

HIS-239-01. The First America: Latin America, 1492-1830

Spring 2020

Professor: Dr. Maikel Fariñas Borrego

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Lectures: School of Education Building 204 on Mondays and Wednesdays from 10:00 am to 10:50 am.

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Course Overview

The origins of Latin America can be traced back to the bloody encounters between Indians, Africans, and Europeans. This course will explore the multiple impacts of the Iberian conquest and trace the creation and development of colonial societies to the struggles for independence. Our analysis will be organized into six historical periods: the first is Europe, Africa, and the Americas before Columbus, the second covers the conquest, then the early colonial period, followed by the late colonial period, the movements for independence, to conclude with an assessment of the legacies of the colonial era. Geographically, the focus of our course will be on the territories colonized by Spain and Portugal that eventually transformed into Mexico, Peru, Brazil, and Cuba. We will pay particular attention to numerous themes such as empire and power relations, economic organization, religion, transculturation, social hierarchy, ethnic and race relations, and issues of gender and sexuality.

Student Learning Outcomes

The course counts for three credit-hours and is intended for undergraduates of all majors. It fulfills the following General Education (GEC) Requirements: GE core-GHP; GE marker-GN; College Additional Requirements-GMO.

General Education Council (GEC) Student Learning Goals and Outcomes

Learning Goal 1 (LG1). Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.

Learning Goal 3 (LG3). Knowledge of Human Histories, Cultures, and the Self: Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.

Learning Goal 5 (LG5). Personal, Civic, and Professional Development: Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in a free and open inquiry that fosters mutual respect across multiple cultures and perspectives.

As a General Historical Perspectives (GHP) course with a Global Non-western (GN) marker, this course emphasizes the following Student Learning Outcomes (SLOs):



Guamán Poma de Ayala, *Nueva crónica y buen gobierno* (Madrid: Historia-16, 1987), 368.

General Historical Perspectives (GHP)

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG1)
2. Use evidence to interpret the past coherently, orally and/or in writing. (LG3)

Global Non-western (GN)

1. Interpret or evaluate information on diverse cultures. (LG1)
2. Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones. (LG3)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)

Course Requirements

- a) **Attendance** (5%) Students are expected to attend every class. Because there are always issues that arise, everyone is automatically granted one absence without penalty. If you should exceed this “grace” allowance, each additional absence will lower your grade 10 points on a 100-point scale. I reserve the right to drop students with more than three unexcused absences from the course. If you miss three classes in a row, you will be dropped. If you face exceptional circumstances this semester –such as a major illness that requires repeated absences–let me know at the earliest opportunity, and we will work out a solution.
- b) **Map Quiz** (5%) A basic understanding of Latin American contours, economic and political geography, and environmental aspects is essential for this course. A map quiz will be assigned in the third week of the semester.
- c) **Discussion Questions** (10%): For every class session, prepare one discussion question for the day’s readings. Your questions should reflect a careful reading of the day’s materials and encourage thoughtful discussion for both you and your peers. These are two examples of good questions: (1) How would you compare the patterns of conquest and colonization applied by the nascent Spanish Empire and the rival Portuguese Empire in the Americas. How were they similar? How were they different? (2) What ideas and political goals explain the rise of authoritarian forms of government in the 19th century? Draw on examples from more than one country. You must post your questions on Canvas at least two hours prior to our class encounter.
- d) **In-Class Participation** (15%): We will use the discussion questions to initiate a debate and cover the material for the day. Therefore, participation is essential in this course. You have to read the specified content in the syllabus for a given class, and you must arrive fully prepared to discuss it with your peers and the instructor. You are required to bring a copy of the texts, book chapters, and other reading materials assigned for the day. Every student is required to participate and make a substantive contribution to the discussion orally and respond to the questions prepared by your peers and the professor.
- e) **Recitation Section Grade** (15%) Every Friday, you must come fully prepared to discuss primary sources and to work in small groups. The grade in recitation sections will be based on a combination of elements: attendance, participation, teamwork, and your overall contribution to the section. On Fridays, you will work on improving your interpretation skills. Therefore, for every recitation section, you will post on Canvas a quote from the assigned readings and then you will provide your interpretation. This online activity should be done in no more than two paragraphs: one quoting from the assigned text, and the second should be dedicated exclusively to presenting your interpretation. You must post your work on Canvas at least two hours before recitation.
- f) **Midterm Exam** (15%): The midterm examination will be given in week eight of the semester. The midterm examination questions will focus on the course content covered in class and the materials we discussed.
- g) **Final Essay** (20%): You are required to write one essay (6-7 pp.) in this course. We will discuss the rubric for grading the final paper in class, and it includes several steps to ensure a good final result.
- h) **Blind Peer Review** (5%) You are required to review two essays written by your classmates and offer substantial feedback.
- i) **Conference Style Final Presentation** (10%): In-class presentations will be modeled upon the format used in academic conferences. Students will transform into a panel comprised of paper presenters. Every panel will need to select beforehand a “panel chair” who will lead the group and moderate the questions from the audience. It is essential to observe the time and the schedule of the presentation for the day. On the

