



Department of History

HTST 365-L01

Latin America before Independence

Fall 2021

Instructor: Hendrik Kraay

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Office Hours and Location/Method:

Mondays and Fridays, 12:00-12:50; Wednesdays, 2:00-2:50

Social Sciences 624, in person; telephone: 403-220-6410; Zoom (via link on D2L)

Classroom Location, Days, and Times: SA 121, MWF, 1:00-1:50

Course Delivery: In person

Description

This course is an introduction to the history of Latin America 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. 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.”¹ To study a society distant from our own in time and place 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 still have consequences for the region.

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

Learning Outcomes

1. Identify and explain the significance of the key developments in colonial Latin American history.
2. Critically read and assess primary sources to identify the authors' assumptions and points of view, to draw conclusions about colonial Latin America, and to relate them to the key developments in colonial Latin American history.
3. Critically read and assess historians' arguments about the past.
4. Communicate your understanding of historical arguments and primary sources in class discussions.
5. Express historical arguments in written form based on primary and secondary sources.

Reading Material

Textbooks available for purchase at the bookstore (and elsewhere):

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 10th ed. (Oxford: Oxford University Press, 2019).

Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (Albuquerque: University of New Mexico Press, 2006).

Kris Lane, *Potosí: The Silver City That Changed the World* (Oakland: University of California Press, 2021).

The University of Calgary library has electronic copies of the latter two of these books.

Documents available on D2L:

The documents that we will discuss online through Hypothes.is annotations and in class are available on D2L.

The History Student's Handbook.

Assessment			
Method	Due Date	Weight	Learning Outcome
Short Book Essay on Townsend, <i>Malintzin's Choices</i>	4 October	20%	1, 3, 4, 5
Document Annotations in Hypothes.is (and Class Discussion of Documents)	8:00 am on Fridays on which documents will be discussed in class: 17, 24 September; 1, 8, 15, 22, 29 October; 5, 19, 26 November	15%	1, 2, 4
Document Paragraph	Mondays after document discussion: 4, 12 (exceptionally, a Tuesday), 18, 25 October; 1, 15 November	10%	1, 2, 5
Essay	22 November	30%	1, 3, 5

Assessment			
Method	Due Date	Weight	Learning Outcome
Final Examination	To Be Scheduled by the Registrar, 11-22 December	25%	1

Grading Policies

You must complete all assignments to pass this course. All grades will be issued in the form of percentages. The Department of History's conversion scale from percentages to letter grades is attached to this syllabus. See the grading policies specific to each assignment below. If you have any questions about your graded work, please consult the course instructor during scheduled office hours or book an appointment for a meeting at another time. All written work must be submitted in Word format to the respective D2L dropbox. If you have any difficulties in making the due dates for course assignments, please advise the course instructor as soon as possible to make arrangements for an appropriate extension.

Details on Methods of Assessment

Short Book Essay on Townsend, Malintzin's Choices: Based on your reading of this book and in response to a question to be distributed in advance, you will write a 750-word essay on this book. This essay is due at 8:00 am on 4 October, on which day the class will be devoted to a discussion of this book. This essay will be assessed based on depth of analysis, quality of writing, engagement with the assigned question, and accuracy of your footnotes.

Document Annotation in Hypothes.is: This course will participate in the University of Calgary's pilot to evaluate Hypothes.is, an annotation software package. The class will be divided into random groups of about ten students who will collectively analyze and comment on the primary sources using the Hypothes.is add-on to D2L. Each document will have study questions for your group discussion, but the discussion may go beyond the assigned questions. In your comments on the documents, you should also engage with your fellow group members' comments. Asking questions about passages in the document that you do not understand is another valuable way to contribute to your group's discussion. Instructions on how to use Hypothes.is will be provided in class and on D2L. Each document will be available on Hypothes.is for your group's discussion from 2:00 pm on the previous Friday to 8:00 am on the Friday during which the document will be discussed in class. Your grade on this component of the course will be based on the regularity and frequency of your comments on the primary sources, the quality of your comments and questions, and on your engagement with your fellow students' comments and questions.

Document Paragraph: Based on one of the assigned primary sources, you will write an analytical paragraph no longer than 250 words (excluding footnotes). This paragraph should use one primary source to make a historical argument; it should be written as if it were a paragraph from somewhere in the body of a research paper. It is due by the end of the day on the Monday following the Friday class during which the document is discussed, in other words, on one of the following days: 4, 12, 18, 25 October; 1, 15 November. Please note that the first and last two of

the documents are not available for this assignment. Further instructions for this assignment will be provided in class and on D2L. Your grade on this component of the course will be based on the quality of the argument that you construct using the primary source, the effectiveness of your paragraph's topic sentence and its overall structure, the accuracy of your footnotes, and the quality of your writing. If you are not satisfied with your grade on your document paragraph, you may do a second one, and its grade will count for this component of the course.

Research Paper: You have two options for this assignment and you may decide which one of the following you will do. Both of these assignments will be assessed in the same way, based on the clarity of your thesis statement, which should clearly address the question and govern the entire paper; the structure and organization of the essay (including paragraph structure); the use of evidence from the sources; the quality and clarity of the writing; and the accuracy of the documentation (footnotes and bibliography).

