

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

Tuesdays & Thursdays | 12:30pm - 1:45pm | MHRA 1215

Course Professor

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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.

Student Learning Outcomes (SLOs)

In this Global Engagement and Intercultural Learning course, students will:

1. Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

Course Objectives

By the end of the semester, students will:

- understand key moments in modern Latin American history and will be able to make historical arguments using the 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.

*** PLEASE CHECK YOUR UNCG EMAIL & CANVAS ANNOUNCEMENTS ***

ASSIGNMENTS

1. Map Quiz

Students will be required to identify all the countries of modern Latin America by name and location. **Due: In class, August 30**

2. Participation/Discussion Lead: SLO 1

You are expected to actively participate in class discussions having completed the readings assigned for the day, with ideas and thoughts to share. To ensure you are grappling with the assigned readings, you will also choose ONE discussion day in which to lead discussion of primary sources and submit a short (one paragraph) source analysis. Details on Canvas.

3. Short Essays (SLOs 1 and 2)

Students will write 3 short essays (2.0- 2.5 pages) over the course of the semester that will ask them to respond to a question pertaining to course readings and unit 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. **Essay 1 due September 13; Essay 2 due October 18; Essay 3 due November 15.**

4. Final Exam (SLOs 1 and 2)

This exam will consist of short answer questions. Students will receive this prompt one week before the due date.

This assignment assesses student learning related to SLOs 1 and 2 of the Global Engagement and Intercultural Learning. Students will be asked to think about change and continuity over time and consider how different local and historical conditions produced uneven development in Latin America.

Due: Thursday, December 8

5. **Attendance:** You are expected to attend the entire class to be counted as present for that day. You are allotted three (3) unexcused absences. You need not ask for permission or provide documentation for those three missed classes. You are still responsible for any missed notes and for turning in assignments on time. All absences beyond the allotted three (3) will need to be excused and will require official documentation. **Unless excused, absences beyond three class periods are considered excessive and will result in a 10% reduction of the grade for each missed class thereafter.** After missing more than five (5) classes, excused or unexcused, I will ask you to drop the course. It is your responsibility to make up missed work within one week of the absence.

Final Grade Break down

Assignment Description		Percent
Map Quiz		5
Attendance		10
Participation/ Discussion Lead		15
Short Essay Responses	3 @ 15 % each	45
Final Exam		25
TOTAL		100

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 16 – Class Introductions

- Syllabus
- Map of Latin America

Thursday, August 18 – 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 23 – 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 25 – 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.

WEEK 3: The View from Europe

Tuesday, August 30 - Iberian Society before Expansion

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

Thursday, September 1 – 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 6 – 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 8 – 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 13 – Faith

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

Thursday, September 15 – 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 20: 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 22: 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 27

- 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 29: 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 4: 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 6: 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 11 – FALL BREAK. NO CLASS

Thursday, October 13 – Sugar

- Sidney Mintz, Sweetness and Power, Part I
- Stephan Palmié, “Toward Sugar and Slavery” in *The Caribbean*



UNIT THREE: RESISTANCE & REVOLUTION

WEEK 10: Different Forms of Resistance

Tuesday, October 18: 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 20: Smuggling, Buccaneering, and Piracy

- Isaac Curtis, “Masterless People”
- PRIMARY SOURCE. Alexander Exquemelin, “The Buccaneers of Hispaniola” in *The Dominican Republic Reader: History, Culture, Politics*.

WEEK 11: Women in Colonial Society

Tuesday, October 25: Gender Relations

- No Reading

Thursday, October 27: 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 1

- 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 3

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

WEEK 13: Bourbon Reforms and Transatlantic Revolutions

Tuesday, November 8: The Enlightenment and Bourbon Reforms

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

Thursday, November 10: 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 15: 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 17: 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 29 – Last Day of our Class

- Recap and review for final

FINAL: Thursday, December 8 via Canvas

COURSE & UNIVERSITY POLICIES

The University's COVID-19 Policies

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when 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.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Midterm Grades:

In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the **sixth week of the term (September 23rd)**. That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

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/): 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/): 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/): Provides help with paper structure, argument, grammar, style, etc.