presentation day, every panel will receive questions from the audience, your classmates. The purpose of the interrogations is to ask for clarifications, if there was something unclear, or to help the panel to develop an idea you think is worth exploring further.

Grade Breakdown: Your grade in HIS-239 will be the weighted average of your grades on the various course components: (a) attendance 5%, (b) map quiz 5%, (c) discussion questions 10%, (d) in-class participation 15%, (e) recitation section grade 15%, (f) midterm exam 15%, (g) final essay 20%, (h) final essay blind peer review 5%, (i) conference style final presentation 10%.

Grade Scale: This is the grade scale for the course: 100-93 A, 92-90 A-, 89-87 B+, 86-83 B, 82-80 B-, 79-77 C+, 76-73 C, 72-70 C-, 69-67 D+, 66-60 D, 59-Below F. Please note: No Make-Up Examination will be given. Exceptions will be made only in cases of documented emergencies or with prior permission and with good cause (illness, family loss, etc.) registered with the Dean of Students.

Required Texts: All course texts are on reserve at the Undergraduate Library and can be purchased at UNCG Student Stores.

- Matthew Restall and Kris E. Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2018) ISBN 9781108416405
- Kenneth J. Andrien, *The Human Tradition in Colonial Latin America* (Lanham: Rowman & Littlefield Publishers, 2013) ISBN 9781442212985 [available in digital format via UNCG Library]
- Gloria García Rodríguez. *Voices of the Enslaved in Nineteenth-Century Cuba* (University of North Carolina Press, 2011) ISBN 9780807871942 [available in digital format via UNCG Library]
- Juan Francisco Manzano, *Life and Poems of a Cuban Slave* (New York: Palgrave Macmillan, 2015) ISBN 9781349502868 [available in digital format via UNCG Library]

Course Policies

Policy on Late Assignments

In fairness to the students who submit assignments on time, sometimes sacrificing recreational opportunities to do so, a letter grade per day will be subtracted from late assignments, beginning at class time on the due date. For example, an A paper handed in after class will receive a B, and so on. Individual extensions may be granted under extraordinary circumstances when approved before the due date.

Policy on Courtesy

- a) It is disruptive to others to arrive late to class or to leave early. If you must do it (which I discourage), please try to be unobtrusive.
- b) Disagreement is an essential part of intellectual discussion, and arguing out issues is critical to university education. Therefore, you should expect to disagree with the ideas or opinions of others, especially in our discussions of the readings and film analysis debates. Please always disagree respectfully. Treat others as you would like to be treated.

Email Etiquette

Email is the preferred method communications for our course, and you are required to observe the following email etiquette: (a) In your emails, please include a clear subject line. Be sure to mention our class number: His-239. (b) Address your emails to your professor by name. I usually teach more than one class every semester, and, as you can imagine, I receive many emails from students, colleagues, and a copious administrative correspondence. It is helpful to see that the email was addressed to me. I will likely respond sooner. (c) Use professional salutations to close your emails. Please remember little details like this one show your good manners; (d) End your emails with a signature (type your name and last name, your PID number is not necessary). (e) Your email address is not enough to determine the identity of the student who sent the email, and thus it forces me to check the entire roster—in several classes—to find out who you are. (f) A final note: I encourage you to use these are courtesy norms in all your correspondence via email. A correct email etiquette will always show your professionalism, and it says how well educated you are.

