

History 271:DL1 Survey of Latin American History
Fall 2020
12-1:15 MW

Professor Joan Bristol

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Office hours MW 2-3pm on BB Collaborate

What this course is about:

This course is about the history of colonial Spanish and Portuguese America from the pre-contact civilizations of the Americas to independence in the early 19th century. We will study the wars of conquest; the ecological, cultural and economic effects of contact among Europeans, Africans, and indigenous Americans; colonial political structures; and labor systems including slavery.

How this course works:

This course meets synchronously Mondays and Wednesdays from 12pm to 1:15 pm. We will meet on Zoom. After the first week you will be divided into two groups. Many weeks one group will meet with me on Zoom on Mondays and one group will meet with me on Zoom on Wednesdays. Most weeks, before your group meets you will have watched a video, done your readings, and handed in a journal entry, all of which will occur on Blackboard. After your group meets you will do another journal entry. Occasionally you will post to the discussion board as well; I am using the discussion board as an informal place where you can share ideas and get to know each other better. All of the assignments are in the weekly modules.

Blackboard login instructions.

We will use Blackboard for this course. You can access Blackboard at <http://mymasonportal.gmu.edu>. Log in and click on the “courses” tab. You will see HIST 271. Your username and password is the same as those you use for your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course and you must have a microphone and a camera to use with your computer.

Learning objectives and requirements this class fulfills:

By the end of this class you will:

1. Be able to identify primary and secondary sources and place them in historical context.
2. Be able to identify an author’s arguments and discuss their significance.
3. Understand the role of Latin America and Latin Americans in the creation of the modern global economy.
4. Understand the role played by class and race in the creation of the modern world.

This course meets the requirements of the Mason Global Core requirement.

The goal of the global understanding category is to help students see the world from multiple perspectives, reflect upon their positions in a global society, and be prepared for future engagement as global citizens. While it may include a historical perspective, global understanding courses focus primarily on a contemporary understanding of one's place in a global society.

Assignments and grading:

1) Class participation (20% of the final grade). Participation is measured by involvement in synchronous class discussions and the discussion board (when we use it, which will not be often). Complete the readings by the first synchronous meeting of each week and arrive in class ready to discuss them.

2) Weekly primary source analysis on the readings using primary source sheet (20% of the final grade). You will do these most weeks. If there are multiple readings in a week please pick one. The primary sources sheets are on Blackboard under the "Assignments" tab. By 9 am on the day you meet synchronously please fill out the GROUP 1 questions on the sheet and upload it to your journal. Please title the journal entry "Week #: Title of the source. For example, "Week 1: Christoph Weiditz's Drawing of a Morisca." After your synchronous class discussion go back to your primary source sheet and answer the GROUP 2 questions and upload the sheet to your journal by Friday at 12 noon. Title your journal entry "Week # Entry 2: Title of the source." For example, "Week 1 Entry 2: Christoph Weiditz's Drawing of a Morisca."

3) Weekly open book quizzes on the readings (20% of the final grade). These are simple true/false quizzes meant to check that you completed the readings and understand them. You will have two attempts. The quizzes are on Blackboard starting Thursday 7 am of the week before they are due. They are due Monday at 12 pm.

4) Paper 1 (20% of the final grade). Due Friday 10/23 at 12 pm noon. Pick one of the primary sources we have examined (preferably one you have done a primary source analysis on) and explain whether this reflects an idealized or a realistic view of colonial Latin America. The prompt will be on Blackboard under the "Assignments" tab two weeks before the due date.

5) Paper 2 (20%). Due Friday 12/4 at 12 pm noon. Pick one of the primary sources we have examined (preferably one you have done a primary source analysis on) and explain whether this is a purposeful work of the imagination or not and why. The prompt will be on Blackboard under the "Assignments" tab two weeks before the due date.

Grading scale:

A = 93.00 - 100%

A- = 89.50 - 92.99%

B+ = 87 - 89.49%

B = 83 - 86.99%

B- = 80 - 82.99%

C+ = 77.00 - 79.99%

C= 73 - 76.99%
C- = 70 - 72.99%
D + 60 - 69.99%
F = 0 - 59.99%

Class policies:

- 1) Keep your video on during synchronous meetings so that we can all see each other during class discussions.
- 2) I reserve the right to record the class discussions if that becomes useful to you all.
- 3) You are responsible for keeping track of assignments and the class schedule.
- 4) If you need an extension for a paper assignment please email me at least 24 hours ahead of the deadline. If you do not I can't guarantee you will get the extension. There are no extensions for quizzes and primary source sheets.
- 4) If you hand in late work without arranging for an extension I will deduct points. 5) If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

Honor Code:

George Mason has an honor code and you are expected to adhere to it. It is as follows: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." (<https://oai.gmu.edu/mason-honor-code/>)

If I suspect plagiarism or other forms of cheating I will submit my findings to the Honor Committee immediately. Thus it is best if you consult me with any questions about plagiarism before you hand in an assignment, rather than afterwards because I cannot help you then.

