ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 375 Colonial Latin America 3
   (prefix ) (number ) (title ) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
   Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
Literacy and Critical Inquiry—L ☐
Mathematical Studies—MA ☐ CS ☐
Humanities, Fine Arts and Design—HU ☐
Social and Behavioral Sciences—SB ☐
Natural Sciences—SQ ☐ SG ☐

Awareness Areas
Global Awareness—G ☐
Historical Awareness—H ☑
Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: _________________________

Is this a multisection course?: ☑ No ☐ Yes; Is it governed by a common syllabus? __________

Mark von Hagen
Chair/Director (Print or Type)

Date: 3/6/01

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
HST 375: Colonial Latin America

Course Description
HST 375 introduces students to the history of the Portuguese and Spanish colonial empires in the so-called “New World,” from the 15th to the 18th centuries. It begins with consideration of major pre-Columbian civilizations, Incan and Aztec, the moves from initial European “discovery” and conquest to the creation of the Portuguese and Spanish empires, following their economic, political, and cultural development, down to and through the epoch of their overthrow in the early 18th-century. Major topics include the clash and inter-development of pre-Columbian and European societies, creation of the Atlantic slave-systems and African Diaspora, and the emergence of nation-states in Latin American. By studying both primary sources and secondary interpretations, students are encouraged to develop a critical awareness of the ongoing contemporary importance of the historical experience of colonial Latin America.

Meeting Historical Awareness Criteria
HST 375 meets the criteria for the General Studies “Historical Awareness” designation by (1) introducing students to the historical study of one of the key episodes in European colonialism in the early-modern period, the emergence, development, and end of the Portuguese and Spanish empires in Latin America; (2) by providing a historically-based examination of the development of a variety of human institutions over time - state and imperial structures, religious institutions and belief-systems, economic structures and relationships; and (3) by encouraging a critical awareness of the relations between ideas and events and their wider social, political, and economic contexts, in the course of colonial Latin American history.
Proposer: Please complete the following section and attach appropriate documentation.

# ASU--[H] CRITERIA

## THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Criteria</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. History is a major focus of the course.</td>
<td>s012345678</td>
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<td>2. The course examines and explains human development as a sequence of events.</td>
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<td>3. There is a disciplined systematic examination of human institutions as they change over time.</td>
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<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
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</tbody>
</table>

## THE FOLLOWING ARE NOT ACCEPTABLE:

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tbody>
<tr>
<td>145</td>
<td>375</td>
<td>Colonial Latin America</td>
<td>H</td>
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</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History major focus</td>
<td>145 375 is a historical survey of colonial Latin America from Pre-Columbian era to 18th century</td>
<td>Syllabus, They have</td>
</tr>
<tr>
<td>Term aligned in sequence of events, institutions over time</td>
<td>145 375 takes a historically-based chronological approach to institutions - state, imperial, colonial - change over time</td>
<td>Syllabus, Textbooks, TDC, They have</td>
</tr>
<tr>
<td>Examin widespread phenomena, events, ideas, and social change at community levels</td>
<td>145 375 phases of Change and events at local, national, and broader historical levels</td>
<td>Syllabus, Textbooks, TDC, They have</td>
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</tbody>
</table>
This course is designed to introduce you to the peoples, cultures and broad themes of colonial Latin America. Contact between Europe, Africa and the Americas changed the course of world history with the subsequent exchange of culture, food, plants, animals, and peoples. While the Americas represented a ‘new world’ to the Europeans, the continent had been host to a wide variety of civilizations for thousands of years. Therefore, 1492 represents a watershed in world history with the coming together of ancient peoples, cultures, and religions.