Cell phone & Laptop Policy

We will use our laptops frequently, but this policy is designed to remind you that you need to focus on course materials and participating in the classroom. Technology and the problem of Divided Attention: In recent years, the saturation of cell phones, text messaging, and laptops in the classroom has produced something called the problem of divided attention. Research has found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. When people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot do it. The brain has to abandon one of the tasks to effectively accomplish the other. Hidden behind all the hype about multi-tasking, then, is this sad truth: it can make you slower and dumber. For this reason alone, you should seek to avoid the problem of divided attention when you are in class. But there’s another, equally important reason: we technology-users often lose our senses when it comes to norms of polite behavior, and the result is that perfectly lovely people become unbelievably rude. For these reasons, please turn off your cellphones.

Pledge of Academic Integrity

The University of North Carolina at Greensboro has a pledge of academic integrity (please refer to the <https://osrr.uncg.edu/academic-integrity/the-pledge/>). If you have questions about your responsibility under the student code of conduct (<https://osrr.uncg.edu/wp-content/uploads/sites/6/2018/12/Student-Code-of-Conduct-12-3-18.pdf>), please consult with the Office of the Dean of Students. This document contains all policies and procedures pertaining to the Student Code of Conduct. Your full participation and observance of the code are expected.

Plagiarism

You must take special care not to plagiarize the work of others. Plagiarism: “Representing the words, thoughts, or ideas of another, as one’s own in any academic exercise,” the “failure to properly cite references and/or sources,” and “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.” (<https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>) I will fail any student who commits plagiarism on any assignment.

Academic Support Services:

The College of Arts and Sciences has developed several support programs to assist students.

- The Office of Accessibility Resources and Services (OARS) provides individual support to students with diagnosed learning disabilities (<https://ods.uncg.edu/>) Telephone 336.334.5440, Email oars@uncg.edu
- The Tutoring and Academic Skills Programs (TASP) offers free instruction in a variety of academic learning strategies (<https://studentsuccess.uncg.edu/tasp/>) Telephone 336.334.3878, Email tasp@uncg.edu

The Writing Center provides free tutorial services (<https://writingcenter.uncg.edu/>) Phone 336.334.3125, Email askthewc@uncg.edu. Also, consider the Online Writing Center if you prefer online access <https://writingcenter.uncg.edu/services/online-writing-center/>

Schedule of Meetings and Readings

Week 1

Monday, Jan 13. **Lesson 1. Introduction to the course**

Readings: none

Wednesday, Jan 15. **Lesson 2. Native America**

Readings: Restall and Lane, *Latin America in Colonial Times*, xvii-xxi, 1-2, and 3-18 (preface, part one intro, and chapter 1) [20]

Friday, Jan 17. **Recitation**

Readings: Kenneth Mills and William B. Taylor, & S.L. Graham (eds.), *Colonial Spanish America: A documentary History* (Wilmington: SR Books, 1998), 2-26. [24]

Week 2

Monday, Jan 20. Dr. Martin Luther King Jr. holiday (Classes Dismissed on Jan/20)

Readings: none

Wednesday, Jan 22. **Lesson 3. Castile and Portugal**

Readings: Restall and Lane, *Latin America in Colonial Times*, 21-34 (chapter 2) [13]

Friday, Jan 24. **Recitation**

Readings: Kenneth Mills and William B. Taylor, & S.L. Graham (eds.), *Colonial Spanish America: A documentary History* (Wilmington: SR Books, 1998), 27-47. [20]

Week 3

Monday, Jan 27. **Lesson 4. Atlantic Africa**

Readings: Restall and Lane, *Latin America in Colonial Times*, 37-49 (chapter 3) [12]

Wednesday, Jan 29. **Lesson 5. The Iberian Imperial Dawn**

Map Quiz

Readings: Restall and Lane, *Latin America in Colonial Times*, 51-52 and 55-69 (part two intro and chapter 4) [16]

Friday, Jan 31. **Recitation**

Readings: John C. Chasteen, *Born in Blood and Fire: Latin American Voices* (New York: W. W. Norton Company: 2016), 1-31. [30]

