I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
<td></td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences</td>
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</tr>
<tr>
<td>X</td>
<td>w/ lab</td>
<td>w/out lab</td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement*

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>HISTORY</th>
<th>Course #</th>
<th>HSTR 230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Colonial Latin America</td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>none</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jody Pavilack</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>-2234/jody.pavilack@umontana.edu</td>
<td></td>
<td>1/8/13</td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Eglin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Chris Comer</td>
<td></td>
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</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
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<tbody>
<tr>
<td></td>
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<td>X</td>
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<table>
<thead>
<tr>
<th>Reason for Gen Ed inclusion, change or deletion</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling review of Gen Ed courses</td>
<td>No change; retain H designation</td>
</tr>
</tbody>
</table>

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umont.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
This course surveys the political, economic, social, and cultural history of Mexico, 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.

[nb: in addition to the Group VI (H) designation, this course also has the Group X designation, but that is not under review at present].

V. Criteria: Briefly explain how this course meets the criteria for the group. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>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. Students learn how historians use different kinds of sources to come to different interpretations of the causes of change over time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.</td>
<td>The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.</td>
</tr>
</tbody>
</table>

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
Learning Goals:
Upon completion of this group, a student will be able to:

• 1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
• 2. evaluate texts or artifacts within their historical and/or cultural contexts;
• 3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

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.

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

n/a

VIII. 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)

HSTR 230H: COLONIAL LATIN AMERICA
The University of Montana, Fall 2012
T, Th, 11:10-12:30 pm; LA 203

Professor Jody Pavilack
jodypav@gmail.com; jody.pavilack@umontana.edu
office: LA 265; phone: 243-2234
office hrs: T, Th, 12:30-1:30 pm

Quartering of Tupac Amaru II, Peruvian Andes, May 1781

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 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 ecosystems. 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, revolution)  

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 HSTR 231, 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: (1) gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history, and (2) improve critical thinking, reading, and writing skills. Assessment will be done through group discussions, weekly graded essays, a map quiz, a mid-term, and a final exam. Required reading for this course averages 50-80 pages per week. Required writing (not including exams) is between 14-18 pages.

**This course counts for History Department majors and minors, the Latin American Studies minor, and of two of the required General Education groups: Group VI, Historical and Cultural Studies (H) and Group X, Indigenous and Global Perspectives (X).**

**REQUIREMENTS AND GRADE COMPOSITION**

<table>
<thead>
<tr>
<th></th>
<th>Map Quiz</th>
<th>Essays</th>
<th>Midterm</th>
<th>2 Graded Essays</th>
<th>Final Exam</th>
<th>Attendance + Participation</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9/29)</td>
<td>50 pts</td>
<td>(8 of 13; 25 pts each)</td>
<td>200 pts</td>
<td>100 pts</td>
<td>300 pts</td>
<td>150 pts</td>
<td>1000</td>
</tr>
<tr>
<td>5%</td>
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<td>20%</td>
<td>10%</td>
<td>30%</td>
<td>15%</td>
<td>100%</td>
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**GRADING SCALE:** Final Grades (converted from 1000 points possible)

<table>
<thead>
<tr>
<th></th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>F</th>
<th>61 &amp; lower</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>88-85</td>
<td>81-79</td>
<td>78-75</td>
<td>D</td>
<td>68-65</td>
<td>F</td>
<td>61 &amp; lower</td>
</tr>
<tr>
<td>A-</td>
<td>94-92</td>
<td>84-82</td>
<td>74-72</td>
<td>71-69</td>
<td>D-</td>
<td>64-62</td>
<td></td>
<td></td>
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</table>

**DROP/ADD DEADLINES**

<table>
<thead>
<tr>
<th></th>
<th>until 9/17:</th>
<th>drop/adds &amp; changes, online w/ refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18-10/29:</td>
<td>drop/adds &amp; changes, with form &amp; fee</td>
<td></td>
</tr>
<tr>
<td>10/30-12/7:</td>
<td>drop/adds &amp; changes by petition; granted only for legitimate, serious, documented reasons (not because you don’t have the grade you want in the class).</td>
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</tbody>
</table>

**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.

![Casta Painting: De negro y india sale lobo](image)

**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 essay is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you are still responsible to do the reading for those weeks and to come to class prepared to discuss it. Get started on the essays right away; not completing them 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 strongly recommend that you read a short book called *Writing with Style* by John Trimble.

