<table>
<thead>
<tr>
<th>I. ASCRC General Education Form</th>
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<tbody>
<tr>
<td>Group</td>
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<td>Dept/Program</td>
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<tr>
<td>Course #</td>
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<td>Course Title</td>
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<td>Prerequisite</td>
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<td>Credits</td>
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<th>II. Endorsement/ Approvals</th>
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<tr>
<td>Complete the form and obtain signatures before submitting to Faculty Senate Office</td>
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<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>JODY PAVILACK</td>
<td>9/11/08</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>2234; <a href="mailto:jodypav@gmail.com">jodypav@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
<td></td>
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<tr>
<th>III. Description and purpose of the course:</th>
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<tr>
<td>General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: <a href="http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm">http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm</a></td>
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This course surveys the political, economic, social, and cultural history of Central and South America and the Caribbean from the pre-Columbian era of the 15th century through the wars for independence from Spain and Portugal at the beginning of the 19th century. Topics include “discovery/encounter/conquest” among Europeans, Amerindians, and Africans; biological, racial, and cultural mixing; structures and practices of colonial administration and production; regional diversity; insertion in the global economy; and modes of colonial control, resistance, and change.

Students will gain basic knowledge of significant people, places, events, and processes of change across two continents over four centuries, which will be assessed with a map quiz, a mid-term, and a final exam. Students’ abilities to critically read primary and secondary sources, to think like an historian, and to write persuasive analysis will be developed through required readings, group discussions, and weekly essays. This set of skills and knowledge is foundational for taking upper-division courses related to Latin America and world history, and more generally provides students a deeper understanding of the larger historical context of the Americas in which they are situated.

<table>
<thead>
<tr>
<th>IV. Criteria:</th>
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<tr>
<td>Briefly explain how this course meets the criteria for the group. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></td>
</tr>
</tbody>
</table>

| Criteria for Group VI: Historical and Cultural Studies | Students will gain broad knowledge of people, places, events, and processes of change in Colonial Latin American history, which covers two continents over four centuries. By reading both primary sources and significant historians’ interpretations, discussing them in class and writing short essays about them, students learn to analyze historical documents in their social, cultural, and political contexts. |
### Criteria for Group X: Indigenous and Global Perspectives

Students will gain broad knowledge about the indigenous populations of Central and South America and the Caribbean on the eve of Columbus’ arrival and about their racial, social, political, and cultural transformations over the next four centuries, as they interacted with Europeans and Africans. The course fundamentally addresses the insertion of Latin American colonies into the global system in biological, political, economic and cultural terms. Critical understanding of Latin America’s colonial history will provide students a new perspective on their place in the Americas and the world.

### V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

| Learning Goals for Group VI: Historical and Cultural Studies | By reading, discussing, and writing about both primary texts and significant secondary interpretations, students will learn to analyze historical documents in their social, cultural, and political contexts. Lectures, readings, and discussions fundamentally focus on human behavior, ideas, and institutions in Colonial Latin America, working to understand the causes and consequences of change over time. |
| Learning Goals for Group X: Indigenous and Global Perspectives | Students will gain critical understanding of the history of the indigenous populations of Latin America as they intermingled and interacted with Europeans and Africans over four centuries. Students will also gain critical understanding of how the interaction between Latin American colonies and the broader world of the 16th-19th centuries influenced the historic development of the continent. |

### VII. Syllabus: Paste syllabus below or attach and send digital copy with form. [The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)
COURSE DESCRIPTION

Conquest and colonization of the southern Western Hemisphere took place by the swords and the words of Spaniards and Portuguese from the fifteenth to the nineteenth centuries. This course begins with a look at the pre-Columbian societies on both sides of the Atlantic. We then explore the “discovery/encounter/conquest” between Europeans and Amerindians, beginning with Columbus’ voyages. This key historical event reshaped the world, generating new peoples, cultures, and biological landscapes. A number of dynamics and themes that emerge in this period of Latin America’s genesis will be discussed throughout the course, including:

