

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	New College of Interdisciplinary Arts and Sciences	Department/School	School of Humanities, Arts, and Cultural Studies
Prefix: HST	Number: 375	Title: Colonial Latin America	Units: <u>3</u>

Course description: **Ancient civilization, exploration and conquerors, and colonial institutions.**

Is this a cross-listed course?	Yes	If yes, please identify course(s):	LAS 375 Colonial Latin America (Fall 2019)
Is this a shared course?	Yes	If so, list all academic units offering this course:	CLAS: School of Historical, Philosophical & Religious Studies

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials

Requested designation: Global Awareness–G **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Julia Sarreal	E-mail	julia.sarreal@asu.edu	Phone	602-543-6328
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Louis G. Mendoza	Date:	11/8/18
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Chair/Director (Signature):

Lucas Mendoza

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Syllabus: esp. Title and Course Description and Goals and Instructional Philosophy (page 1); Reading Materials (page 9); and Weekly Schedule (esp. page 11)</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>Syllabus: esp. Title; Course Description and Goals; and Instructional Philosophy (page 1); Reading Materials (page 9); and Weekly Schedule (esp. page 11). Table of Contents.</p>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	

Course Prefix	Number	Title	Designation
HST/LAS	375	Colonial Latin America	Global Awareness (G)

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>2a In-depth area study of Latin America that contributes to an understanding of the contemporary world.</p>	<p>The course studies the history of colonial Latin America from pre-Columbian societies to independence. It addresses political, economic, social, and cultural topics. Attention is paid to connecting the colonial period to the present-day so that students have a better understanding of the contemporary world.</p>	<p>SYLLABUS: esp. Title; Course Description and Goals; and Instructional Philosophy (page 1); Reading Materials (page 8); and Weekly Schedule (page 11)</p> <p>TABLE OF CONTENTS: 5 assigned readings. The first book (Malintzin's Choices: An Indian Woman in the Conquest of Mexico) focuses on gender, Latin America's indigenous population, racial mixing, and racism. The second book (Indians and the Political Economy of Colonial Central America) also focuses on Latin America's indigenous population and the exploitative economic system that continues to impact Latin American development today. The third book (Brazil at the Dawn of the Eighteenth Century) focuses on slavery, African immigration, and Portuguese America. The fourth book (From Shipmates to Soldiers: Emerging Black Identities in the Rio de la Plata) draws out the often forgotten African influence in Argentina, Uruguay and Paraguay and highlights identity and culture. All of the above topics continue to influence Latin America today.</p> <p>DESCRIPTION: The course covers Latin America from the pre-Columbian period to independence. The past explains contemporary Latin America.</p> <p>I spend approximately 10 minutes per week discussing a current issue related to Latin America and linking it (when possible) to colonial Latin America.</p>

		<p>I spend a class focused on present-day South American culture (page 11 of syllabus), discussing my research on the meaning of consuming yerba mate.</p> <p>I have the students work in small groups during the last class to formulate presentations about how colonial Latin America helps us understand Latin America today.</p> <p>If possible, I include a museum exhibit related to Latin America (for example, in Spring 2019 Teotihuacan at the Phoenix Art Museum).</p>

HST 375 - Colonial Latin America

Course Description

Ancient civilization, exploration and conquerors, and colonial institutions.

HST 375 Colonial Latin America
LAS 375 Colonial Latin America
New College of Interdisciplinary Arts & Sciences
Dr. Julia Sarreal, Associate Professor
julia.sarreal@asu.edu
(602) 543-6328

Spring 20**
Tue/Thur 12:00-1:15pm
Sands 234
Office Hours: Tue/Thur, 1:30-2:30pm
or by appointment Office: FABN263

Course Description and Goals

The colonial period marked a defining period in Latin American history. Europeans conquered various Indian groups, including important and powerful empires. A new colonial world developed that incorporated European, Indigenous, and African influences. The effects of this pivotal period can still be seen today. The resilience of Indigenous culture, machismo, the diversity of religious beliefs, extreme inequalities between the wealthy and the poor, and the Spanish and Portuguese languages can all be traced back to the colonial period.

This course is a survey designed to provide a foundation of knowledge about colonial Latin America and it is organized both chronologically and thematically. We begin by studying both Spanish and Indigenous societies before contact. After learning about the conquest, the course focuses on different aspects of the political, economic, social, religious, and cultural development of the Spanish and Portuguese empires in the Americas. The course concludes with the independence movements of the early 19th century and analysis of how colonial Latin America helps us understand contemporary Latin America.

Course readings include a textbook, scholarly monographs (books), and primary sources. During the semester, you will develop your ability to interpret and analyze both primary documents and scholarly texts. You will also build on your oral and written communication skills through group work, paper assignments, and class discussions.