Week 4

Monday, Feb 3. **Lesson 6. Native American Empires**

Readings: Restall and Lane, *Latin America in Colonial Times*, 71-88 (chapter 5) [17]

Wednesday, Feb 5. **Lesson 7. The Chain of Conquest**

Readings: Restall and Lane, *Latin America in Colonial Times*, 91-117 (chapter 6) [26]

Friday, Feb 7. **Recitation**

Readings: Matthew Restall, "Gaspar Antonio Chi: Bridging the Conquest of Yucatán" in *The Human Tradition in Colonial Latin America*, 16-31 (Chapter 1) [15]

Week 5

Monday, Feb 10. **Lesson 8. The Incomplete Conquest**

Readings: Restall and Lane, *Latin America in Colonial Times*, 119-140 (chapter 7) [21]

Wednesday, Feb 12. **Lesson 9. Tradition and Change in the Central Andes**

Readings: Jeffrey Quilter, "Tradition and Change in the Central Andes," in *A Companion to Latin American History*, 42-57 (Chapter 3) [15]

Friday, Feb 14. **Recitation**

Readings: (1) Susan E. Ramírez, "Don Melchior Caruarayco: A Kuraka of Cajamarca in Sixteenth-Century Peru" in *The Human Tradition in Colonial Latin America*, 33-42 (Chapter 2); and (2) Alida C. Metcalf, "Domingos Fernandes Nobre: "Tomacauna," a Go-Between in Sixteenth-Century Brazil," in *The Human Tradition in Colonial Latin America*, 57-67 (Chapter 4) [19]

Week 6

Monday, Feb 17. **Lesson 10. Native Communities**

Readings: Restall and Lane, *Latin America in Colonial Times*, 141-142 and 145-166 (part three into and chapter 8) [23]

Film: "Madeinusa," directed by Claudia Llosa (2006) 1h 40min

Wednesday, Feb 19. **Lesson 11. Black Communities**

Readings: Restall and Lane, *Latin America in Colonial Times*, 169-192 (chapter 9) [21]

Friday, Feb 21. **Recitation**

Readings: Rolena Adorno, "Felipe Guaman Poma de Ayala: Native Writer and Litigant in Early Colonial Peru," in *The Human Tradition in Colonial Latin America*, 152-171 (Chapter 10) [19]

Week 7

Monday, Feb 24. **Lesson 12. The Catholic Church in Colonial Latin America**

Readings: Restall and Lane, *Latin America in Colonial Times*, 195-213 and 215-232 (chapters 10 and 11) [35]

Wednesday, Feb 26. **Midterm Exam**

Readings: none

Friday, Feb 28. No Recitation

Readings: none

(Spring Break begins at 1 pm on Saturday Feb/29)

Week 8

Monday, Mar 2. Spring Break

Readings: none

Wednesday, Mar 4. Spring Break

Readings: none

Friday, Mar 6. Spring Break

Readings: none

Week 9

(Classes resume after Spring Break at 8 am on Mar/9)

Monday, Mar 9. **Lesson 13: Colonial Cuba**

Readings: Louis A. Pérez, *Cuba: Between Reform and Revolution* (New York: Oxford University Press, 2015) 38-76 (Chapters 3 and 4) [21]

Wednesday, Mar 11. **Lesson 14. The Plantation System**

Readings: Gloria García Rodríguez, *Voices of the Enslaved in Nineteenth-Century Cuba*, 1-46 (Introduction) [45]

Friday, Mar 13. **Recitation**

Readings: Gloria García Rodríguez, *Voices of the Enslaved in Nineteenth-Century Cuba*, 47-191 (documents) [144]

Week 10

Monday, Mar 16. **Lesson 15. Colonial Brazil**

Readings: Hal Langfur, “Colonial Brazil (1500–1822),” in *A Companion to Latin American History*, 89-105 (Chapter 6) [16]

Wednesday, Mar 18. **Lesson 16. Daily Life in City and Country**

Readings: Restall and Lane, *Latin America in Colonial Times*, 235-258 (chapter 12) [23]

