History 251: Latin America to 1825
Kendall Brown
Fall, 2011
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This course will examine the history of the region now known as Latin America, beginning with its Iberian and indigenous origins and continuing until Spain and Portugal lost their colonies to a wave of revolutionary movements in the early nineteenth century. In examining the colonial history of the region, we will focus upon the nature of Iberian imperialism and contrast it with the experience of the British colonies in North America. We will also assess the consequences for Latin America of the conquest and its subjugation of large Indian populations. The course does not assume that you have any background in the material.

Grades will be calculated on the basis of:

- Reading quizzes: 20%
- 2 mid-term exams: 40%
- Research paper: 20%
- Final exam: 20%
- 100%

The examinations will include an essay section. No make-up exams will be given except under extraordinary circumstances cleared ahead of time. If you have an accident or illness which prevents you from taking an exam, speak with me or the departmental secretary immediately. In accordance with University policy, you must take the final examination at the scheduled time. Papers received after the deadline will be penalized 5 points for each day they are late.

Required books for the course are available in paperback editions in the Bookstore:

- Burkholder and Johnson, Colonial Latin America (either edition 6 or 7)
- Johnson and Lipsett-Rivera, The Faces of Honor
- Couturier, The Silver King

A series of documents are also posted on Blackboard.

We will proceed through a combination of lecture and discussion. All students must participate in the discussions. To do so you must prepare the reading assignments before coming to class. This is particularly true of the reading assignments in the Johnson/Lipsett-Rivera and Couturier books, plus the primary-source documents on Blackboard.
Reading Quizzes

To encourage reading of the assignments, I have scheduled several quizzes. The questions will be easy to answer if you have read the material. Each quiz will be given at the beginning of class and cannot be made up. I will, however, count only ten of the eleven possible scores.

Research Paper

Each student will research and write an 8-10 page paper on a topic related to the colonial history of Latin America. It should use a combination of primary and secondary sources and include footnotes or endnotes, as well as a bibliography. The preferred style manual for the paper is Turabian. If you are not a history major and are more familiar with a different style manual, you may use it, after consultation with me or with the teaching assistant.

In choosing a topic for the paper, you will begin with a general area of interest but then need to narrow it so that you can pose a research question. What specific question are you trying to answer about the general topic you have chosen? Once you have decided on the question, you can use it to guide your research. Until you have a focused question, your research efforts will be inefficient because you won’t know what information and which sources are relevant and which are not useful.

The next step is development of a thesis statement. In the thesis statement, you make a claim or assertion, which your paper will prove. A strong paper will use its thesis statement to help the reader understand what the paper is going to analyze and why it is significant. The thesis will help you organize the paper. It will also guide your decisions as to what research information should be included and what is extraneous.

The Study of History

The overall purpose of the study of history is to educate students in how human societies change over time: in daily lives; through commerce; in response to crisis; and in interaction with other cultures in order to prepare them to understand and appropriately analyze their world in a manner that spiritually strengthens each student.

Students successfully completing a history major should demonstrate a range of critical thinking skills and abilities. They should also possess a command of the key historical terms and have the ability to identify and solve fundamental historical problems through primary and secondary source research. By the end of the program, students should produce work that is clear, precise and well-written. Such skills and abilities will serve them well in their lives and future careers.

In terms of careers, the program is designed for the student who desires the broad educational background for entrance into professions such as law, government service, or business, or who wants a liberal arts education. History can also be valuable training for someone who plans to teach. Moreover, in recognition of the broad range of uses to which historical education can be put, the field of public history has emerged in recent years.
# Expected Learning Outcomes

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<thead>
<tr>
<th>Learning Outcome</th>
<th>Evaluation (Assessment)</th>
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<tr>
<td>Students will be able to explain and analyze the major political, economic, social, religious, and cultural characteristics of Spanish and Portuguese colonialism in the Americas between 1492 and 1825.</td>
<td>Students will take three examinations, including objective and essay components. Students will participate in class discussions.</td>
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<tr>
<td>Students will be able to analyze and interpret primary source documents.</td>
<td>Students will discuss primary source documents related to colonial Latin American history. Students will use primary source documents in research papers.</td>
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<tr>
<td>Students will gain experience in historical research and improve writing skills.</td>
<td>Students will research and write a paper of 8-10 pages using primary and secondary sources.</td>
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<td>Students will analyze historical questions and place them in historiographical context.</td>
<td>Students will write essays for exams that require them to address the historiography of colonial Latin America.</td>
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# Other Matters