Instructional Philosophy

The course is a combination of lecture and discussion. As such, you are expected to come to class prepared to raise questions, express ideas, and make thoughtful comments about the material. The course is reading and writing intensive and will develop your critical analysis and communication skills through in-class discussion and out-of-class writing. You will be expected to support your verbal and written assertions with specific examples from the assigned readings, and to clearly present your ideas. To foster collaborative work and stimulate learning, the class will be divided into small groups for some projects and discussion activities. I am happy to work with students individually on specific writing problems and to give you feedback (and read drafts) during office hours and at the Writing Workshops.

Each class meeting will begin with a 5-10 minute discussion of a current issue related to Latin America to help draw connections between the colonial era and the present day.

According to the Arizona Board of Regents (ABOR, the organization that oversees higher education in the state of Arizona), a three-credit course requires approximately 135 hours of student work. Based on this guideline, you will need to dedicate approximately 5.5 hours per week outside of class to this course. In scheduling your time, note that the workload will be greater in the days leading up to a paper assignment.

Just as it is a privilege to be a student, it is a privilege to be a professor. I take very seriously my commitment to this class and the opportunity I have to learn with you. I expect you to do the same. If you have questions or concerns, please speak with me so we can deal with them. If you have any special needs that you wish me to address, please inform me as soon as possible.

Assessment

You must be prepared to do a lot of reading and writing over the course of this semester. The course will require a great deal of work on your part. Your commitment in terms of meeting deadlines and dedicating significant time and energy is absolutely essential. **I strongly encourage you to take advantage of office hours.**

Attendance

Regular attendance is mandatory. Lectures provide valuable background information and contextualization that complement the readings; class discussions help you analyze and formulate ideas. You will learn the most in this course if you envision yourself as an empowered participant. You need to attend, arrive on time, and *be prepared* for class. I understand that emergencies, religious practices, university-sanctioned activities, or other legitimate reasons may prohibit you from attending class. You are allowed three absences before your grade is affected. Students with four absences will have their final grade lowered by 1/3 of a letter grade. Each subsequent absence will lower the final grade an additional 1/3 of a letter grade. If you want to make up an absence, you need to alert the professor and complete make-up work assigned by the professor within a week of the absence. Students with one or fewer absences and who are not tardy receive 1/3 of a letter grade in extra credit points.

Class Participation (30% of Total Grade)

Active class participation is a requirement. Because people learn most effectively when they actively engage with material and intellectually challenge (though not assault) one another, I will work to create an environment that facilitates such practices. Students are expected to regularly voice their ideas in class – both in discussions and in small groups. Specific instructions to prepare for class discussions will be posted in Blackboard. In addition to the advanced preparation that you need to do beforehand and the specified materials that you need to bring to class, you also need to be prepared to share both questions about the reading and provide 1-2 specific sentences from the text that especially interested you. Reading the assigned materials beforehand and bringing any required materials described in Blackboard along with the reading assignment to class is a requirement. Failure to do so will lower your participation grade. You will be evaluated based on your contributions to class discussions, small-group work (evaluated by both the professor and your peers), and quizzes. The baseline participation grade is between a B- and a C. If you arrive to class on time, bring the

reading and notes, but rarely speak you can expect to receive a C participation grade. If your participation reveals a basic but not in-depth understanding of the reading and topic, you can expect to receive a B. If your questions and answers reveal a sophisticated understanding of the reading and insightful thoughts about the topic at hand, you can expect to receive an A or A+. Absences and tardiness will lower the participation grade since you did not participate in the class discussion. You will be evaluated based on homework, quizzes, and discussions of the readings. I will post participation grades three times during the semester (after Week 7, Week 12, and Week 16).

The class will be divided into small groups to foster active participation in discussions by all students and encourage collaborative learning. These small groups of approximately 4 students will be used throughout the semester for some but not all of the class discussions. Each group member is expected to make meaningful contributions and be a full participant.

Map Exams (5% of Total Grade – 2.5% per map exam):

Familiarity with geography is vital for understanding Latin America. Thus, there will be two map exams. Students will need to identify place locations on blank maps. Maps and a list of locations are posted on Blackboard.

Writing Assignments:

Writing is an important means for communicating ideas and for understanding material at a deep level. Your papers should reveal the depth of your understanding of the materials, the sophistication of your analysis, and your ability to construct a convincing argument using evidence and analysis.

All papers must be submitted electronically through SafeAssign. They should be written in Times 12 font, double-spaced, and with 1 inch margins. Any citations should follow Chicago Manual of Style guidelines.

http://www.chicagomanualofstyle.org/tools_citationguide.html

Tips about paper writing can be found on Blackboard under “Writing Tips & Workshops.” By submitting a thesis statement and topic sentences, I will give you feedback on your ideas before you write your paper. If you also want written feedback on your paper, you need to provide the professor with a hard copy, in addition the SafeAssign submission.

