

History 227 – Spring 2016
Intro to Latin American History and Culture I
“Colonial Latin America”

Course Description and Learning Outcomes

This course examines the history the Americas from its earliest civilizations to emerging national periods.

1. Students will gain an understanding of Latin America’s complex histories and cultures.
2. Students will engage the historian’s craft through projects and discussions about field work, archival research, primary source analysis, transcription, and paleography.
3. Students will evaluate conclusions and identify problems within historical narratives, articulating questions that generate an inclusion of underrepresented points of view.
4. Students will learn advanced research methods and analyze notarial documents in order to interpret and write history based on regular people’s experiences.
5. Students will identify different colonial perspectives while discovering the impact of colonial rule on food, language, gender roles, and culture.
6. Students will develop professional communication skills by preparing and delivering oral presentations.
7. Students will collaborate in groups to share information, solve problems, and complete assignments.
8. By course’s end, students will distinguish cultural traditions, and identify indigenous patterns within the African, European, and Asian legacies alive in our culture today.

Required Readings and Supplies must be brought to every class

1. OConnor, *Documenting Latin America, Volume I* ISBN: 9780132085083
2. Restall, Sousa, Terraciano, *Mesoamerican Voices* ISBN: 9780521012218
3. Conrad, *Children of God’s Fire (optional)* ISBN: 9780271013213
4. Moleskine Art Plus Sketch Album, Square, Black, Soft Cover (7.5 x 7.5 square) Diary/Journal
5. Additional readings, images, and clips available on class website through WebCampus

REQUIREMENTS, DUE DATES, AND GRADES

1. Methodology (Sources) Paper:	50 points
3. Midterm Exam:	100 points
4. Final Exam:	100 points
5. Participation/Homework/Quizzes /Journal:	150 points
Total Points	400 points

A	372-400
A-	360-371
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	292-307
C-	280-291
D	240-279
F	Below 239

Participation Grade:

Participation counts for a significant part of your grade. To receive full points for each class period:

1. **Attendance.** Be there, on time. Roll is taken; no unexcused absences. Serious and life-threatening events: please contact me. Points may be made up by bringing food to share with the class.
2. **Participation.** Come to class ready to share your ideas: participate in discussions, exam prep/ essay planning, and in-class presentations.
3. **Homework journal.** Write homework assignments in journal, clearly labeled with lecture week and day (3.2 means week 3 lecture 2) This includes writing by hand a short response to readings/ images/ clips. Some homework assignments require you to sketch in your journal. Pages may be added but do not tear pages out: *whole journal will be turned in for credit at end of semester.*

Paper: What is the reasoning behind using ‘internal’ sources?

Students will write a 4 page expository paper describing the social/ Ethnohistorical methodology I use in my research, which will be covered in lecture. Rubric posted on class website.

Midterm Exam: In-class exam taken from readings and lecture. A study guide will be provided.

Final Exam: In-class exam taken from readings and lecture. A study guide will be provided.

Final Exam will be given **Thursday May 12 from 10:10am to 12:10; bring a scantron sheet.** Final will be given in our usual classroom unless otherwise directed.

Course Schedule Spring 2016

- Readings outside required texts are found on class **website**, inside the folder for each week.
- **Homework assignments, both the questions and answers, must be written inside each students’ journal and labeled with week and lecture number.**

- BRING JOURNAL AND TEXTBOOK to class every lecture to receive your participation/ homework points

