HS 285201
Colonial Latin America
1400-1820s
Summer 2, 2017 3 Credits

Instructor:  Dr. Mark Christensen  email: mz.christensen@assumption.edu
Office:  Office Hours:
Telephone:
Schedule (class times and day(s): June 26-August 4, T/TH 6:00-9:15pm

Course Description
This class is a survey of three centuries, from the initial encounter on New World soil of Iberian, African, and native cultures, to the birth of independent culturally- and racially-mixed nations. Our emphasis is on the patterns of conquest and cultural encounter, the processes of colonial rule, the nature of interaction between social groups, and on the cultural impact of the colonial experience upon all Latin American peoples.

We study the institutions, cultures, attitudes, and fortunes of Spaniards and Portuguese; African slaves and free blacks; Nahuas and Aztecs, Mayas, and Incas; we discover the roles played in colonial society by a wide variety of peoples, from an African slave on a Brazilian sugar plantation to a Spanish high society woman in Lima to the black and native workers in an Ecuadorian tannery to an Aztec nobleman in Mexico City. The people who lived in colonial Latin America are given a chance to speak for themselves as much as possible; most of the books you will read feature contemporary documents translated from Spanish, Portuguese, and various native languages.

Course Objectives
This course has three main objectives:

• Achieve a factual knowledge of the events that transpired in Colonial Latin America from 1400-1820s, and understand how they impact the world today
  a The rich history of the Americas is filled with myths and misunderstandings. The various readings, lectures, and discussions of the course will provide a firm factual base for your understanding of Colonial Latin America
• Develop argumentative and writing skills
  a The ability to develop and support an opinion (or argument) is an important skill. The written examinations, weekly assessments, and argumentative paper will allow you to achieve this goal
• Develop critical thinking and analytical skills
  a Knowing how to think critically and analyze the past and present world events is an essential skill. Through the examination of primary source materials and literary works you will learn to examine and consider various points of view
In addition to these specific objectives this course allows students to:

- Demonstrate a cross-cultural understanding of the impact of culture, gender, and age in the Americas as demonstrated by various written assignments
- Demonstrate an ethical knowledge pertaining to Colonial Latin America as demonstrated by our in-class discussions

Overall, throughout this course you will have the opportunity to gain a global perspective of how different cultures interact with one another. All of these combine to serve you on both a personal and professional level. In the end, regardless of your interest in history, the ability to critically examine information, construct and present a persuasive argument, and understand the world around will help you excel in any vocation.

Grading

Your grade will break down as follows:

**Class Participation.** Learning how to express yourself and your ideas orally is an important skill. Moreover, everyone benefits from the mutual exchange of ideas. Thus, your participation is important and is **15%** of your grade

**Weekly Assessments.** At the beginning of each Thursday’s discussion, you will answer a series of short questions regarding the week’s assigned reading. Your lowest score will be dropped. These responses constitute **25%** of your overall grade

**Midterm Argumentative Paper 25%** (1300 words)

**Final Argumentative Paper 35%** (1300 words)

**WCAS Grading System**

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services

**Text(s)/Readings (Required)**

Two **required** books have been selected. The first, *Latin America in Colonial Times* by Matthew Restall and Kris Lane, is your textbook. With its primary sources and coverage of the major events, the book provides an excellent framework upon which we will construct our understanding of colonial Latin America.

Any other assigned readings will be accessible via Canvas.

Text(s)/Readings (Recommended for further study, but not required)
- *Ceremonies of Possession: Europe’s Conquest of the New World, 1492-1640*, by Patricia Seed (Cambridge, 1995), uses a comparative framework to examine and contrast the exploration and colonization initiatives of five European countries
- *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*, edited by Stuart Schwartz (Bedford, 2000), which tells the story of the fall of the Aztec empire using sixteenth-century Spanish and Aztec accounts

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool.

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required
for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

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**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed...
religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Deadlines and Late Work**

Paper assignments should be emailed to me by the specified deadlines. Late assignments will be graded accordingly.

Late assignments will be penalized half of a letter grade per day, including weekends. If you are going to be away from campus for an interview, sporting event, or other activity, you are still responsible for submitting assignments on time; it is your responsibility to plan ahead. Late assignments will be accepted without penalty only in the event of unavoidable and unforeseen circumstances due to family emergency, serious injury, or illness. On such occasions, you must provide a note from a doctor or the dean.

**Boston College Mission Statement**

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

**Course Outline and Assignments**

Classes will meet Tuesdays and Thursdays from 6:30-9:30pm. Students are expected to come having done the reading and ready to participate. It is expected that 8 hours per week of your study time will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the term.
Course Outline*

WEEK ONE: The Precontact Americas, Europe, and Africa
6/27  Introductions and the Natives of the Americas  Restall, Ch. 1-2
6/29  Atlantic Africa  Restall, Ch. 3

WEEK TWO: Voyages of Discovery & Conquest
7/4    Fourth of July  Restall, Ch. 4
7/6    Native Empires  Restall, Ch. 5

WEEK THREE: Conquests
7/11   The Long Conquest  Restall, Ch. 6
7/13   The Incomplete Conquest  Restall, Ch. 7

Midterm paper due July 16th by midnight

WEEK FOUR: Colonial Life
7/18   Native and Black Communities  Restall, Ch. 8-9; Boyer, Ch. 13
7/20   Religious Renaissance  Restall, Ch. 10; Boyer, Ch. 5

WEEK FIVE: Colonial Life—Deviancies
7/25   Defining Deviancy  Restall, Ch. 11
7/27   Daily Life  Restall, Ch. 12; Boyer, Ch. 15

WEEK SIX: The End of Colonial Life
8/1    War and Reform  Restall, Ch. 13; Boyer Ch. 20
8/3    Independence  Restall, Ch. 14-15

Final paper due August 6th by midnight

* The schedule and assignments are subject to change