

Historical Studies 365-L01  
Instructor: Hendrik Kraay  
Office: SS 624  
Phone: 220-6410  
Office Hours: Monday and Friday, 9:00 am  
Wednesday, 11:00 am  
and by appointment  
E-Mail: kraay@ucalgary.ca

The University of Calgary  
Fall 2007

## Latin America before Independence

### Course Grading:

Your grade will be based upon:

Mid-Term Examination .....	25%
(19 October)	
Bibliography and Outline for Research Essay .....	5%
(Due 2 November)	
Research Essay .....	40%
(Due 16 November)	
Final Examination .....	30%
(To Be Scheduled by Registrar)	
Total .....	100%

You must complete all assignments to pass this course.

### Required Texts (Available for Purchase):

Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*, 2<sup>nd</sup> ed.

R. Douglas Cope, *The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720*

Robert W. Patch, *Maya Revolt and Revolution in the Eighteenth Century*

Alida C. Metcalf, *Family and Frontier in Colonial Brazil: Santana de Parnaíba, 1580-1822*

### Course Description:

This course is an introduction to the history of Latin American during the period in which most of the region consisted of Spanish and Portuguese colonies, from 1492 to roughly 1820. After a brief survey of Iberian (Spanish and Portuguese) and American societies in 1492, this course assesses the significance of the Iberian “conquest” of the Americas. The bulk of this course focuses on the social, cultural, economic, and political structures of Iberian colonialism in the Americas. It will examine colonialism’s impact on the indigenous peoples and those of African descent, mostly slaves, who formed the basis of the social hierarchy. It will trace the development of distinct Iberian-American societies in the New World. Finally, this course concludes with an examination of eighteenth-century changes in political economy, the challenges to colonial rule in Spanish and Portuguese America, and the independence era of the 1810s.

Historian John Lewis Gaddis has written that we “can hardly do without history as a discipline, because it [is] the means by which a culture sees beyond the limits of its own senses. It [is] the basis, across time, space, and scale, for a wider view. A collective historical

consciousness, therefore, may be as much a prerequisite for a healthy well-rounded society as is the proper ecological balance for a healthy forest and a healthy planet.”<sup>1</sup> To study a society distant from our own in time and space offers an opportunity to broaden our perspective and to recognize that much of what we take for granted is, in fact, the product of our own time and place. At the same time, a study of colonial Latin America offers an opportunity to reflect on the origins of modern Latin American societies. Many of the choices that people made in the three centuries after the conquest have had profound consequences for the region today.

### **Course Requirements:**

Your grade on this course will be based on a mid-term examination, a final examination, and an essay. Regular attendance at lectures is strongly recommended for success in this course. During the lectures, I will comment on material in the assigned readings, expand on some of the points raised by the authors, and present new material. Therefore, you will get the more out of the lectures if you have completed the readings at the start of the week.

**Mid-Term and Final Examinations:** Both the mid-term examination and the final examination are comprehensive; that is, they will include material from the textbook, the lectures, and the assigned books. The mid-term examination will be held in class on 19 October. The final examination will be held during the examination period (10-19 December), at a time to be scheduled by the registrar. Do not make plans for this period until the examination schedule has been posted.

**Research Essay:** You will research and write an essay on any topic in colonial Latin American history. A list of suggested topics will be posted on the course blackboard. You must submit a bibliography and outline before 2 November. The bibliography should include six to eight substantial sources (including **both books and articles**, and excluding textbooks). There is no set format for the bibliography and outline, although the bibliography should, of course, conform to “The History Student’s Handbook.” Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research essay is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper. Please return your graded bibliography and outline to me when you submit your research essay on or before 16 November.

Your research essay should be about 2000 words in length; in matters of style and format, it must conform to *The History Student’s Handbook*. In other words, it must include footnotes that conform to the style mandated in the *Handbook* and it must include a bibliography that likewise follows the *Handbook’s* style. Late research papers will be penalized one-third of a letter grade for each day that they are late. Research papers with footnotes and bibliography that do not conform to the history department’s format will be penalized one-third of a letter grade. No research essay will be accepted without the prior submission of a bibliography and outline, to be graded and returned to you.

**Submission of Assignments:** All written assignments must be submitted in “hard” copy by the due date; no e-mail submissions of assignments will be accepted. If you cannot hand in your

---

<sup>1</sup> John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford: Oxford University Press, 2002), 149.

assignment in class, use the red box outside the history department main office (SS 656); do not ask the office staff to place assignments in my mailbox. Staff empty the red box regularly.

### **Course Blackboard:**

I will maintain a limited Blackboard for this course on which I will post the documents that were formerly known as “handouts.” These contain important information about course assignments. In addition, I will post the PowerPoint presentations that accompany the lectures. Please note that my PowerPoint presentations consist of auxiliary information to the lectures and do not replace lectures. Hence, attendance and careful note-taking is important for success in this course.

### **Department of History Plagiarism Policy:**

Plagiarism is defined as submitting or presenting one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that course, when, in fact, it is not.

Plagiarism takes several forms:

- a) Failure to cite sources properly may be considered plagiarism. This could include quotations, ideas, and wording used from another source but not acknowledged.
- b) Borrowed, purchased, and/or ghost-written papers are considered plagiarism, as is submitting one’s own work for more than one course without the permission of the instructor(s) involved.
- c) Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works. The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offense. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the course and other penalties as noted in *The University of Calgary Calendar*, pp. 53-56.

### **Office Hours:**

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during this time, we can consult before class or schedule an appointment for another time. Feel free to telephone me during office hours, or to e-mail me at any time. Please include “HTST 365” in the subject line of your message so that I can differentiate it from “spam.”

### **Weekly Topics and Reading Assignments**

10-14 September: **The Americas on the Eve of Conquest**

Brown, *Latin America*, chapters 1-2

17-21 September: **Iberians and the Conquest**

Brown, *Latin America*, chapter 3

24-28 September: **Colonial Institutions**

Brown, *Latin America*, chapter 4

1-5 October: **The Iberian-American World**

Brown, *Latin America*, chapter 5

Cope, *Limits of Racial Domination* (begin reading)

8-12 October: **“Indians” under Spanish Rule**

8 October: Thanksgiving (No Class Meeting)

Brown, *Latin America*, chapter 6

Cope, *Limits of Racial Domination* (continue reading)

15-19 October: **African Americans**

Brown, *Latin America*, chapter 7

Cope, *Limits of Racial Domination* (finish reading)

**19 October: Mid-Term Examination**

22-26 October: **Eighteenth-Century Changes I**

Brown, *Latin America*, chapters 8-10

Metcalf, *Family and Frontier* (begin reading)

29 October–2 November: **Eighteenth-Century Changes II**

Brown, *Latin America*, chapters 8-10

Metcalf, *Family and Frontier* (continue reading)

5-9 November: **Eighteenth-Century Changes III**

Brown, *Latin America*, chapter 12

Metcalf, *Family and Frontier* (finish reading)

12-16 November: **Political and Economic Reform**

12 November: Reading Day (No Class Meeting)

Brown, *Latin America*, pp. 409-26

Patch, *Maya Revolt and Revolution* (begin reading)

19-23 November: **Rebellion in the Andes**

Brown, *Latin America*, chapter 11

Patch, *Maya Revolt and Revolution* (continue reading)

26-30 November: **Colonial Crises**

Brown, *Latin America*, chapter 13 and pp. 426-35

Patch, *Maya Revolt and Revolution* (finish reading)

3-7 December: **Toward Independence**

Brown, *Latin America*, chapter 15

10-19 December: Final Examination (To Be Scheduled by Registrar)