♣ regional diversity (eg. center & periphery)
♣ the Columbian exchange and mestizaje (eg. biological, racial, and cultural mixing)
♣ colonial institutions and practices (eg. peninsular & creole administration, the Church)
♣ structures and practices of production (eg. land & labor)
♣ the global economy (eg. mercantilism, capitalism)
♣ the colonial relationship (eg. metropole & poles)
♣ modes of colonial control and change (eg. hegemony & resistance)

We follow these themes from the era of conquest through the wars for independence of the early nineteenth century. At the end of the semester, we take a quick look forward to the early modern period to see how the newly-sovereign nation-states of Latin America fared in their struggles for stability and development. [For more on this, take HIST 287, Modern Latin American History, taught spring]. What were the enduring consequences of three centuries of colonial rule for the modern histories and future prospects of the Latin American republics? What is the extent and nature of the colonial legacy in Latin America?

LEARNING OBJECTIVES & ASSESSMENT:

Students who successfully complete this course will gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history. This will be assessed with a map quiz, a mid-term, and a final exam. Critical thinking and writing skills will be honed in readings, group discussions, and weekly essays. Required reading for this course averages 50-80 pages per week. Required writing (not including exams) is between 14-18
**This course counts for History Department majors and minors, the Latin American Studies Minor, and the General Education H requirement.**

### REQUIREMENTS AND GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Map Quiz (Tu, 9/16)</td>
<td>50 pts</td>
<td>5%</td>
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<tr>
<td>Midterm (Tu, 10/7)</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Final Exam (F, 12/12)</td>
<td>260</td>
<td>26%</td>
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<tr>
<td>Essays (8/14; 30 pts each)</td>
<td>240 pts</td>
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<tr>
<td>2 Graded Essays (50 pts each)</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Attendance + Participation</td>
<td>150</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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### GRADING SCALE: Final Grades (converted from 1000 points possible)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>100-95</td>
<td>100%</td>
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<tr>
<td>A-</td>
<td>94-92</td>
<td>92%</td>
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<tr>
<td>B</td>
<td>88-85</td>
<td>85%</td>
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<tr>
<td>B-</td>
<td>84-82</td>
<td>82%</td>
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<tr>
<td>C</td>
<td>78-75</td>
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<tr>
<td>C-</td>
<td>74-72</td>
<td>72%</td>
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<td>D</td>
<td>68-65</td>
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<td>D-</td>
<td>64-62</td>
<td>62%</td>
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<td>F</td>
<td>61 &amp; lower</td>
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### DROP/ADD DEADLINES

- **9/15:** drop/adds & changes, online with refund
- **9/16-10/6:** drop/adds & changes, with form & fee
- **10/7-12/5:** drop/adds & changes by petition; granted only for legitimate, serious, documented reason (not because you don’t have the grade you want in the class).

### ATTENDANCE & PARTICIPATION

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. There are a number of ways to demonstrate your interest and preparation. Foremost, I will assess the frequency and quality of your contributions in class discussions and group activities. This is a subjective assessment on my part, worth up to 50 points. If speaking up in public is particularly difficult for you, I suggest coming by my office hours periodically to talk about course material.

To keep track of attendance, at the beginning of each class, I will pass around a sheet to be signed. **It is your responsibility to make sure you sign the sheet.** If your name is not on it, I will assume you were not there. Excused absences require either official documentation or prior approval by me. One unexcused absence is allowed with no penalty. After that, each absence will be 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

### MAP QUIZ & EXAMS

Separate handouts and/or class discussions will be provided for these requirements.

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**CASTA PAINTING: De negro y india sale lobo**
Unknown Mexican artist, circa 1770-1780
ESSAYS

Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week’s reading, each of which is worth 30 points. (Only one per week). You can skip this written exercise for any 6 weeks you choose, but you are still responsible to do the reading for those weeks and to come to class prepared to discuss it. Be aware that the 14 possible essay submissions include the day of the Map Quiz and the day of the Midterm, so carefully choose which weeks you will and will not submit essays. Get started on the essays right away. Not completing the essays will severely affect your grade. To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout, reproduced in condensed form below. To improve your writing, I am assigning a short book called Writing with Style. Read it as soon as possible. Questions from this book will appear on both the midterm and the final.

