilization” (Map of Tenochtitlán, Mexico, 1524) in Jordana Dym and Karl Offen, eds., *Mapping Latin America: A Cartographic Reader*, pp. 42-45.

## Thursday, August 26 – Inca Society

- PRIMARY SOURCE: Titu Cusi Yupanqui, *An Inca Account of the Conquest of Peru*, selections from the Translation of Titu Cusi Yupanqui’s Account.
- **DUE:** Map Quiz. Upload via Canvas. See Instructions on Canvas.

## WEEK 3: The View from Europe

### Tuesday, August 31 - Iberian Society before Expansion

- “Chapter 4: The Iberian Imperial Dawn” in Matthew Restall and Kris Lane, *Latin America in Colonial Times*

### Thursday, September 2 – The European Perspective

- PRIMARY SOURCE: “There Can Easily be Stamped Upon Them Whatever Belief We Wish to Give them,” The First Letter from Brazil (1500)
- PRIMARY SOURCE: Christopher Columbus, “Letter to King Ferdinand of Spain, describing the results of the first voyage” (1493)
- PRIMARY SOURCE: Hernán Cortés Letter to Charles V, pp 80-84 in *Victors and Vanquished: Spanish and Nahuatl Views of the Conquest of Mexico*, ed. by Stuart Schwartz.

## WEEK 4: Indigenous Perspectives and Debates

### Tuesday, September 7 – Aztec Accounts of the Conquest

- PRIMARY SOURCE: Miguel León-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico*, selections

### Thursday, September 9 – Conquest Debates

- ARTICLE: Olivia Harris “The Coming of the White People: Reflections on the Mythologization of History in Latin America”



## UNIT TWO: COLONIAL SOCIETY

### WEEK 5: Religion in the Colonial World

#### Tuesday, September 14 – Faith

- No Readings
- \*\*\* DUE: Short Essay #1

#### Thursday, September 16 – Evangelization/ Spiritual Conquest [read in order listed]

- PRIMARY SOURCE: “Orders Given to ‘the Twelve,’” in Kenneth Mills, William Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History*, pp. 59-64
- PRIMARY SOURCE: “The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524” in Mills, Taylor, and Graham, eds., *Colonial Latin America: A Documentary History*, pp. 19-22

### WEEK 6: Colonial Economy

#### Tuesday, September 21: Forced Labor

- PRIMARY SOURCE: Thomas Gage, “Estate Labor in Latin America,” [British traveler to present day Guatemala and Mexico, 1625-1637] in Peter N. Stearns, ed., *World History in Documents: A Comparative Reader*

#### Thursday, September 23: The Andean Mines of Potosí

- Kris Lane, “Potosí: The First Global City” (<https://aeon.co/essays/potosi-the-mountain-of-silver-that-was-the-first-global-city>)
- Peter Bakewell, “Mining Mountains,” in Karl Offen and Jordana Dym, *Mapping Latin America*, pp. 61- 64.

### WEEK 7: Debates Regarding the Treatment of Indians

## Tuesday, September 28

- PRIMARY SOURCE: Fray Pedro de Gante's Letter to Charles V, in Kenneth Mills, William Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History*, pp. 104 – 112.

## Thursday, September 30: The Debate of Valladolid, Juan Ginés de Sepúlveda vs Bartolomé de las Casas

- PRIMARY SOURCE: Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, selections
- PRIMARY SOURCE: Juan Ginés de Sepúlveda, *The Second Democrates*, selection

## WEEK 8: The Trans-Atlantic Slave Trade

### Tuesday, October 5: Slavery in the Americas

- Read, “A Portuguese Doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage” (1793), pp. 15-22 from *Children of God's Fire*
- Tracing a Slave Ship Activity using the “Slave Voyages” Website (see instructions on Canvas).

### Thursday, October 7: Racial Classifications

- Rebecca P. Brien, “Albert Eckhout's African Woman and Child: Ethnographic Portraiture, Slavery, and the New World Subject” in Agnes Lugo Ortiz & Angela Rosenthal, *Slave Portraiture in the Atlantic World*

## WEEK 9: Plantation Economy

### Tuesday, October 12 – FALL BREAK. NO CLASS

### Thursday, October 14 – Sugar

- Sidney Mintz, “Plantations and the Rise of a World Food Economy”
- Stephan Palmié, “Toward Sugar and Slavery” in *The Caribbean*



## UNIT THREE: RESISTANCE & REVOLUTION

### WEEK 10: Different Forms of Resistance

#### Tuesday, October 19: Maroon Societies

- James Scott, “Domination and the Art of Resistance”
- “Zumbi of Palmares: Challenging the Portuguese Colonial Order” in Kenneth Andrien, *The Human Tradition in Colonial Latin America*
- \*\*\* DUE: Short Essay # 2

#### Thursday, October 21: Smuggling, Buccaneers, and Piracy

- Wim Klooster, “Inter-Imperial Smuggling in the Americas, 1600-1800” in *Soundings in Atlantic History: Latent Structures and Intellectual Currents, 1500-1830*
- PRIMARY SOURCE. Alexander Exquemelin, “The Buccaneers of Hispaniola” in *The Dominican Republic Reader: History, Culture, Politics*.