We will first explore two pre-contact civilizations, the Aztec and the Inca, and the history of the Iberian peninsula prior to 1500 in order to set the stage for the encounter period between the two continents. The conquest during the sixteenth century will focus on the cultural, linguistic and institutional transformations which occurred for both Spaniards, Portuguese and the indigenous cultures of the Americas. Attention will be given to the socio-economic bases of colonialism: labour, landownership, gender, and religious conversion. This course will emphasize the first one hundred years of conquest due to its significance for the rest of the colonial period. As the conquest progressed, this course will explore the ways in which indigenous peoples adapted, struggled and resisted the profound cultural and political changes. The Spaniards and the Portuguese held the Latin American continent for over 300 years and we will explore the dynamics which led up to their defeat by the Latin American colonists. Special attention will also be given to the introduction of Africans, both slave and free, to the continent.

An integral objective of this course is to develop your skills as a critical thinker. Consequently, along with lectures this course will explore some primary documents in order to construct your own interpretations of Latin America’s colonial past. Discussions will be designed around the document readings and lectures to promote critical analysis and reinterpretations of currently held assumptions. While the course is designed to provide information regarding colonial Latin America, the student will also be able to develop valuable tools as a historian.

**Required Readings**

Alexandra Parma Cook and Noble David Cook, Good Faith and Truthful Ignorance: A Case of Transatlantic Bigamy (Duke University Press, 1995)

Suggested Readings

Edith Boorstein Couturier The Silver King: The Remarkable Life of the Count of Regla in Colonial Mexico (University of New Mexico Press, 2003)

Online Information

To login to Blackboard, go to http://myasucourses.asu.edu/ If you need to activate your ASURITE ID, you can do it here: http://www.asu.edu/selfsub. If you have further questions about your ASURITE account, check the Computer Accounts web site: http://www.asu.edu/if/fyi/accounts/. Support information for my ASU and Blackboard can be found at http://asunonline.asu.edu under the Student Support tab. System, computer, and site failure is not an excuse for late work-plan ahead. Once you are to the course page, use the “tools” tab to “edit your homepage.”

Course Requirements

Class Participation 10 points
Midterm Exam 25 points
Final Exam 35 points
Small Paper 10 points
Class Paper 20 points

Class participation is an important element of this course. Therefore, your attendance and participation in class discussions is expected. While class discussion is an expected and desired element of this course, combative or rude behaviour will not be tolerated. Prompt arrival is expected and appreciated so as not to disturb your colleagues.

This course consists of two papers and two exams. The first paper is a short (3-5 pages) comparative reflection on the two readings, The Broken Spears and The Conquest of New Spain. Further clarification on this paper will be discussed in class. The second larger paper will be an 5-7 page on a topic of your choice. A list of possible paper topics will be given. Your selection must be discussed and finalized with me to avoid duplication of subjects. The use of footnotes and a bibliography of at least three books within a well-organized essay will be required. The exams will consist of a mid-term and a final. They are designed to test your knowledge, not just on facts, but also on the general themes and ideas which have emerged from within the material. A well developed exam will include information from both the text and the lecture notes. There are no make-up exams, incompletes or extra credit in this course.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 19</td>
<td>Course introduction to general themes and class expectations</td>
<td><em>Burkholder &amp; Johnson, 1-22</em></td>
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<tr>
<td>January 21, 24, 26</td>
<td>Mesoamerican People prior to Encounter</td>
<td><em>Leon-Portilla-begin reading whole book</em></td>
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<tr>
<td>January 28, 31</td>
<td>Overview of Spain and Portugal prior to Encounter</td>
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<tr>
<td>February 2</td>
<td></td>
<td><em>Burkholder &amp; Johnson, 23-40</em></td>
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<tr>
<td>February 4, 7</td>
<td>Encounter and Conquest of New Spain</td>
<td><em>Diaz del Castillo, selected reading</em></td>
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<tr>
<td>February 9</td>
<td></td>
<td><em>Burkholder &amp; Johnson, 42-50</em></td>
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<tr>
<td>February 11</td>
<td>Class discussion on <em>Broken Spears</em> and <em>The Conquest of New Spain</em></td>
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<tr>
<td>February 14</td>
<td></td>
<td><em>Cooperative Learning Exercise</em></td>
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<tr>
<td>February 16, 18</td>
<td>Malitzin and images of the other</td>
<td><em>handouts</em></td>
</tr>
<tr>
<td>February 14</td>
<td>Rise of the Inca Empire</td>
<td><em>Burkholder &amp; Johnson, 19-22</em></td>
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<tr>
<td>February 16, 18</td>
<td>Conquest of the Incan Empire</td>
<td><em>Burkholder &amp; Johnson, 50-57</em></td>
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<tr>
<td>February 18</td>
<td></td>
<td><em>Short Paper Due</em></td>
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<tr>
<td>February 21, 23</td>
<td>Establishment of Labour System-Encomienda and Repartimiento</td>
<td><em>Burkholder &amp; Johnson, 107-125</em></td>
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<tr>
<td>February 25</td>
<td></td>
<td><em>Great Debate</em></td>
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<tr>
<td>February 28</td>
<td></td>
<td><em>handouts</em></td>
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<tr>
<td>March 2</td>
<td></td>
<td><em>Review for exam-cooperative exercise</em></td>
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<tr>
<td>March 4</td>
<td></td>
<td><em>Mid-term exam-Conquest period</em></td>
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<tr>
<td>March 4, 7</td>
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<td><em>Paper Topic should be chosen</em></td>
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<td></td>
<td></td>
<td><em>Establishment of a Colonial Empire-administration</em></td>
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</tbody>
</table>
Readings: Burkholder & Johnson, 79-92