Composition Program Statement on Plagiarism (<https://oai.gmu.edu/faculty-resource-center/syllabus-language-2/>):

Plagiarism means using words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient.

This class will include direct instruction in strategies for handling sources as part of our curriculum. However, students in composition classes must also take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must

- put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, textbook, article, website, newspaper, song, baseball card, interview, encyclopedia, CD, YouTube video, movie, etc.
- completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
- give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay. While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise.

If student writers ever have questions about a citation practice, they should ask their instructor!

Instructors in the Composition Program support the Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Mason Honor Committee. All judgments about plagiarism are made after careful review by the Honor Committee, which may issue penalties ranging from grade-deductions to course failure to expulsion from GMU.

Required text available for purchase in the bookstore and other booksellers:

1. Kenneth Mills, William B. Taylor, Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History*, Rowman & Littlefield Publishers (2002).

Abbreviation: MTLG.

2. Matthew Restall and Kris Lane, *Latin America in Colonial Times*, Cambridge University Press; 2 edition (2018). **Abbreviation: RL.**

Week 1 (8/24 & 8/26): Introduction and reading primary sources.

Everyone attends class synchronously ON ZOOM using the link on Blackboard Monday and Wednesday this week.

Reading:

Mills, Taylor, Lauderdale-Graham (MTLG), "Two Woodcuts," pp. 78-83; "Christoph Weiditz's Drawing of an Indian Woman of Mexico," pp. 84-86 and "Christoph Weiditz's Drawing of a Morisco Woman," pp. 87-90.

Restall and Lane (RL), "Preface: The Colonial Crucible," pp. xxvi-xix.

Do by Monday at 9 am:

Post on discussion board (Week1: Get to know each other). Tell us your name and favorite food and at least one sentence about why it is your favorite.

Do by class time on Monday (12 pm noon):

Watch video introducing me, Prof. Bristol, and introducing the class overall.

In class Monday:

Discussion: what is a primary source?

Do by Wednesday at 9 am:

Respond on discussion board: respond to at least two people on the discussion board telling them whether or not you like their favorite food and why.

Do before class time on Wednesday (12 pm noon):

1. Do the assigned readings in MTLG and RL.
2. Take super easy open book syllabus quiz (you have two tries).

In class Wednesday:

Discussion on the readings.

Monday 8/31 Last day to add classes.

Week 2 (8/31 & 9/28): Americas before 1492

We will begin meeting in our groups this week, so you will only meet synchronously once this week.

Reading:

MTLG, "The Inka's Tunics," pp. 13-18, "The Aztec Stone of the Five Eras," pp. 23-26.

RL, "Before the Great Encounter," pp. 1; "Native America," pp. 3-18; "Native American Empires," pp. 71-88.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions.

Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 3 (9/7 & 9/9): Old World before 1492

No class Monday (Labor Day). Everyone meets in class on Wednesday this week. You do not have a journal assignment this week because of the holiday.

Reading:

MTLG, "Coexistence in the Medieval Spanish Kingdoms," pp. 27-33; "A Pope Rewards," pp. 34-42.

RL, "Castile and Portugal," pp. 21-34; "Atlantic Africa," pp. 37-49.

Do before class time on Wednesday (12 pm noon):

1. Watch video (mini-lecture)
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

In class Wednesday:

Discuss the readings.

Week 4 (9/14 & 9/16): Exploration for Trade

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

MTLG, "There Can Easily be Stamped Upon Them," pp. 43-58.

RL, "The Long Conquest," pp. 51-52; "The Iberian Imperial Dawn," pp. 55-69.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 question. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 5 (9/21 & 9/23): Invasion

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

MTLG, "Orders Given to the 'Twelve,'" pp. 59-64; "The Lords and Holy Men of Tenochtitlan Reply to the Franciscans," pp. 19-22.

RL, "The Chain of Conquest," pp. 91-117.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).

2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 6 (9/28 & 9/30): "Conquest" as Negotiation

We all meet both days this week. You do not have a journal assignment because of the additional class meeting although you do have to do a post on the discussion board.

Reading:

RL, "The Incomplete Conquest," 119-140.

MTLG, "The Ancestors of the People Called Indians," pp. 3-13; "The Indian Pueblo of Texupa," pp. 117-123.

Do before class Monday at 12 pm:

1. Do the assigned readings in MTLG and RL.
2. Take quiz on the reading.
3. Watch video on writing a paper.

In class Monday:

Paper-writing exercise.

Do by 9 am Wednesday morning:

Write 1-2 sentences on the discussion board (Week 6: Thinking about Paper 1) explaining which primary source you are using for your paper and why you picked it.

In class Wednesday:

Discuss the primary sources.