Friday, Mar 20. **Recitation**

Readings: Mary Karasch, “Zumbi of Palmares: Challenging the Portuguese Colonial Order,” in *The Human Tradition in Colonial Latin America*, 118-131 (Chapter 8) [13]

Week 11

Monday, Mar 23. **Lesson 17. War and Reform**

Readings: Restall and Lane, *Latin America in Colonial Times*, 261 and 263-282 (part four intro and chapter 13) [20]

Wednesday, Mar 25. **Lesson 18. Imperial Rivalries and Reforms**

Readings: John Fisher, “Imperial Rivalries and Reforms,” in *A Companion to Latin American History*, 178-194 (Chapter 11) [16]

Friday, Mar 27. **Recitation**

Readings: Ann Twinam, “Pedro De Ayarza: The Purchase of Whiteness,” in *The Human Tradition in Colonial Latin America*, 192-205 (Chapter 12) [13]

Week 12

Monday, Mar 30. **Lesson 19. Film Discussion “The Last Supper”**

Film: “La última cena” [The Last Supper] directed by Tomás Gutiérrez Alea (1976) 2h

Readings: Juan Francisco Manzano, *Life and Poems of a Cuban Slave*, 1-36 (Introduction) [36]

Wednesday, Apr 1. **Lesson 20. Film Discussion “The Last Supper”**

Film: “La última cena” [The Last Supper] directed by Tomás Gutiérrez Alea (1976) 2h

Readings: Juan Francisco Manzano, *Life and Poems of a Cuban Slave*, 37-99 (Poems by a Slave in the Island of Cuba) [62]

Friday, Apr 3. **Recitation**

*Final Paper ***first draft*** Due in Recitation*

Readings: Juan Francisco Manzano, Life and Poems of a Cuban Slave, 101-116 (Poems, Written in Slavery, by Juan) [15]

Week 13

Monday, Apr 6. **Lesson 21. Late Colonial Life**

Readings: Restall and Lane, *Latin America in Colonial Times*, 285-306 (chapter 14) [21]

Wednesday, Apr 8. **Lesson 22. Religion, Society, and Culture in the Colonial Era**

Readings: Rachel Sarah O'Toole, "Religion, Society, and Culture in the Colonial Era," in *A Companion to Latin American History*, 162-177 (Chapter 10) [15]

Friday, Apr 10. Spring Holiday, Classes dismissed for Apr/10

Readings: none

Week 14

Monday, Apr 13. **Lesson 23. Independence**

Blind Peer Review Due in Class

Readings: Restall and Lane, *Latin America in Colonial Times*, 309-327 and 329-330 (chapter 15) [20]

Wednesday, Apr 15. **Lesson 24. Slave Voices in the Wars of Independence**

Readings: Peter Blanchard, "The Language of Liberation: Slave Voices in the Wars of Independence." *The Hispanic American Historical Review* 82 no. 3 (Aug 2002): 499-523. [24]

Friday, Apr 17. **Recitation**

Readings: Marcela Echeverri, "Agustín Agualongo and the Royalist Cause in the Wars of Independence" in *The Human Tradition in Colonial Latin America*, 251-263 (Chapter 16) [12]

Week 15

Monday, Apr 20. **Lesson 25. 19th Century Slave Societies: Imperial Brazil**

Readings: Judy Bieber, "Imperial Brazil (1822–89)," in *A Companion to Latin American History*, 230-246 (Chapter 14) [16]

Wednesday, Apr 22. **Lesson 26. 19th Century Slave Societies: Cuba the "Ever Faithful Isle"**

Readings: Readings: Louis A. Pérez, *Cuba: Between Reform and Revolution* (New York: Oxford University Press, 2015) 77-96 (Chapter 5) [18]

Friday, Apr 24. **Recitation**

Final Paper Due in Recitation

Readings: Camilla Townsend, "Angela Batallas: A Fight for Freedom in Guayaquil," in *The Human Tradition in Colonial Latin America*, 265-276 (Chapter 17) [11]

Week 16

Monday, Apr 27. **Lesson 27. Oral Presentations**

Readings: none

Wednesday, Apr 29. **Lesson 28. Oral Presentations**

Readings: none