### WEEK 11: Women in Colonial Society

#### Tuesday, October 26: Gender Relations

- No Reading

#### Thursday, October 28: Primary Source Workshop in Groups

- The Pious and Honorable Life of Ana Juana of Cochabamba (1675) in Erin O’Connor and Leo J. Garofalo’s *Documenting Latin America: Gender, Race, and Empire*. Vol 1.
- Beatriz de Padilla, Mulatta Mistress and Mother in *Colonial Spanish America: A Documentary History* by Kenneth Mills and William Taylor (1998)
- “The Most Vile Atrocities:” Accusations of Slander Against María Cofignie, Parda Libre” in Richard Boyer and Geoffrey Spurling, *Colonial Lives: Documents on Latin American History, 1550-1850*

### WEEK 12: Age of Andean Insurrection

#### Tuesday, November 2

- PRIMARY SOURCE. “As for the Spaniards, their time is up,” Jauja, Perú (1742, 1752) in Kenneth Mills, William B. Taylor and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History*

#### Thursday, November 4

- Charles Walker, “PERU: Reflections of Túpac Amaru”
- Alberto Flores Galindo, “The Rebellion of Túpac Amaru”

### **WEEK 13: Bourbon Reforms and Transatlantic Revolutions**

#### **Tuesday, November 9: The Enlightenment and Bourbon Reforms**

- Bourbon reforms and their impact, in Peter Bakewell *A History of Latin America to 1825*

#### **Thursday, November 11: Haitian Revolution**

- PRIMARY SOURCE: The Haitian Declaration of Independence
- Laurent Dubois “The Haitian Revolution” in *The Caribbean*, eds Palmié and Scarano.

### **WEEK 14: Challenges leading up to Independence**

#### **Tuesday, November 16: Regionalism and Localism**

- Rebecca Earle, “‘Padres de la Patria’ and the Ancestral Past: Commemorations of Independence in Nineteenth-Century Spanish America,” *Journal of Latin American Studies* 34:4 (Nov. 2002): 775-805.
- \*\*\* DUE: Short Essay # 3

#### **Thursday, November 18: Nineteenth Century Liberalism**

- Primary Source: “Liberalism and its Limits: Guillermo Prieto on Patriarchy, Politics, and Provincial Peoples”

### **WEEK 15: NO CLASS: THANKSGIVING BREAK**

### **WEEK 16**

#### **Tuesday, November 30 – Last Day of Class**

- Recap and review for final

#### **Thursday, December 2 – Reading Day. No Class!**

**FINAL: Tuesday, December 7, 3 pm via Canvas**



## **COURSE POLICIES**

### **UNCG's COVID-19 Guidelines**

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

**Zoom Etiquette:** Please be aware that the same norms of conduct and behavior you would observe in an in-person classroom apply to online meetings via Zoom. The following are a set of guidelines you should follow in my course:

- Try to log-in from a **quiet and presentable space**. If needed, use a virtual background.

- To **minimize background noise, please keep audio on mute until you wish to speak.** You can do so by muting your microphone and holding down the space bar when you are ready to talk.
- To contribute, you can use the raise hand feature (bottom left of the participant's window) and I will call on you. Or raise your actual, material hand!
- I prefer that you enable your video feature so we can have an engaging class discussion.
- If you need to use the chat box, please remember that it is public. Keep your communications (oral and written) professional.

**Late assignment policy, make-ups:** Late assignments are accepted and will be penalized 10%, or one letter grade per day late. The one exception to this policy is the final exam, for which I will not accept late work. Reading quizzes and the map quiz cannot be made up unless pre-arranged with the professor.

**Disruptive Behavior:** Arriving late, packing up or leaving early, and talking during class are a few common examples of disruptive classroom behavior. These will not be tolerated.

**Respectful engagement with peers:** The classroom is an academically productive and safe environment for students to express their opinions and ask questions. History is controversial, and sensitive themes will be discussed in this class. Students are expected to treat their classmates with respect and maturity, and any behavior that inhibits productive academic engagement will not be permitted.

**Contacting your Professor:** Please call me Dr. or Professor Jashari (YA-SHAH-REE) and contact me via email (d\_jashari@uncg.edu). During weekdays, you can expect a reply within 24 hours; on weekends, I will not reply. Please plan accordingly. Structure your emails in a professional way and be mindful of your tone.

**Academic Integrity:** I take violations of academic integrity very seriously. Please ask me if you have any questions about what constitutes plagiarism and know that it will not be tolerated in this classroom. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at: <http://academicintegrity.uncg.edu/complete/>.

**The following is the University's definition of plagiarism:**

Representing the words, thoughts, or ideas of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges. Examples of plagiarism include, but are not limited to, the following:

- submitting work done by another, whether a commercial or non-commercial enterprise, including the Internet, as one's own work
- failure to properly cite references and/or sources
- submitting, as one's own, work done by or copied from another including work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment

**Office of Accessibility Resources and Services** ([ods.uncg.edu/](https://ods.uncg.edu/)): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without the appropriate paperwork from OARS.

**Information Technology Services** ([its.uncg.edu/](https://its.uncg.edu/)): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

**University Writing Center** ([writingcenter.uncg.edu/](https://writingcenter.uncg.edu/)): Provides help with paper structure, argument, grammar, style, etc.