

HIS 302: COLONIAL LATIN AMERICAN HISTORY

Dr. Hal Langfur
University at Buffalo (SUNY)
Spring 2016
MWF / 12:00 – 12:50 p.m. / 440 Park Hall

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Course Description

In this course we will study the colonization of the vast region that came to be called Latin America. Our survey will cover more than three hundred years, ranging from pre-Columbian civilizations to the independence struggles of the early nineteenth century. We will concentrate not only on the destructive capacity of European conquest and colonialization but also on the creation of new societies in the Americas, shaped by the interaction of Europeans, Africans, and native peoples. Our geographic focus will be the three most dynamic areas of colonial development—central Mexico, highland Peru, and coastal Brazil—but we will also consider the Caribbean basin and other regions. Our approach will stress social and cultural history, without ignoring political and economic factors. We will investigate such topics as popular religion, native labor systems, slavery and race relations, marriage and the family, and the challenges of daily life for the rural and urban poor. We will pay especially close attention to the ways in which ordinary people contended with economic, political, and racial inequities throughout the colonial era.

Required Readings

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 9th ed. (2014)
Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History* (2002)
Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (2006)
James H. Sweet, *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770* (2003)
Charles F. Walker, *The Tupac Amaru Rebellion* (2014)

All books are available in the campus bookstore. I may periodically assign material accessible on the internet and other electronic sources. These materials will be posted on UBLearn.

Requirements and Grading

Your grade for this course will be based on two six-page papers (1600 – 1800 words) interpreting primary and secondary sources (50%); a final exam (30%); multiple, short, in-class writing exercises (10%); an oral presentation (5%); and participation, which includes

contributions to class discussion and attendance (5%). Students are responsible for attending class, for completing assigned readings by the date indicated, and for turning in all written assignments on time. Late papers will be penalized a third of a grade for each day overdue (e.g., a B will become a B-) and must be submitted no later than the last day of class to avoid a zero. In-class writing exercises cannot be turned in late or made up, although one will be dropped. Make-up final exams will be given at the professor's discretion only in the case of documented emergencies. Additional information about all assignments will be discussed in class and distributed on UBLearns. Requests for a semester grade of incomplete are strongly discouraged and subject to university policies specified in the Undergraduate Catalog: <http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml#incomplete>.

All students are expected to be familiar with and abide by the university's academic integrity policies, available in the Undergraduate Catalog: <http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>. These policies prohibit cheating, plagiarizing, falsifying academic material, and handing in previously submitted work, among other transgressions. Honesty and integrity are the foundation of our common mission as members of the university community. To promote fair treatment for all students, I am committed to enforcing university standards. Violations may result in failing the entire course. Many library and online resources are available to help students avoid plagiarism. Plagiarism detection software may be used to aid in determining the originality of student work. Before submitting written work, students should consult the following website: <http://ublib.buffalo.edu/libraries/asl/guides/plagiarism.html>.

Students requiring accessibility resources should register with the university to receive accommodation for physical and learning disabilities, according to policies available at the following website: <http://www.student-affairs.buffalo.edu/ods/>.

Class communication will take place through the UBLearns system. I encourage you to come see me during office hours whenever you have questions. You may also email me, knowing that my reply will likely be delayed by a full day.

Learning Outcomes

The Department of History has developed a set of guiding principles for the purposes of assessment to which this course adheres. A full description of the department's undergraduate learning outcomes may be found on our website: <http://www.history.buffalo.edu/undergraduate/learningoutcomes.shtml>.

Assignments in the present course address these outcomes as follows:

Assignment	Knowledge		Thinking			Skills		
	<i>Describing past</i>	<i>Explaining past</i>	<i>Cause & effect</i>	<i>Change over time</i>	<i>Problems of evidence</i>	<i>Critical reading</i>	<i>Analytical writing</i>	<i>Oral presentation</i>
Reading	x	x	x	x	x	x		
Presentation	x	x	x	x	x	x		x

Papers and writing exercises	x	x	x	x	x	x	x	
Final exam	x	x	x	x	x	x	x	
Participation	x	x	x	x	x			x

COURSE SCHEDULE AND ASSIGNMENTS

Part I: ENCOUNTER AND CONQUEST

25-Jan	Course Introduction	Burkholder, chap. 1
27-Jan	Indigenous Ways: Before the Encounter I	
29-Jan	Indigenous Ways: Before the Encounter II	
1-Feb	The Iberian World	Burkholder, chap. 2
3-Feb	Spain in the New World	
5-Feb	Source Presentations	Mills, docs. 1, 3, 5, 6
8-Feb	Conquest I	
10-Feb	Conquest II	
12-Feb	Book Discussion: Townsend, <i>Malintzin's Choices</i>	Townsend, p. 1-171
15-Feb	Assessing The Indian Response I	
17-Feb	Assessing The Indian Response II	
19-Feb	Source Presentations	Mills, docs. 8, 9, 14, 15, 16
22-Feb	Portugal in the New World	
24-Feb	Indians, Settlers, and Missionaries	
26-Feb	Source Presentations / First Paper Due by 8 pm	Mills, docs. 7, 13, 18, 19

Part II: MATURE COLONIAL SOCIETY

29-Feb	From Indian to African Labor in Brazil	Burkholder, chap. 3
2-Mar	Sugar and Slavery	
4-Mar	Source Presentations	Mills, docs. 26, 27, 33, 34, 39
7-Mar	Plantation Life	Burkholder, chap. 4
9-Mar	Social Hierarchies in a Slave Society	
11-Mar	Book Discussion: Sweet, <i>Recreating Africa</i>	Sweet, p. 1-83, 103-88, 227-30
14-Mar	Spring Recess (No Class)	
16-Mar	Spring Recess (No Class)	
18-Mar	Spring Recess (No Class)	
21-Mar	Adaptive Resistance	Burkholder, chap. 5-6
23-Mar	Marriage and Kinship	
25-Mar	Source Presentations	Mills, docs. 28, 30, 31, 35, 36
28-Mar	Honor and the Convent	Burkholder, chap. 7

- 30-Mar Film
- 1-Apr Film / **Second Paper Due by 8 pm**

PART III FLORESCENCE AND CHANGE IN THE EIGHTEENTH CENTURY

- 4-Apr Peasants and Peons Burkholder, chap. 8-9
- 6-Apr Popular Discontent
- 8-Apr Source Presentations Mills, docs. 40, 41, 42, 43, 44
- 11-Apr Brazil's Age of Gold
- 13-Apr Slavery and Mining
- 15-Apr Book Discussion: Walker, *Tupac Amaru* Walker, p. 1-167
- 18-Apr The Haitian Revolution Burkholder, chap. 10
- 20-Apr Imperial Reform and Reaction in Brazil
- 22-Apr Source Presentations Mills, docs. 45, 49, 50, 51, 55
- 25-Apr Colonial Crisis Burkholder, chap. 11
- 27-Apr Rebellion in Mexico
- 29-Apr The Portuguese Court in the Tropics
- 2-May Independence in Brazil Burkholder, chap. 12-13
- 4-May Independence in Spanish America
- 6-May Colonial Legacies / **Third Paper Due by 8 pm**

- 11-May **Final Exam, 440 Park Hall, 11:45 - 2:45 pm**