

HILA (History) 100, Winter, 2005  
MWF 10-10:50 a.m., Cog Sci 001

Latin America: Iberian Empires and Colonial Frustrations  
(A survey of colonial Latin American history)

Instructor: Dr. Eric Van Young  
Office hours: Monday, 11:30 a.m.-1:30 p.m.  
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**Scope of the course:**

The course is a survey of the early period of Latin American history, from 1492 to about 1825 or so, including the European background, the major New World indigenous civilizations, and (briefly) the process of independence. HILA 100 is part of an entire year-long sequence surveying the history of Latin America up to the present, and is normally followed by HILA 101 and HILA 102, although this year it *follows* HILA 101.

**Course format:**

Three hours of lecture per week; discussion as appropriate; a film; section meetings. The dates on the calendar, especially of the lecture topics, are only approximate, and subject to adjustment as the professor lags behind his own outline.

**Course requirements:**

Final exam:

Essay and short answer, in class, 2-3 hours in length; 45% of grade.

Mid-term exam:

Essay and short answer, in class, 50 minutes long; 10% of grade.

Research paper:

A research paper of *at least* ten (10) pages in length, on some topic of the student's choice; 45% of grade; see **attached guide sheet** for details. N.B.: All the course requirements *must* be fulfilled if the student expects to get a passing grade, even if the course is taken on a pass/not pass option.

**Teaching assistant and section discussions:**

Sara Sanders is the Teaching Assistant. Two section meetings will be set up during the first week of class, time and place TBA; TA office hours also TBA. Attendance at section meetings is not mandatory, since this is an upper-division course, but is *strongly* recommended; content at discretion of TA. At a minimum, readings will be discussed and lecture material expanded upon in the discussion sections.

**Required readings** (in order of their use):

Matthew Restall, *Seven Myths of the Spanish Conquest*

Linda Curcio-Nagy, *The Great Festivals of Colonial Mexico City*  
Sidney Mintz, *Sweetness and Power*  
Jay Kinsbruner, *Independence in Spanish America*

All the required texts are available in paperback at Groundworks Books, and all have been placed on reserve in the Humanities and Social Sciences Library. This is a substantial amount of reading, but is by no means excessive. A fifth text has not been assigned because students are expected to do considerable reading for their research papers.

There are also some interesting on-line collections of sources on the colonial period—with lists of additional readings, maps, chronologies, etc.—in which you might just want to browse for your own interest and to supplement the assigned readings. Three of these are: [www.emory.edu/COLLEGE/CULPEPER/BAKEWELL](http://www.emory.edu/COLLEGE/CULPEPER/BAKEWELL); [www.oberlin.edu/faculty/svolk/latinam.htm](http://www.oberlin.edu/faculty/svolk/latinam.htm); [www.theaha.org/tl/LessonPlans/ca/Fitch/index.htm](http://www.theaha.org/tl/LessonPlans/ca/Fitch/index.htm) and (for a collection of links to various Latin America-related sites) [www.skidmore.edu/~jdym/Links-Colonial.htm](http://www.skidmore.edu/~jdym/Links-Colonial.htm).

### **Instructor's policies**

- 1) No “Incompletes” will be given except for compelling personal/medical reasons.
- 2) Papers must be typed; handwritten papers will not be accepted; late papers will be penalized 2 points per day (M-F).
- 3) Exams must be taken in bluebooks, which the student is expected to provide.
- 4) Roll will not be taken, but regular class attendance is strongly recommended; since there is no central textbook as such, the lectures form the spine of the course and missing lectures will seriously impair not only the student's understanding of the material, but also her/his ability to do well on the exams.
- 5) Harassment of the instructor via electronic mail is likely to be counter-productive for the student (that is, it will irritate me, and attach a name to the irritation), so use this means of contact sparingly. If it's worth asking a question about something via e-mail, it's probably worth asking it during class, talking to me after lecture, or coming to office hours.