Academic honesty – the cornerstone of teaching and learning – lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. Copying a classmate’s work or something from the Internet is unacceptable. This standard applies to all assignments for this class. All information – examples, ideas, evidence, or quotations – found in a primary or secondary source must be cited. Students must cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. You need to cite material in footnote form following the Chicago Manual of Style. Any instance of cheating, plagiarizing, or otherwise presenting someone else’s work as your own will result in a failure

of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Always cite any arguments, thoughts, or observations that are not your own. Please seek clarification if you are uncertain about what is and is not considered plagiarism. See: <https://provost.asu.edu/academic-integrity> for more information.

Two Small-Group Writing Assignments (15% of Total Grade):

Effective use of evidence and critical analysis are key to constructing a strong argument. Students will work in small groups of 3-4 on two writing assignments. These collaborative assignments are designed to help you learn from each other to build strong arguments through the effective use of evidence, critical analysis, and clear communication. Each student will need to prepare independently in advance and then work with the other members of the small group. The first is about *Malintzin's Choices* and focuses on gathering evidence. The second is about *Indians and the Political Economy* and focuses on both analysis and evidence. Grading will be based both on individual contributions, peer evaluations, and the group submission. More detailed instructions will be posted on Blackboard.

Two Papers & Outlines (50% of Total Grade):

Two papers will be assigned, each of approximately 6 pages, based on *Brazil at the Dawn of the Eighteenth Century* and *From Shipmates to Soldiers: Emerging Black Identities in the Río de la Plata*. The essay prompts will be posted on Blackboard. Your paper must show your own thoughts, demonstrate that you understand the reading, and be well written. The paper is **not a summary** of the book. Instead, **your analysis** of the book should form the bulk of this essay. To help you write a better paper and receive a higher grade, you will submit your thesis statement and topic sentences in advance. The professor will grade your submission and give you detailed feedback so that you can write a stronger paper. Both documents must be submitted via SafeAssign. Students have the option of participating in three different Writing Workshops for each paper. These are designed to help students with both their analysis and writing skills. The Writing Workshops are held outside of class and participation earns extra credit.

Extra Credit

Students who are not tardy and are physically present for all or all but one class will receive 1/3 of a letter grade in extra credit.

Students can receive almost 1/3 of a letter grade (up to 30 points) in extra credit for participating in Writing Workshops. If you cannot attend the Writing Workshops but would like to earn these extra credit points, please see the professor.

Optional Writing Workshops

I know that all of the writing for this course can seem overwhelming. I am here to help! In addition to the in-class session about writing papers, there are also a series of sessions outside of

class to provide extra assistance. By participating in these sessions, not only will you receive extra credit, I am almost certain that you will also receive a higher grade on your paper. Attending the Writing Workshops does not guarantee an “A”; such a grade will depend on the quality of your ideas, analysis, and writing.

For each paper, there will be three writing workshops (Thesis, Essay Planner, and Rough Draft). The first workshop focuses on your argument; the second focuses on the structure of your paper; and the third assesses your paper as a whole. All Writing Workshops will be held at the Writing Center (located in basement of Fletcher Library). I will run the first two workshops at the Writing Center during specified date and time. For the third workshop (Rough Draft), you will need to set an appointment with a Writing Tutor at the Writing Center. If you cannot attend the scheduled Writing Workshops, you can make an individual appointment with a Writing Tutor at the Writing Center (10:00-5:00 Mondays through Thursdays; 10:00-3:00 Fridays; and maybe some evening hours on Mondays and Tuesdays) or meet with me during office hours. Setting an appointment beforehand with the Writing Center is recommended (602-543-6169 or online).

Please note that Writing Center Tutors have **not** read the assigned readings. Thus, they **cannot** evaluate the sophistication of your argument or the quality of your ideas. Any questions about the sophistication of your argument or the quality of your ideas should be addressed to the professor. Writing Tutors **can** help you with the communication of your ideas in writing, in other words they will help you develop your written communication skills.

Session 1: Thesis Statement Workshop

For the first session, you need to have read the entire assigned text and bring it and the essay prompt with a *completed* Thesis Statement Worksheet. I will work with you one-on-one to revise your thesis statement. We will work on both your analysis and your writing. You will receive guidance to make sure you have a strong thesis statement that answers the essay prompt, is specific and debatable, and shows a sophisticated understanding of the reading. Before leaving the meeting, you should have a thesis statement that has received my signed approval. Such approval will give you a good roadmap for developing your essay.