The course will proceed under the principles contained in the University Honor code, including its provisions regarding dress and grooming standards. Honesty is essential, and cheating and plagiarism are intolerable. While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See [www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional and inadvertent plagiarism, fabrication, and falsification. In keeping with the Honor Code, we also need to treat each other and the cultures we are studying with the respect and dignity we would like to receive.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable
academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

A good web site for materials related to Latin America is: [http://www.lanic.utexas.edu/](http://www.lanic.utexas.edu/)

**Tentative Class Schedule and Reading Assignments:**

**Aug.**
- 29: Introduction
- 31: The Mayas of Central America
  - Burkholder, 1-23

**Sept.**
- 2: Aztec Mexico
  - Blackboard: Aztec Origins *(quiz)*
- 7: Aztec Mexico
  - Blackboard: Aztec Sacrifices
- 9: Iberian Background
  - Burkholder, 23-48
- 12: Columbus *(quiz)*
  - Blackboard: Columbus log, excerpts
  - Blackboard: Columbus’s Dream
- 14: Columbus
  - Blackboard: Historians assess Columbus
- 16: Spain in the Caribbean
  - Blackboard: Las Casas, Destruction of the Indies
- 19: Europeans rationalize the use of force *(quiz)*
  - Blackboard: Sermon of Father Montesinos
  - Blackboard: Requirement
- 21: Cortez Launches the Conquers
  - Burkholder, 52-60
- 23: Tenochtitlan Falls
  - Blackboard: Cortez meets Montezuma
- 26: Exploration of North America in Search of Cíbola

**Oct.**
- 3: Pizarro Defeats the Incas
  - Blackboard: Francisco de Jérez on the capture of Atahualpa
- 5: Establishment of Order in the Andes
  - Blackboard: New Laws of 1542
- 8: Incas
  - Burkholder, 60-91 *(quiz)*
- 30: Incas
Blackboard: Lope de Aguirre’s Letters to Philip II

7: Toledo’s Peru

10: Examination

12: Colonial Government
   Burkholder, chapter 3
14: Colonial Government
   Johnson, Introduction and chapters 1-2 (quiz)
17: The Colonial Church
   Johnson, chapters 3-4
19: Indigenous Christianization
   Johnson, chapters 5-6 (quiz)
21: Library day to finish preparation for research prospectus

24: Colonial Demography
   Burkholder, chapter 4
   Submit the prospectus for your research paper. The prospectus should identify the topic of your paper; the research question you are posing; and, if possible, your thesis. Append a bibliography, divided into primary- and secondary-source sections.

26: Colonial Society
   Burkholder, chapter 6
   Blackboard: Solórzano Pereira on the Mestizo
   Blackboard: Sor Juana Inés de la Cruz

28: Question of Honor
   Johnson, chapters 7-8

31: Colonial Economic Life
   Burkholder, chapter 5
   Blackboard: Repartos de Comercio
   Blackboard: Exquemelin on Piracy

Nov. 2: Colonial Mining (quiz)
   Blackboard: “Chapter 2: Mining”
   Blackboard: Acosta describes Potosí

4: Royal Finances

7: Colonization of Brazil
   Burkholder, chapter 7

9: Brazil’s Sugar Economy
   Blackboard: Antonil on Slavery
   Couturier, 1-44

11: Government and Society in Colonial Brazil
   Couturier, 45-93 (quiz)

14: Examination
16: Pombaline Reforms in Brazil
    Burkholder, chapter 8
18: A New Dynasty for Spain and the Colonies
    Couturier, 94-150  (quiz)
21: Defensive Modernization of the Empire
    Couturier, 151-189
22: **Turn in research paper electronically by 4:00pm**

28: The Colonial System under Stress
    Burkholder, chapter 9  (quiz)
30: The Colonial Empires Begin to Crumble (quiz)
    Blackboard: Plan of Tupac Amaru II
    Blackboard: Death of Tupac Amaru II

Dec.  2: Brazilian Independence
    Burkholder, chapter 10
  5: Independence for Spanish South America
    Burkholder, chapter 11
    Blackboard: Bolívar
  7: The Hidalgo Revolt and Mexican Independence
    Burkholder, chapter 12

13: **Final exam, 3:00pm-6:00pm**