Week	Date	Topic	Reading	Assignments Due
1	Jan 19	Introduction -Main texts & Journal -Assignments & Quiz... -Create your study groups	Syllabus Source Presentations in Class	
	Jan 21	How we write history Animal-name sketches (in class) and social detail How to give your source presentations (rubric)	O'Connor: Introduction , with careful reading of the section called: "getting the most out of primary-source documents" p. xxx-xxxi Map: The Contemporary Countries of Lat Am (for quiz next Tuesday)	1. Bring journal to class for credit 2. Find your group (in class) 3. Homework: "Introduce yourself" paragraph for me, written on a loose paper to be handed in during class.
2	Jan 26	Iberia -Islamic context & cultural similarities -Sources paper— methodology and cycle of sources	O'Connor: Section I & Chpt. 1 (Imperial Aspirations and Limits of Colonial Domination & Christopher Columbus accounts p 38-39, in Mesoamerican Voices Lockhart excerpt	1. JOURNAL Homework question, Chpt 1: What clues can you find about Columbus' motives? 2. In-class MAP QUIZ 3. Source presentation: p 38-39, in Mesoamerican Voices, from the 29 th chpt of Florentine Codex
	Jan 28	Politics, Gender and Conquest	O'Connor: Chpt. 2 & Chpt. 4 (A Conquistador account of La Malinche, aka dona Marina, & Claims by an Indian Conquistador) Images of Malinche	1. JOURNAL Homework question: look at images on pp. 32, 35, 45 & 46 and sketch one of the pictures of Malinche and Cortez, showing the centrality of La Malinche 2. Source presentation: image p. 32 & top image on p. 45, Mesoam. Voices
3	Feb 2	Quilombos & Afro-Iberian Sailors, Soldiers, Traders, and Thieves on the Spanish Main	O'Connor: Chpt.3 &5 (a royal order, ship register, a will, and a chronicle) Docs 1.4 & 7.1 in Children of God's Fire	1. Intro. paragraph due in class for feedback (Sources Paper) 2. JOURNAL Homework response to the first two parts of question 3 (on p. 27 in O'Connor-- write the paragraph in journal) 3. Source presentation: doc 7.1 in Children of God's Fire, official correspon to king about punishments; doc 1.4 slave biography
	Feb 4	Mesoamerica	Mesoamerican Voices p. 1-10 doc 8.5 in Mesoamerican Voices Short Field Trip to Barrick Museum: Mayan v. Aztec	1. *Sources Paper due in class and online 2. Source Presentation in the Museum: document 8.5 in Mesoamerican Voices, decree against dancing around crucifix
4	Feb 9	Church, Society and Colonial Rule	O'Connor Section II & Chpt 6 & 7 on European Priests: Las Casas's	1. JOURNAL Homework, a paragraph response to these priest's motives

		arguments, and Fray Alonso's report on Fugitive Slaves Doc 7.7 in Mesoam Voices (Maya petition) and 9.14 in Children of God's Fire (police report of revolt in Bahía)	2. Source Presentation: 7.7 in Mesoam Voices (Maya petition against licentious priests) and 9.14 in God's Fire (police report how Africans revolted)
Feb 11	New and Old Beliefs in Mexico and the Andes	O'Connor Chpt 8, 9, & 10 doc 4.10 God's Fire	1. JOURNAL Homework, find and copy of the Virgin of Guadalupe, thinking about how she represented <i>Nonantzin</i> , the Mexica "Our Mother." 2. Also in journal add a paragraph response to the inquisition doc in chpt 10: describe María Josefa's spirituality 3. Source Presentation: doc 4.10 God's Fire about a popular festival in Bahía.
5 Feb 16	Finding a Place Within Colonial Hierarchies	O'Connor Chpt 11 & 14, about African women's possessions, and "mardis gras" ceremonies Guaman Poma image	1. JOURNAL Homework, the Guaman Poma image posted in today's folder. 2. Also add a paragraph describing how the image reflects colonial hierarchies 3. Source Presentation: Guaman Poma image
Feb 18	Music & Identity symposium 10-2:00	Meet in Student Union (sign-in sheet will be in a designated location)	1. Journal about the conference: what did you experience? How did themes relate to our class?
6 Feb 23	Obeying the Heart and Obeying the Church	O'Connor Chpt 12 & 13, about Ana Juana freed woman, and courtship/ marriage	1. JOURNAL Homework, Using evidence in chpt 13, describe how the right to choose a marriage partner is not a modern idea 2. Source Presentation: doc 5.2 in Mesoam Voices on a woman asking for household land
Feb 25	Challenging Colonial Cultural Norms	Section IV & Chpt 16 on Sor Juana, Catalina de Erauso	1. SKETCH Image of Sor Juana and write in a few things she is known for. 2. Source Presentation: doc 1.9, God's Fire, a British Priest's record of Rio slave market
7 Mar 1	More Challenging Cultural Norms	Watch portion of the film about Sor Juana Inez de la Cruz in class: http://www.youtube.com/watch?v=PT17H1ohD2M	Finish watching film after class and In your journal write about how Sor Juana was torn between her talents and her sworn obedience (again the theme of people finding power <i>within</i> institutions of oppression, and the limits to both power and oppression).
Mar 3	Witchcraft & Stereotypes	O'Connor Chpt 18 & 19 doc 3.6 from God's Fire: wet nurse adverts doc 7.5 in Mesoam Voices on violence against women	1. JOURNAL Homework paragraph response to readings: were colonial women powerless? Give evidence from readings. 2. Begin sketching 20 Aztec/ Mexica day symbols 3. Source Presentations: doc 7.5 in Mesoam Voices on violence against women & doc 3.6 from God's Fire: wet