Session 2: Essay Planner Workshop

For the second session, you need to bring the assigned text, the essay prompt, and a *completed* Essay Planner. I will work you one-on-one on the development of your argument. The goal is to make sure that each paragraph makes a distinct point that is supported by evidence and directly related to the argument (thesis statement). Before leaving the meeting, your topic sentences should have my signed approval. Such approval will give you a plan for writing your rough draft.

Session 3: Rough Draft Workshop

For the third session, you need to schedule an appointment with the Writing Center. To this meeting, you need to bring the essay prompt with a full rough draft of your essay and a *completed* Rough Draft Worksheet. A Writing Tutor will work with you one-on-one to make sure that your essay stays focused on the approved thesis statement and the approved topic sentences. Additionally, the tutor will look to see if the evidence and analysis in your essay stay focused and fully explain the paper's argument (thesis statement). Setting an advanced appointment with a Writing Tutor is recommended (602-543-6169 or online).

To receive extra credit, you need to include the Writing Workshop worksheets with your final paper. Doing so will enable the professor to trace your progress.

I strongly encourage anyone who wants to improve his or her analysis, communication, and writing skills to participate in these writing sessions. Not only will you almost certainly get a higher grade in HST 375, you will also learn writing skills that will benefit you throughout college and beyond.

Some Basic Rules and Expectations

*Everything that you submit to me that is a product of work outside of class must be typed. Studies have shown that readers of written work are adversely impacted by handwriting, so this policy is for your own benefit. It is a good strategy for any class since this will you will always have clean text to work from for redrafting or if your assignment is lost. Always keep a back up!

*I expect you to be prepared. In college, you should expect to be challenged and to have your professors demand the best of you. I will be rigorous because I care about you and your learning experience. You cannot participate in an active intellectual discussion if you are not adequately prepared. There will necessarily be some weeks that will be easier than others, so plan ahead and be prepared to take responsibility for your choices.

* I want you to succeed in this class and in college. Thus, I actively try to help students utilize ASU's resources and I maintain a close relationship with academic advisors and the Dean's Office at New College.

*Absenteeism hurts your grade both indirectly and directly. Your grade will drop when you miss class, and, because class is an opportunity to learn, your grade will be indirectly affected by your absence as well.

* Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, cell phones and other electronic devices should not be used in class. Laptops and tablets can be used for note taking.

*Do not expect to raise your grade by rewriting a paper. You should *never* simply expect a professor to offer you an opportunity to make up for work that you did not do carefully the first time. Neither should you expect that any work you do after the deadline to count for the same credit as assignments finished on time. You *do* have the right to see your professor before the paper is due if you have questions, difficulty, or concerns about the material. If you take the responsibility to see me before an assignment is due, we may arrange an alternate deadline. You may also see me if you have questions about my comments or you want to talk about how you might improve your performance. In some cases, I allow students to re-write papers, but doing so will require a significant amount of work on your part.

* I will read and give feedback on a rough draft submitted at least 48 hours before the deadline. Revisions based on my recommendations do not count toward rough draft extra credit points.

* I will accept late essays only under special circumstances. However, late submissions will be penalized and arrangements must be made in advance of the deadline.

* Please make an appointment with me anytime you have questions. **Do not** wait until you become frustrated and confused. I want you to learn, I want you to do your best, and I will do what I can to help you meet those goals.

*Email is the best way to contact me. I will try to respond to respond to email messages within 24 hours except on weekends or holidays. You may always drop in during my office hours.

* Please look ahead in the syllabus and the readings to prepare for paper assignments and long or challenging reading assignments. Compare the syllabi for all your classes so that you can best schedule your time.

* Check your ASU email account and the course Blackboard site regularly. The Blackboard site includes a Weekly Postings section with information about each class meeting and an Assignments section. Grades will be entered regularly into Grade Center.

* Students requesting accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC. <https://eoss.asu.edu/drc/services>. If you have any questions or experience any difficulties with this process, please contact the DRC office for assistance at 602-543-8171. In addition, I encourage you to meet with me during office hours or by appointment to discuss how best to meet your needs.

* Per ASU policy, all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students.

* Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

* If you find any of the content of this class offensive, please bring your concerns to the instructor immediately.

Helpful Hints

- * Start reading and writing assignments early. Do not wait until the last minute.
- * Set off blocks of time of about an hour to do the readings.
- * Do not multi-task (message, look at Facebook, or watch a video) while reading.
- * Read carefully. Do not just skim, or you will miss something important. If something stands out to you, make a note of it and try to figure out why.
- * When reading, write answers (with page numbers) to the questions posted on Blackboard.
- * Underline, highlight, and make notes in the margins when reading. Use sticky notes to flag interesting or important sections.
- * Do not be afraid if you do *not* understand everything. If something interests or confuses you, mark it. This will make it easier to find when you re-read, to explore it in your writing, and to discuss it in class.
- * Give yourself time to go back and re-read parts that seem hazy to you.
- * Review your notes on the readings (and your answers to the Blackboard questions) immediately before class, especially on discussion days.