March 9, 11  Establishment of a Colonial Empire-religious
Readings: Burkholder & Johnson, 92-104

March 14-18  Spring Break

March 21  Establishment of a Colonial Empire-religious

March 23, 25  Society: Race, Gender, and Hierarchy
Readings: Cook & Cook, whole
Burkholder & Johnson, 194-217

March 28, 30  Movie-The Mission
Hand in Bibliography for Big Paper

April 1  Slavery in the Spanish and Portuguese Empires
Readings: handouts on slavery
Burkholder & Johnson, 125-132

April 1  Course Withdrawal Deadline

April 3  Complete Withdrawal Deadline

April 4, 6  Colonial Brazil
Readings: Burkholder & Johnson, 258-271

April 6  Hand in First Draft of Big Paper-Voluntary

April 8, 11  Colonial Consolidation-Seventeenth Century
Readings: Burkholder & Johnson, 248-258

April 13, 15, 18  Bourbon Reforms
Readings: Burkholder & Johnson, 271-285

April 13  Optional Draft for Big Paper is Due

April 20  Cuba
Readings: handouts on Cuba

April 22, 25, 27  Factors of Independence
Readings: Burkholder & Johnson, 304-339
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>April 27</td>
<td>Big Paper Due</td>
</tr>
<tr>
<td>April 29</td>
<td>Final Class Days-Review</td>
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<tr>
<td>May 1</td>
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<tr>
<td>May 9</td>
<td>Final Exam—7:40-9:30</td>
</tr>
</tbody>
</table>
Burkholder + Johnson, Colonial Latin America TOC

Acknowledgments

ONE: IBERIA AND AMERICA BEFORE THE CONQUEST 1
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   Conundrums of the Columbian Exchange 71

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   The Colonial Church 96

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   Indian Labor 122
   Slavery and the Slave Trade 132

FIVE: PRODUCTION, EXCHANGE, AND DEFENSE 144
   The Mining and Sugar Industries 144
   International Trade and Taxation 155
   Defense 161

Review

"The most comprehensive introduction to Latin American history...No other text available is as thorough in its approach to the three centuries of development within two distinct and separate empires."--Christina I. Archer, University of Calgary

A well-written, engaging text that does a fine job of linking individual experience to broader themes and analysis...The book keeps getting better and better."--Ward Stavig, University of South Florida