To receive 25 points, essays must, at a minimum, meet these criteria:

1. Be double-spaced, typed, and about 1 ½-2 pages. 1 ½ is minimum for credit. 3 is max.
2. Have a page number on all pages after the first. (Number on first page is optional).
3. Have a creative title that catches your readers’ attention, together with a subtitle that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know).
4. Be drawn from the reading for that week, and answer one of the questions presented unless your own choice of topic was given as an option.
5. Have a clearly worded thesis statement or question somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
6. Be broken into paragraphs, each with a clear theme that relates to your overall argument.
7. Include a minimum of 2 citations to the reading for the week, both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be in addition to, not a substitution for, the minimum 2 citations to the week’s reading. If you cite lecture notes, give the date.
8. Indicate your sources with the page numbers in the text, either with footnotes or MLA citation – (Marti, 360). Only if you add something from a source not on the syllabus do you need to give full citation information.
9. Follow additional rules and guidelines in class discussions as they are presented.
10. Be carefully proofread. Misspellings or blatant typos will result in a 0.

OTHER COURSE POLICIES

- In the first weeks of the semester, I will ask you to sign a course contract, which reads:

  My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.
If you do not wish to sign this agreement by 10/6, the last day to change registration without petition, you should drop the course.

- Keep all of your graded written work until the end of the semester (essays, exams).
- Get and use a umontana email account. Or, CIS will help you forward your umontana email to another program you prefer to use. I may send out group or individual messages during the semester with changes or information for which you are responsible.
- Many of the course readings are on E-Reserves. The password is HIST286. A hard copy of the reading is also on reserve. I strongly suggest that you download or xerox the readings well in advance of their due dates, perhaps all of them in 1 or 2 sessions. Inability to get online or access the reading the night or hours before class is not an acceptable excuse for not reading.
- No late assignments or make-up work will be accepted without prior approval from me or appropriate university documentation.
- Notify me of any relevant disabilities or athletic or other commitments as early as possible. Have appropriate documentation and arrange a meeting with me to discuss how I can accommodate your needs to help you get the most out of the class.
- This course involves a considerable amount of formal writing. If you are having difficulty with your writing, seek assistance at the University Writing Center [102 Soc Sci Bldg; 243-2266; growl@mso.umt.edu; www.umt.edu/writingcenter].
- You are responsible for understanding and adhering to the university’s Student Conduct Code, which is available at http://ordway.umt.edu/sa/VPSA/index.cfm/page/1321. Ethical academic conduct strictly prohibits any form of plagiarism. If you have questions about how to avoid plagiarism, please see me, and/or consult the Mansfield Library’s webpage on plagiarism, at www.lib.umt.edu/services/plagiarism/index.htm.
- If you wish to discuss a grade that you receive during the semester, I request that you: (1) schedule an appointment to do so only 12+ hours after receiving the grade and (2) submit a written statement explaining your questions or doubts about the grade.
- It is your responsibility to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course and to improve your participation in it. The end of the semester is not the appropriate time to meet with me about your work or grade.

Inca Temple, Cuzco, Peru

REQUIRED BOOKS (at bookstore or used online; earlier editions ok)

Trimble, John R. Writing with Style: Conversations on the Art of Writing, 2\textsuperscript{nd} ed. (Prentice Hall, 2000).

\textit{ADDITIONAL REQUIRED READING (on e-reserves)}


\begin{itemize}
  \item Ch. 11, “Rebellion in the Andes,” pp. 339-50.
\end{itemize}


\begin{itemize}
  \item “Conquest,” Ch. 3, pp. 39-63.
  \item “The Evolution of Spain’s Indian Policy,” Ch. 4, pp. 64-76.
  \item “Government & Church,” pp. 95-108.
  \item “Masters and Slaves,” Ch. 13, pp. 195-211.
\end{itemize}

“Wonders of the Ocean Sea,” p. 35
“Columbus’s Vision,” pp. 53-58.