Grades

Failure to complete any assignment may result in an E for the class.

	<u>% of Total</u> <u>Grade</u>	<u># of Points</u>	<u>Total</u> <u>Points</u>
Class Participation (3)	30%		300
Each participation		100	
Map Exam (2)	5%		
Each map exam		25	50
Group Writing Assignment (2)	15%		150
Each writing assignment		75	
Long Papers (2)	50%		500
Each outline		50	
Each paper		200	
Total	100%		1,000

Extra Credit

1 absence or none	3%	30
Writing Workshops (6)	3%	30
Each workshop		5

Deductions

4 absences	-3%	-30
Each additional absence	-3%	-30

<u>Letter Grade</u>	<u>Minimum Points</u>
A+	970
A	940
A-	900
B+	870
B	840
B-	800
C+	760
C	700
D	600
E	0

Reading Materials

Required texts:

- CLA – Mark A. Burkholder, *Colonial Latin America* (Oxford: Oxford University Press, various). Any edition of this textbook is acceptable.
- Townsend – Camilla Townsend, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico* (Albuquerque, University of New Mexico Press, 2006).
- Patch – Robert W. Patch, *Indians and the Political Economy of Colonial Central America, 1670-1810* (Norman: University of Oklahoma Press, 2013).
- Antonil – André João Antonil, *Brazil at the Dawn of the Eighteenth Century* (Amherst: University of Massachusetts Press, 2012).
- Borucki – Alex Borucki, *From Shipmates to Soldiers: Emerging Black Identities in the Río de la Plata* (Albuquerque: University of New Mexico Press, 2015).

If you forget your copy at home, you can bring the copy that is on reserve at Fletcher so as not to lose participation points.

Below is a list of films that relate to colonial Latin America. All but one of the films is on reserve for this class, so you can watch them streaming on your own computer or device.

Apocalypto (not owned by ASU Libraries)

The Other Conquest (La Otra Conquista)

The Mission

Cabeza de Vaca

Aguirre, the Wrath of God

Fitzcarraldo

The Last Supper (La Ultima Cena)

Even the Rain

Embrace of the Serpent

Weekly Schedule

Week 1 (Jan. 9 & 11): Pre-Columbian Past

Reading: 1) CLA, *The Age of Conquest* (pp. 50-9-); 2) “The Spaniards’ Entry into Tenochtitlán” (BB); 3) Guamán Pomo de Ayala, “Officials and Messengers” (BB)

Tuesday: Discussion of Syllabus; Maps of Tenochtitlán.

Thursday: Discussion. Quiz on the readings.

Week 2 (Jan. 16 & 18): Conquest

Reading: Townsend, pp. 1-108.

Tuesday: Lecture about Europe.

Thursday: Group work. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

* **Map Exam 1 (Beginning of class, Jan. 18)**

Week 3 (Jan. 23 & 25): Conquest

Reading: Townsend, pp. 109-214.

Tuesday: Lecture about Indigenous Peoples/Discussion of reading/Worksheet.

Thursday: Group work. Group work. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Week 4 (Jan. 31 & Feb. 1): Assimilation

Reading: 1) CLA, *Ruling New World Empires & Population and Labor* (pp. 91-141); 3) Guaraní letters (BB) – eliminate 5^a letter

Tuesday: Lecture about Catholic missions.

Thursday: Discussion. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Optional: Julia Sarreal, “Revisiting Cultivated Agriculture and Animal Husbandry in the Guaraní Missions,” *Ethnohistory* 60, no. 1 (January 2013): 101-124. (To obtain the article, search the ASU Library Catalog for the journal, *Ethnohistory*).

Week 5 (Feb. 6 & 8): Economy

Reading: Patch, pp. 3-115.

Tuesday: Lecture about Indian Labor.

Thursday: Group work. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Week 6 (Feb. 13 & 15): Economy

Reading: Patch, pp. 116-220.

Tuesday: Lecture about Empire/Worksheet.

Thursday: Group work. Group work. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

*** Group Work – *Indians and the Political Economy* Assignment due through SafeAssign on BB 9:00AM Monday, Feb. 19.**

Week 7 (Feb. 20 & 22): Race

Reading: 1) CLA, *The Social Economy: Societies of Caste and Class & Living in an Empire* (pp. 191-215 & 239-281) “Francisco Baquero” (BB); 3) “Miguel Hernández (BB).

