

HILA (History) 100, Fall, 2009  
MWF 10-10:50 a.m., Pepper Canyon 122

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

Instructor: Dr. Eric Van Young

Office hours: Monday, 11 a.m.-12 p.m., Wednesday 2-3 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. HILA100 is part of an entire year-long sequence surveying the history of Latin America up to the present, and is normally followed by HILA101 and HILA 102.

**Course format:**

Three hours of lecture per week; discussion as appropriate; a film; section meetings (these are not mandatory). 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:**

Chris Wisniewski is the Teaching Assistant. The section meeting for the class is scheduled for Tuesdays, 3:30-4:30 p.m. in the Humanities and Social Sciences Building 3086 (Muir College). Chris's office hours will be Tuesdays, 2:25-3:25 p.m. and Wednesdays, 8:45-9:45 a.m., room to be announced. Attendance at section meetings is not mandatory, since this is an upper-division course, but is 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*

Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*

Suzanne Alchon, *A Pest in the Land: New World Epidemics in a Global Perspective*

Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History*

All the required texts are available in paperback at the UCSD Bookstore in the Price Center, and all have been placed on reserve in the Humanities and Social Sciences (Geisel) 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:

<http://faculty.smu.edu/bakewell/bakewell/thinksheet.html>,

<http://www.oberlin.edu/faculty/svolk/latinam.htm>, and

<http://www.historians.org/tl/lessonplans/ca/fitch/index.htm>; for a collection of links to various Latin America-related sites, see <http://www.skidmore.edu/~jdym/Links-Colonial.htm>.

Duplicate copies of the course syllabus and other handouts can be obtained, and the class's meeting, mid-term, and final schedule can be viewed, by visiting the course's on-line "WebCT" page, which can be accessed either by visiting the university's main WebCT page at <http://webct.ucsd.edu> (after which you must select the appropriate course link) or by visiting the course page directly at <https://webctweb.ucsd.edu/webct/logon/2845781054001>. In either case, you will be required to login to the system using your UCSD single Sign-On ID and its associated password.

### **Instructor's policies**

- 1) No "Incompletes" will be given except for compelling personal/medical reasons, which must be documented by the student.
- 2) Papers must be typed; handwritten papers will not be accepted; late papers will be penalized 2 points per day (M-F); papers should adhere to the rules in the guidelines.
- 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. **I will not—repeat—will not** approve paper topics or supply bibliographic suggestions via e-mail, nor will I enter into substantive discussions of the course material, or answer any but the most minimal questions by e-mail, **period**.

## Reading and Lecture Topics; Calendar

### I. Backgrounds

Date/Day  
Week

28 Sept. Fri. Introduction (**N.B.:** Students should begin reading the book by Restall and have it completed for discussion in class by Monday, 12 October)

### I. Iberian and New World background

#### Week 1

28 Sept. Mon. Iberian background  
30 Sept. Wed. Iberian background, continued  
2 Oct. Fri. Native cultures

#### Week 2

5 Oct. Mon. Native Cultures, continued  
7 Oct. Wed. The encounter; film in class: "First Contact."  
9 Oct. Fri. Discuss film in class; European expansion and New World conquests

### II. First generations of the conquest

#### Week 3

12 Oct. Mon. European expansion and New World conquests, continued; discuss Restall in class  
14 Oct. Wed. Trans-Atlantic perceptions; discuss Las Casas in class  
16 Oct. Fri. Demographic collapse

#### Week 4

19 Oct. Mon. Colonial adjustments to about 1600; discuss Alchon in class  
21 Oct. Wed. Sugar and society in Brazil  
23 Oct. Fri. Sugar and society in Brazil, continued

### III. The mature colonies

#### Week 5

26 Oct. Mon. The sinews of empire: trade  
28 Oct. Wed. In the king's name: colonial government  
30 Oct. Fri. Mid-term exam, in class; instructor out of town

#### Week 6

2 Nov. Mon. The fabled wealth of the Indies: silver  
4 Nov. Wed. Agriculture, the great estate, and rural life; discuss Mintz in class  
6 Nov. Fri. Social stratification and race mixture

#### Week 7

9 Nov. . Mon. Catch-up day  
11 Nov. Wed. Veterans' Day holiday; no class  
13 Nov. Fri. Colonial church, colonial culture

### Week 8

16 Nov. Mon. Brazil in the eighteenth century

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

18 Nov. Wed. Enlightenment

20 Nov. Fri. Eighteenth-century reforms  
(Instructor may be out of town; possibly a guest lecturer)

### Week 9

23 Nov. Mon. Background to rebellion

25 Nov. Wed. Independence

27 Nov. Fri. Thanksgiving holiday; no class

### Week 10

30 Nov. Mon. Independence, continued

2 Dec. Wed. Catch-up and review

4 Dec. 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) **Students must consult** with the TA and/or instructor concerning the topic and sources for the essay; we will keep a list, and essays on topics that have not been approved will not be accepted. Topics should be selected as early in the quarter as possible (say, by the second or third week), and work on the research should begin early enough 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. **We will check for plagiarism**, and plagiarism will be severely penalized in keeping with University regulations. We will provide more information later about academic integrity issues and the use we intend to make of Turnitin.com.

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. Just because something appears on the Internet does not mean that it's "true," or even useful. Reliance on sources such as Wikipedia is very ill-advised except, possibly, for quick reference issues related to dates, etc.

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; careless writing will be penalized when the grade for the paper is assigned;
- 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 (one inch all around) or the font (twelve point Times Roman or Times New Roman), please—we were not born yesterday;
- 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.