Option 1: Based on your reading of Lane, *Potosí*, and at least three of the articles on the bibliography, write an essay of 1500 words in response to one of the assigned questions to be distributed later in the semester.

Option 2: Alternatively, you may write an essay on a topic of your choice in colonial Latin American history. The requirements for this essay are the same as under Option 1 (1500 words and a bibliography of at least one book and at least three scholarly articles). If you choose this option, you should submit your bibliography and a brief statement of your topic and research questions (or thesis) no later than Friday, 5 November, for approval and feedback by the course instructor. This proposal will be graded to give you an indication of whether you are on the right track, but the grade on it will be replaced with the final grade on your research paper.

Final Examination: The final examination is comprehensive; that is, it will include material from the textbook, the assigned book, the documents, and the lectures. It will be held during the examination period (13-22 December), at a time to be scheduled by the registrar. Do not make plans for this period until the examination schedule has been posted.

Discussion Participation

The first part of most Friday classes will be devoted to the discussion of one or two documents in light of your comments and annotations on the document on Hypothes.is. If the COVID-19 pandemic restrictions permit, these discussions may involve small group work. In light of the pandemic uncertainties, there is no formal grade for participation in the in-class discussions, but they are an integral part of this course and an important way to deepen and broaden your understanding of the course content.

Communication (Office Hours, E-mail, Telephone, and Zoom)

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot attend in person during office hours, please feel free to telephone me or to contact me via the Zoom link on D2L for office hours. I normally attend to e-mail later in the afternoons of workdays and normally do not respond to student e-mails on weekends and holidays. Please wear a mask when you come to see me in person during office hours.

Academic Integrity Statement

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted for cases of alleged plagiarism.

Learning Technologies Requirements

The D2L site for this course contains relevant class resources and materials. This class will be part of a pilot program to evaluate the use of Hypothes.is for online discussion of texts, in this case, primary sources that we will discuss further in class. To succeed in this class, students will need reliable access to the following technology: internet access and a computer to access D2L.

Inclusiveness, Accommodation, Privacy, and Student Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, please register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness, whether temporary or permanent, visible or invisible. If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please advise the instructor as soon as possible.

To protect the privacy of others, students may not record in any format activities that occur within the classroom or online. As outlined in the *University Calendar*, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward different and sometimes opposing viewpoints is part of the process of becoming active, engaged citizens.

COVID-19

The COVID-19 pandemic presents some risks to in-person teaching and we should be prepared for sudden changes in university policy, up to and including a return to online teaching. Please adhere to all university and government protocols regarding the pandemic. To minimize risk and, most important, to protect those who cannot be vaccinated, please wear a mask in the classroom and, as much as possible, practice social distancing. I will not wear my mask while lecturing, but I will wear it immediately before and after class if you wish to ask me questions (while lecturing, I will keep an appropriate social distance from you). Please wear a mask when you come to see me in office hours.

Schedule		
Date	Reading	Important Dates
7-10 Sep.	Burkholder and Johnson, chap. 1	
13-17 Sep.	Burkholder and Johnson, chap. 1	17 Sep. Document Discussion: "The Letter of Pero Vaz de Caminha"
20-24 Sep.	Burkholder and Johnson, chaps. 1-2	24 Sep. Document Discussion: "Conquest in the Personal View" and "The Woman as Conqueror"
27 Sep.–1 Oct.	Burkholder and Johnson, chap. 3	1 Oct. Document Discussion: "José de Acosta about a Jesuit Mission to Huarochiri" and "Petition for Removal of the Priest of Jalostotitlán"
4-8 Oct.	Burkholder and Johnson, chap. 4	4 Oct. Townsend Essay Due 8 Oct. Document Discussion: "An Encomendero's Establishment"
11-15 Oct.	Burkholder and Johnson, chap. 5	11 Oct.: Thanksgiving, no class 15 Oct. Document Discussion: "The Conduct of Peruvian Trade in the 1740s"
18-22 Oct.	Burkholder and Johnson, chap. 6	22 Oct. Document Discussion: "An Italian Jesuit Advises Sugar Planters on the Treatment of Their Slaves (1711)"
25-29 Oct.	Burkholder and Johnson, chap. 7	29 Oct. Document Discussion: "Marriage Problems in a Late-Colonial Brazilian Family"
1-5 Nov.	Burkholder and Johnson, chap. 8	5 Nov. Document Discussion: "A Royal Festival at Potosí, 1658" and "Jaguaripe (Bahia) Celebrates the Accession of João VI to the Throne, 1818"
8-12 Nov.		Fall Reading Week: No Classes 11 Nov. Remembrance Day (University Closed)
15-19 Nov.	Burkholder and Johnson, chap. 9	19 Nov. Document Discussion: "A Representation of the Ayuntamiento of Mexico City (1771)"

Schedule		
Date	Reading	Important Dates
22-26 Nov.	Burkholder and Johnson, chap. 10	22 Nov. Research Paper Due 26 Nov. Document Discussion: “The Secret Instructions of Viceroy Lavradio to His Successor (Extracts)”
29 Nov.–3 Dec.	Burkholder and Johnson, chaps. 10-11	
6-8 Dec.	Burkholder and Johnson, chap. 12 & Epilogue	
13-22 Dec.	Final Examination To Be Scheduled by the Registrar	

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These

materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment,

discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)