Tuesday: Lecture about Race.

Thursday: Discussion. Quiz on the reading.

*** First Participation Grade will be posted in Grade Center.**

Week 8 (Feb. 27 & Mar. 1): Slavery

Reading: Antonil, pp. X-XX.

Tuesday: Activity pending.

Thursday: Discussion. Quiz on the reading.

Week 9 (Mar. 6 & 8): Spring Break

Week 10 (Mar. 13 & 15): Slavery

Reading: Antonil, pp. XX-XXX.

Tuesday: Lecture about Slavery.

Thursday: Discussion. Quiz on the reading.

Week 11 (Mar. 20 & 22): Gender

Readings: 1) CLA, *The Family and Society* (pp. 216-238); 2) “Affairs of the Courtroom” (BB); 3) “Santa Rosa of Lima” (BB); 4) “Portraits of Santa Rosa and Sor Juana” (BB)

Tuesday: “I, the Worst of All” (available under Course Reserves, ASU Libraries)

Thursday: Discussion. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Optional: Thesis Statement Workshop (10:45-11:45, March 20 in the Writing Center).

Optional: Essay Planner Workshop (10:45-11:45, March 22 in the Writing Center).

*** Thesis Statement and Topic Sentences 1 due 12:00PM, March 22 via Blackboard (4:00PM if attended Essay Planner Workshop).**

Week 12 (Mar. 27 & 29): 18th Century

Reading: Borucki, pp. XX-XX.

Tuesday: Lecture about periodization.

Thursday: Discussion. Quiz on the reading.

Optional: Rough Draft Workshop 1 (schedule an appointment with a Writing Center Tutor at your convenience)

* **Map Exam 2 (Beginning of class, March 27)**

* **Second Participation Grade will be posted in Grade Center.**

Week 13 (Apr. 3 & 5): 18th Century

Reading: Borucki, pp. XX-XX.

Tuesday: Yerba Mate from colonial times to the present & what it teaches us about South America today.

Thursday: Discussion. Quiz on the reading.

* **Paper 1: *Brazil* essay due 3:00PM, April 3, before class via Blackboard** (submit all Writing Workshop materials for extra credit; submit a hard copy of the essay if you want detailed feedback)

Week 14 (Apr. 10 & 12): Haitian Revolution

Readings: 1) CLA, Crisis and Political Revolution (pp. 339-354); 2) *The Code Noir* (BB); 3) The National Assembly, *Law on the Colonies* (BB); 4) Toussaint Louverture, from the *Constitution of the French Colony of Saint-Domingue* (BB).

Tuesday: Lecture about Haitian Independence.

Thursday: Discussion. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Optional: Thesis Statement Workshop (10:45-11:45, April 10 in the Writing Center).

Optional: Essay Planner Workshop (10:45-11:45, April 12 in the Writing Center).

* **Thesis Statement and Topic Sentences 2 due 12:00PM, April 12 via Blackboard** (4:00PM if attended Essay Planner Workshop).

Week 15 (Apr. 17 & 19): Independence

Reading: 1) CLA, From Empire to Independence (pp. 355-377); 2) “America Nursing Spanish Noble Boys” (BB); 3) *The Haitian Declaration of Independence* (BB); 4) *The Haitian Constitution* (BB) 5) “Vision of Bolivar (BB); 6) “Plan of Iguala (BB).

Tuesday: Lecture about independence.

Thursday: Discussion. Advanced preparation necessary. Bring to class 2 copies of the work described on BB.

Optional: Rough Draft Workshop 2 (schedule an appointment with a Writing Center Tutor at your convenience)

Week 16 (Apr. 24 & 26): Independence

Small Group Presentations: How does colonial Latin America help us understand Latin America today?

Tuesday: Student presentations.

Thursday: student presentations.

* **Paper 2: *From Shipmates to Soldiers* due 3:00PM, April 24, Blackboard** (submit all Writing Workshop materials for extra credit; submit a hard copy of the essay if you want detailed feedback)