			nurse adverts
8	Mar 8	Aztec (Mexico) and Mayan Calendars Midterm Review	Mesoamerican Voices Chpt 2 on Indigenous Literacy Various Images on Webcampus
			1. Finish sketching the 20 day symbols of the Aztec Calendar aka Sun Stone 2. Source Presentation: doc 8.4 Mixtec Priest and the Inquisition 3. Bring any questions about midterm for review
	Mar 10	Exam	Midterm Exam
9	Mar 15	Empire, Loyalty, and Race in the Caribbean Cuba Haiti Dominican Republic	O'Connor Chpt 30
			Homework 10.1 to be assigned and completed in class
	Mar 17	Death & Poetry	Fieldtrip to Special Collections
			Class meets in Library, Media Conference Room Homework: compose a <i>Calavera</i> "limerick" in journal, be prepared to perform for contest
10	Mar 22	SPRING BREAK	
	Mar 24	SPRING BREAK	
11	Mar 29	Casta Paintings	O'Connor Section V & Chpt 20
			Homework 11.1 to be assigned and completed in class
	Mar 31	Who Defines the Public Good? Fluidity of race and power	O'Connor Chpt 21 & 22
			Homework: in journal, write your response to questions #3 p. 186 & #3 p.195 giving examples from sources Sign up for Cultural Presentation Day
12	Apr 5	Review midterm concepts	Midterms returned and studied
	Apr 7	Indians Make Everything & Fieldwork	O'Connor Chpt 23 p201-206 Paleography: class handouts Mexica Rhetoric and Moral Philosophy p.202-215 in Mesoamerican Voices
			Homework: sketch one of two images from Mesoamerican Voices p.212 or 204 and write a caption about what is going on. Source Presentation: Meso. Voices 9.1 Prepared to present either the mother or the father's advice
13	Apr 12	Tupac & Fieldwork	O'Connor Chpt 25
			Homework: write a paragraph in response to the following question: What factors and events suggest that this was primarily a tax revolt? And what evidence suggests the uprising sought fundamental changes to colonial rule? Cite the exact language from the sources, we will have a debate.

	Apr 14	Fieldtrip	Barrick Museum	Mesoamerican exhibit. Meet in classroom and walk over together.
14	Apr 19		No Class	No Homework
	Apr 21		Class Presentations	Cultural presentation to share with class
15	Apr 26		Class Presentations	Cultural presentation to share with class
	Apr 28		Class Presentations	Cultural presentation to share with class
16	May 3		Class Presentations	Cultural presentation to share with class
	May 5	Final Review		
final	May 12	Final Exam 10:10-12:10	Note: Exam on Thursday at 10:10am	Bring Scantron Sheet Turn in Journal

Classroom Environment

Be Kind. *This is the basic rule of engagement in my class.* Open discussions require respect. We will use positive languages, verbal and non-verbal, to encourage each other to wrestle with challenging ideas of gender, ethnicity, social class and culture. We are a team; I want everyone to feel supported and do well.

Violence of any kind will not be tolerated, including verbal violence, racist speech, or other hate crimes. Think of this rule before using cynicism, sarcasm, offensive language. Please let me know of any problems, so I can address them immediately.

Hate Crimes are encouraged to be reported as soon as possible. See following link for policy and detailed information: http://www.unlv.edu/assets/provost/policies-forms/Hate_Crime_Policy709.pdf

Honesty, Trust, Fairness and Respect form the core of school policy. See: <http://studentconduct.unlv.edu/misconduct/policy.html>

Communication Devices:

Please turn your cell phones to silent mode, put them away, and keep laptops closed unless otherwise instructed. Exceptions will be made for childcare, eldercare, and other emergencies, so be respectful and please let the class know if you will have your device on, and leave the classroom to answer texts.

For exams, students will be expected to leave their phone away from their body for the duration, so that they may use the bathroom freely, without a chaperone to make sure students do not cheat. Usually, students choose to put devices into a bag and place bag against the wall. Otherwise, students may choose to leave their phone in plain view on the front media desk—but student is fully responsible for device.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the

obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.