Do before class on Wednesday at 12 pm:

Watch video (mini-lecture)

Do by Friday at 12 noon:

Respond to three other students explaining whether you liked or disliked the primary source they are using and why.

Do by Sunday at 5 pm

Go back to your original post and respond to one of the comments.

Week 7 (10/5 & 10/7): Communities

We will meet in our groups this week, so you will only meet synchronously once this week. There is no journal this week because you are finishing your paper.

Reading:

MTLG, "The Evils of Cochineal," pp. 113-116; "The Mulatto Gentlemen of Esmeraldas, Ecuador," 159-161.

RL, "The Colonial Middle," 141-142; "Native Communities," pp. 145-166; "Black Communities," pp. 169-192.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 8 (10/13 & 10/14): Church and Evangelization

*We will meet in our groups this week (**Monday group meets Tuesday**), so you will only meet synchronously once this week.*

Reading:

MTLG, "The Jesuit and the Bishop," pp. 93-103; "Fray Pedro de Gante's Letter," pp. 104-112.

RL, "The Religious Renaissance," 195-213.

Do by Monday at 12 pm (whichever day you have class):

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Hand in your paper.

PAPER 1 DUE FRIDAY 10/23 AT 12 pm noon

Week 9 (10/19 & 10/21): Individuals and Institutions

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

MTLG, "Felipe Guaman Poma de Ayala's Appeal," pp. 173-184.

RL, "Deviancy, Discipline, and Identity," pp. 215-232.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).

2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the “Assignments and Grading” section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the “Assignments and Grading” section.

Week 10 (10/26 & 10/28): Cities and Peripheries

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

MTLG, , “Pedro de León Portocarrero’s Description of Lima, Peru,” pp. 185-195.
RL, “Daily Life in City and Country,” 235-259.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal. Title it using the directions above in the “Assignments and Grading” section.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the “Assignments and Grading” section.

Week 11 (11/2 & 11/4): Gender and Religion

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

Mills, Taylor, Lauderdale Graham, “Santa Rosa of Lima,” pp. 198-206; “Sor Juana Inés de la Cruz’s Letter,” pp. 207-214; “Portraits of Santa Rosa and Sor Juana,” pp. 215-217.
Joan Bristol, “Women – Colonial Spanish America” in *Iberia and the Americas: Culture, Politics, and History* (3 vols.), ed. J. Michael Francis, ABC-Clio, 2006. (I WILL POST THIS ON BLACKBOARD.)

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 12 (11/9 & 11/11): Social Hierarchies

We will meet in our groups this week, so you will only meet synchronously once this week. You do not have a journal assignment this week but you have to do a post on the discussion board.

Reading:

MTLG, "Two Paintings of a Corpus Christi Procession," pp. 272-279; "Two Castas Paintings," pp. 360-365.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Write 1-2 sentences on the discussion board (Week 12: Thinking about Paper 2) explaining which primary source you are using for your paper and why you picked it.

In class (whichever day you have class):

Discuss the primary sources.

Do by Friday at 12 noon:

Respond to one other student explaining whether you liked or disliked the primary source they are using and why.

Do by Sunday at 5 pm

Go back to your original post and respond to one of the comments.

Week 13 (11/16 & 11/18): Reforms and Resistance

We will all meet on Monday. There are no classes Wednesday (Thanksgiving break).

There is no journal assignment this week because of the holiday.

Reading:

MTLG, "José de Galvez's Decrees," pp. 316-319.

RL, "War and Reform," pp. 263-282.

Do by Monday at 12 pm:

1. Watch video (mini-lecture)

2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

In class (whichever day you have class):

Discuss the primary sources.

Week 14 (11/23 & 11/25): Late Colonial Rebellions

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

Mills, Taylor, Lauderdale Graham, "As for the Spaniards," pp. 299-308; "Túpac Amaru I, Remembered," pp. 390-396.

RL, "Late Colonial Life," pp. 285-305.

Do by Monday at 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

Do by 9 am the day you have class:

Do a primary source sheet from MTLG for one source and paste primary source sheet to your journal. Answer the group 1 questions on the primary source sheet. Attach the primary source sheet in your journal.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Go back to the primary source sheet you filled out and answer the group 2 questions. Attach the primary source sheet in your journal. Title it using the directions above in the "Assignments and Grading" section.

Week 15 11/30 & 12/2: Independence and Colonial legacies

We will meet in our groups this week, so you will only meet synchronously once this week.

Reading:

RL, "Independence," pp. 309-327; "The Latin American Puzzle," pp. 329-330..

Do by Monday 12 pm:

1. Watch video (mini-lecture).
2. Do the assigned readings in MTLG and RL.
3. Take quiz on the reading.

In class (whichever day you have class):

Discuss the primary sources.

Do after class, by Friday at 12 pm noon:

Hand in paper 2.

PAPER 2 DUE FRIDAY 12/4 AT 12 pm noon.