* **Third Participation Grade will be posted in Grade Center.**

Colonial Latin America



MARK A. BURKHOLDER
University of Missouri-St. Louis

LYMAN L. JOHNSON
University of North Carolina, Charlotte

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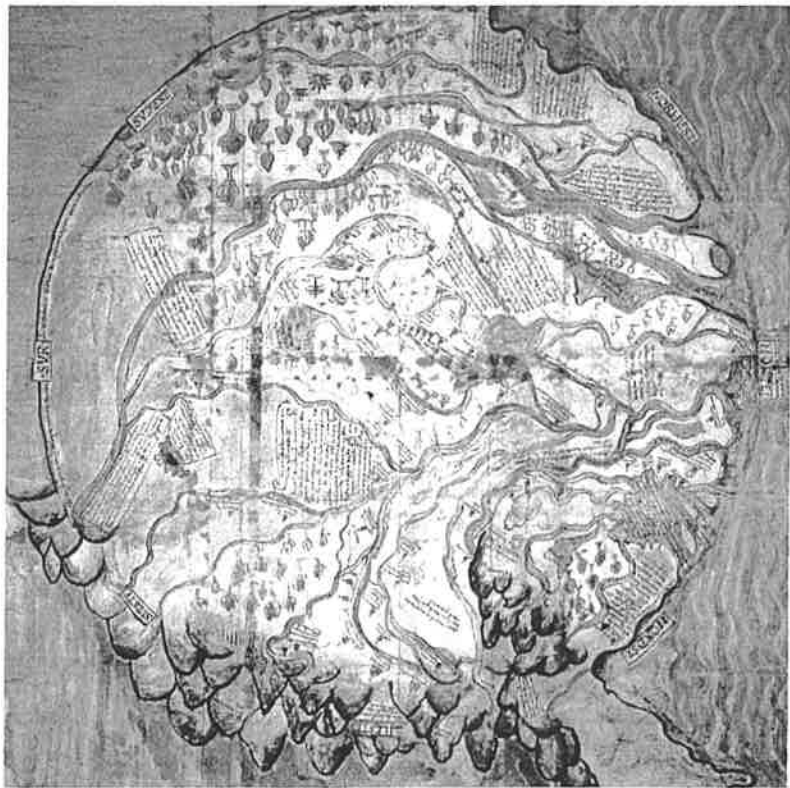
Malintzin's Choices

An Indian Woman in the Conquest of Mexico

Camilla Townsend

University of New Mexico Press

ALBUQUERQUE



FRONTISPICE: Map from the *Relación de Tabasco*, 1579. Although a Spaniard named Melchor de Alfaro Santa Cruz sent the map to the Crown, its style suggests an indigenous origin. The original is an impressive fifty-seven by sixty centimeters. Coatzacoalcos appears on the right. Ministerio de Cultura, Archivo General de Indias, Mapas y Planos, México 14.

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MALINTZIN WAS THE INDIGENOUS WOMAN WHO TRANSLATED FOR HERNANDO CORTÉS in his dealings with the Aztec emperor Moctezuma from 1519 to 1521. The Spanish called her doña Marina, and she has become known to posterity as La Malinche. As Malinche, she has long been regarded as a traitor to her people, a dangerously sexy, scheming woman who facilitated Cortés's conquest.

The life of the real woman, however, was much more complicated. She was sold into slavery as a child, and eventually given away to the Spanish as a concubine and cook. In this major reevaluation we gain new respect for her steely courage, as well as for the creativity, bravery, and resourcefulness of native peoples in the wake of conquest. Camilla Townsend rejects the myths that obscured this life. Drawing on Spanish and Aztec language sources, she breathes new life into an old tale, and offers insights into the major issues of conquest and colonization, including technology and violence, resistance and accommodation, gender and power.

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— SONYA LIPSETT-RIVERA, CARLETON UNIVERSITY

CAMILLA TOWNSEND is associate professor of history at Rutgers University, in New Brunswick, New Jersey. She is the author of *Pocahontas and the Powhatan Dilemma* and *Tales of Two Cities*.

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Cover illustrations (front) Malintzin and Cortés reach Itzamal, print of the *Diario de Itzamal*, mid-sixteenth century. Reproduced from *El Libro de Itzamal*, ed. Martín de Torreblanca. Cortés y Babel de México, 1983. (back) Map from the *Relación de Tlaxcala*, 1578. Ministerio de Cultura, Archivo General de Indias, Madrid. Mexico City. Cover design: Michel J. Tamburini.

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INDIANS AND THE
POLITICAL ECONOMY OF
COLONIAL CENTRAL AMERICA,
1670-1810

Robert W. Patch

UNIVERSITY OF OKLAHOMA PRESS : NORMAN

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"Robert W. Patch charts the story of the huge and highly complicated influence of colonial officials known as *alcaldes mayores* on the lives and fortunes of indigenous peoples. By exploring a wide spectrum of examples, he gets us beyond the simplistic judging of the legacies of colonialism as either 'good' or 'bad' that occasionally creeps into scholarship, and daringly takes on a number of theories favored in seminar rooms. Patch's careful and sensitive treatment takes us out of the realm of generalization and into the real world of human lives. This model work of scholarship will appeal to specialists, but its directness, clarity, and succinctness also make it ideal for classroom use."