## Reading and Lecture Topics; Calendar

### I. Backgrounds

Date/Day

Week

#### Week 1

- |         |      |  |
|---------|------|--|
| 9 Jan.  | Mon. | Introduction ( <b>N.B.:</b> Students should <u>begin reading the book by Restall</u> and have it completed for discussion in class by Monday, 23 February) |
| 11 Jan. | Wed. | Iberian background   |
| 13 Jan. | Fri. | Iberian background, continued  |

#### Week 2

- 16 Jan. Mon. No class–Martin Luther King, Jr., birthday holiday  
 18 Jan. Wed. Native cultures  
 20 Jan. Fri. Native cultures, continued

## II. First generations of the conquest

### Week 3

- 23 Jan. Mon. European expansion and New World conquests; discuss Restall book  
 25 Jan. Wed. Film in class: “First Contact”  
 27 Jan. Fri. European expansion and New World conquests; discuss film

### Week 4

- 30 Jan. Mon. Trans-Atlantic perceptions  
 1 Feb. Wed. Demographic collapse  
 3 Feb. Fri. Colonial adjustments to about 1600

### Week 5

- 6 Feb. Mon. Colonial cities; discuss Curcio-Nagy book  
 8 Feb. Wed. Sugar and society in Brazil  
 10 Feb. Fri. Sugar and society in Brazil, continued

### Week 6

- 13 Feb. Mon. Mid-term exam, in class

## III. The mature colonies

- 15 Feb. Wed. The sinews of empire: trade  
 17 Feb. Fri. In the king’s name: colonial government

### Week 7

- 20 Feb. Mon. No class–Presidents’ Day holiday  
 22 Feb. Wed. The fabled wealth of the Indies: silver  
 24 Feb. Fri. Agriculture, the great estate, and rural life; discuss Mintz book

### Week 8

- 27 Feb. Mon. Social stratification and race mixture  
 1 Mar. Wed. Catch-up day  
 3 Mar. Fri. No class–instructor out of town

### Week 9

- 6 Mar. Mon. Colonial church, colonial culture  
 8 Mar. Mon. Brazil in the 18<sup>th</sup> century

#### IV. The end of the beginning, the beginning of the end

10 Mar. Fri. Enlightenment and 18<sup>th</sup>-century reforms

#### Week 10

13 Mar. Mon. Background to rebellion

15 Mar. Wed. Independence; discuss Kinsbruner book

17 Mar. Fri. Catch-up and review; research papers due by 5 p.m.

#### RESEARCH PAPER GUIDELINES

1) The paper is meant to accomplish three things: a) it is an exercise in writing; b) it is an exercise in research—specifically in this case historical materials and literature; c) it is meant to provide the student an opportunity to explore some aspect of colonial Latin American history in greater depth than the overall course format allows.

2) **It is strongly recommended** that the student consult with the TA and/or instructor concerning the topic and sources for the essay, that topics be selected as early in the quarter as possible (say, by the second or third week), and that work on the research begin early to avoid difficulty with obtaining books in the library, etc. The instructor will be available to read and comment upon paper drafts, provided these are not submitted at the last minute.

3) The topic should be sufficiently broad so as to allow the student to do sufficient research: i.e., not so narrow or specialized that there is no historical or other writing on it, but not so broad as to be meaningless. Example of the former: “Columbus’s Bed-Wetting: Its Historical Influence” (well, if you could find sources, this might be interesting); example of the latter: “The Economy of Colonial Latin America.”

4) The essay may be devoted entirely to some relevant aspect of pre-conquest Iberian or pre-Columbian native American history. If the topic embraces the post-colonial period, however, the paper must have one foot firmly planted in the colonial era.

5) The essay should have a central idea, hypothesis, or argument—it should not just be a collection of odd facts thrown together.

6) The essay should reflect substantial thought and research in sources outside the course’s assigned texts, although these may also be used. At a minimum, “substantial” means at least six sources (books, documentary collections, journal articles, etc.) related to the topic. Those students interested in working in primary (i.e., original, unpublished) sources, in materials in languages other than English (e.g., Spanish, French, Portuguese, etc.), or on areas not covered in the course (e.g., the Caribbean) are welcome to do so, but should consult with the TA and/or instructor first. About sources on the Internet: **Be warned:** use these *sparingly* and *critically*, and when in doubt

about them consult the instructor or the TA.

7) The following are also important aspects of the essay:

a) considerable attention should be paid to style, grammar, spelling, and so forth; and the final product should be proof-read carefully for errors;

b) the essay should be *at least* ten pages in length, though anything up to about 25 pages or so will be read with interest; don't try to fudge the length by manipulating the margins, please;

c) the essay should have a title page, some consistent form of references (foot-notes, end-notes, or social science-style notes in the text), and a bibliography at the end;

d) the paper should be typed, double-spaced.