Starn, Orin, et. al., eds. The Peru Reader: History, Culture, Politics (Duke UP, 1995). Selections:
De Areche, José Antonio. “‘All Must Die!’,” pp. 157-161.


SCHEDULE
(Reading is to be done by the class for which it is listed. In brackets, I have provided the approximate total number of pages of reading for each day, so you can plan accordingly).

1) Tu, 8/26: Course Intro
RDG: Syllabus and handouts. Read carefully; always bring to class. These and future handouts are important guides to the course.

2) Th, 8/28: “The Americas” in the 15th Century [40 pp.]
3) **Tu, 9/2:** *Iberia, Africa, and the World, in the 15th Century* [33 pp.]
   DUE: Essay 1

4) **Th, 9/4:** *Transatlantic Voyages and Encounters in the Caribbean* [26 pp.]
   “Columbus’s Vision,” pp., 53-58.

5) **Tu, 9/9:** *Conquest of Mexico, Peru, and Beyond* [24 pp.]
   RDG: Burkholder & Johnson, Ch. 2, “The Age of Conquest,” pp. 52-76.
   DUE: Essay 2

6) **Th, 9/11:** *Settlement of Brazil & the Role of Indian-Portuguese “Go-Betweens”* [15 pp.]

7) **Tu, 9/16:** *Columbian Exchange* [38 pp.]
   DUE: Essay 3
   MAP QUIZ

8) **Th, 9/18:** *Black Legend and the Spanish Struggle for Justice,* Pt 1 [31 pp.]
   “Early Settlements,” pp. 42-45. [reread]
   “The Dominican Advent Sermons” (Montecino), pp. 201-04.
   “Las Casas,” pp. 205-211.

9) **Tu, 9/23:** *Perspectives on Conquest: Historiographic Debates* [36 pp.]
   DUE: Essay 4

10) **Th, 9/25:** *Governance in the Colonial World* [26 pp.]

11) Tu, 9/30: The Church in the Colonial World [52 pp.]
    DUE: Essay 5

12) Th, 10/2: Catch-up, Review, Breathe

13) Tu, 10/7: MIDTERM EXAM
    DUE: Essay 6

14) Th, 10/9: Land, Labor, and Demographic Change [21 pp.]

15) Tu, 10/14: Imperial and Colonial Political Economics [35 pp.]
    DUE: Essay 7

    Keen, “Masters & Slaves,” pp. 195-209

17) Tu, 10/21: Social Structures & Norms: Caste and Class [28 pp.]
    DUE: Essay 8

18) Th, 10/23: Women, Children, and Families [22 pp.]

19) Tu, 10/28: Living in the Colonies: Cities & Campo, Institutions & Culture [45 pp.]
    DUE: Essay 9

20) Th, 10/30: Rise of the Bourbons and Imperial Expansion [23 pp.]

** Tu, 11/4: ELECTION DAY (no class) [weekly essay due on Th]

21) Th, 11/6: The Bourbon Reforms of Charles III [31 pp.]
    RDG: Burkholder & Johnson, Ch. 9, “Imperial Expansion” (cont.), pp. 321-52.
    DUE: Essay 10
22) **Tu, 11/13: A Closer Look at Radical Resistance: Tupac Amaru II [27 pp.]**
   RDG: Flores Galindo & de Areche, from Starn, ed., pp. 147-161.
   DUE: Essay 11

23) **Tu, 11/18: Life Stories in the Making of the Americas [33 pp.]**
   DUE: Essay 12

24) **Th, 11/20: Plantation Slavery, 18th – 19th centuries [24 pp.]**

25) **Tu, 11/25: The Haitian Revolution [32 pp.]**
   DUE: Essay 13

**Tu, 11/27: THANKSGIVING (no class)**

26) **Tu, 12/2: Battles for Independence [39 pp.]** [note: essay due on Th]

27) **Th, 12/4: Catch-up, Review, Breathe [23 pp.]**
   DUE: Essay 14

**FINAL EXAM: Fri, December 12 (10:10-12:30 pm)**

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*