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From Shipmates to Soldiers

Emerging Black Identities in the Río de la Plata



ALEX BORUCKI

University of New Mexico Press † Albuquerque

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"This is the richest and most original account ever written of slave and free black life in the Río de la Plata region of South America. It is a major contribution to the comparative literature on slavery and emancipation in the New World."

—GEORGE REID ANDREWS, author of
Blackness in the White Nation: A History of Afro-Uruguay

Although it never had a plantation-based economy, the Río de la Plata region, comprising present-day Argentina, Uruguay, and Paraguay, has a long but neglected history of slave trading and slavery. This book analyzes the lives of Africans and their descendants in Montevideo and Buenos Aires from the late colonial era to the first decades of independence. The author shows how the enslaved Africans created social identities based on their common experiences, ranging from surviving together the Atlantic and coastal forced passages on slave vessels to serving as soldiers in the independence-era black battalions. In addition to the slave trade and the military, their participation in black lay brotherhoods, African "nations," and the lettered culture shaped their social identities. Linking specific regions of Africa to the Río de la Plata region, the author also explores the ties of the free black and enslaved populations to the larger society in which they found themselves.

ALEX BORUCKI is an assistant professor of history at the University of California, Irvine. He is the author of *Abolicionismo y tráfico de esclavos en Montevideo tras la fundación republicana (1829-1853)* and coauthor of *Esclavitud y trabajo: Un estudio sobre los afrodescendientes en la frontera uruguaya, 1835-1855*, both published in Uruguay.



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From: [Marissa Timmerman](#)
To: [Tracy Encizo](#)
Cc: [Louis Mendoza](#); [Alexander Avina](#)
Subject: RE: General studies Proposal for HST 375
Date: Thursday, November 8, 2018 7:35:07 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Tracy,

Good morning! Our Director of Undergraduate Studies for History – Alex Avina – supports this proposal for general studies designation “G” for HST 375.

Best,
Marissa

From: Tracy Encizo
Sent: Wednesday, November 07, 2018 3:36 PM
To: Marissa Timmerman <Marissa.R.Timmerman@asu.edu>
Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: General studies Proposal for HST 375

Thank you!

Tracy A. Encizo
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From: Marissa Timmerman
Sent: Wednesday, November 7, 2018 3:07 PM
To: Tracy Encizo <Tracy.Encizo@asu.edu>
Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: General studies Proposal for HST 375

Tracy,

Thanks for the reminder! I will follow up with our History DUS once more as I have not heard back.

Best,
Marissa

From: Tracy Encizo
Sent: Wednesday, November 07, 2018 2:04 PM
To: Marissa Timmerman <Marissa.R.Timmerman@asu.edu>
Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: RE: General studies Proposal for HST 375

Hi Marissa,

I'm following up on our request for support for the general studies "G" proposal for HST 375 Colonial Latin America. Do you need further information? Please let me know.

Happy mid-week to you.

Best,
Tracy

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From: Tracy Encizo
Sent: Thursday, November 1, 2018 10:02 AM
To: Marissa Timmerman <Marissa.R.Timmerman@asu.edu>
Cc: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Subject: General studies Proposal for HST 375

Good morning, Marissa:

Dr. Julia Sarreal teaches HST 375 Colonial Latin America and she wishes to propose the Global Awareness general studies.

As it is a shared course, our proposal must include a letter of support from the chair or director of your history department which ensures that all faculty teaching the course are aware of the general studies designation and will teach the course in a manner that meets the criteria for each approved designation. This is critical for HST 375 because it examines ancient history and colonization and the content of a "G" course must be composed of subject matter that addresses or leads to an understanding of the *contemporary world*.

The attached syllabus and checklist contain several references to contemporary Latin America – in Dr. Sarreal's lectures, class discussions, and assignments. The course concludes with an analysis of how studying colonial Latin America helps to understand contemporary Latin America. If your faculty are willing to support this petition for Global Awareness they would, of course, determine how best to meet the criteria. We provide you with information on how Dr. Sarreal's proposes to meet the criteria for the sake of transparency.

HST 375 Colonial Latin America

SB & H

Course Description:

Ancient civilization, exploration and conquerors, and colonial institutions.

Offering School/Colleges Pre-requisite(s):

[New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts, and Cultural Studies](#)

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

[College of Liberal Arts and Sciences -- Historical, Philosophical & Religious Studies, Sch](#)

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

Would you please pass along this information and our documentation to the appropriate folks in your history department

for their review? We would appreciate hearing back from you in two weeks so we can determine next steps. Please don't hesitate to let us know if you have any questions.

Thank you,
Tracy

Tracy A. Encizo

Program Coordinator

School of Humanities, Arts & Cultural Studies

new college

Arizona State University

Office: (602)543-2850



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