**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. Make sure you introduce readers to the sources you refer to. 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 style 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 10/29, the last day to change registration with 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. 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 HSTR230. I strongly suggest that you download the readings well in advance of their due dates, perhaps all 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.

• If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan. Then, meet with me to discuss reasonable modifications that will help you get the most out of the class. For more information, visit the Disability Services website at http://www.umt.edu/disability.

• Notify me of any relevant athletic, work, or other commitments or relevant life
situations that may influence your performance in this class as early as possible. Be prepared to provide appropriate documentation. Arrange a meeting with me to discuss possible accommodations 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 [LA 144; 243-2266; growl@mso.umt.edu; www.umt.edu/writingcenter].

• All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php. If you have any questions about plagiarism and how to avoid it, see me, and/or consult the Mansfield Library’s webpage on plagiarism, at www.lib.umt.edu/services/plagiarism/index.htm.

• 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.

SOR JUANA INÉS DE LA CRUZ, Mexican Nun (1651-95)

REQUIRED BOOKS (at bookstore or used online; okay to use 6th or 7th ed.):

HIGHLY RECOMMENDED:

ADDITIONAL REQUIRED READING (on e-reserves; password: HSTR230)

Buschges, Christian. “Don Manuel Valdivieso y Carrión Protests the Marriage of His Daughter

“Casta” article in Wikipedia (http://en.wikipedia.org/wiki/Casta); accessed 8/15/12.


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


---------.

“The Lost Words of La Malinche: The Myth of (Mis)Communication,” Ch 5 in Seven


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, 8/28:** Course Intro
   RDG: Syllabus and handouts. Read carefully; always bring to class.

2) **Th, 8/30:** “The Americas” in the 15th Century [44 pp.]
   Malpass, “Introduction,” pp. xvii-xxii
   DUE: Essay 1

4) Th, 9/6:  *Transatlantic Voyages and Encounters in the Caribbean* [35+ pp.]
   Lunenfeld, “Preface,” pp. xv-xvii
   “Wonders of the Ocean Sea” p. 35
   “Columbus’s Letter” & “Columbus’s Logbook,” pp. 39-41, 44-45;

5) Tu, 9/11:  *The Conquest of Mexico; Spanish-Indian Communication* [34 pp.]
   Restall, “The Lost Words of La Malinche,” pp. 77-99.
   DUE: Essay 2

6) Th, 9/13:  *The Conquest of Peru and Beyond; Black Participation* [20 pp.]

7) Tu, 9/18:  *The Columbian Exchange & Historiographic Debates: Great Men, Disease, and Indian Allies* [43 pp.]
   RDG: Burkholder & Johnson, Ch. 2, “Conundrums & the Columbian Exchange,” pp. 78-
   DUE: Essay 3

8) Th, 9/20:  *Exploitation, Struggles for Justice, & the Making of the Black Legend* [36 pp.]
   RDG: Burkholder & Johnson, “Conundrums,” pp. 78-80 [reread]
   “Indian Labor,” pp. 130-39
   “Early Settlements,” pp. 42-44. [reread]
   Hanke, “Introduction” to *The Spanish Struggle for Justice*, pp. 1-13
   Lunenfeld, “The Dominican Advent Sermons” (Montecino), pp. 201-04.
   “Las Casas,” pp. 205-211.

9) Tu, 9/25:  *Governance in the Colonial World* [26 pp.]
   RDG: Burkholder & Johnson, Ch. 3, “Imperial Organization,” pp. 91-104.
   DUE: Essay 4

10) Th, 9/27:  *The Church in the Colonial World* [52 pp.]

MAP QUIZ

11) Tu, 10/2: Population, Labor, and Production [32 pp.]
   DUE: Essay 5

12) Th, 10/4: The Mita Rotational Labor System [36 pp.]

13) Tu, 10/9: FILM: When Worlds Collide (1 hr, 26 mins) [15 pp.]
   DUE: Essay 6

14) Th, 10/11: Catch-up & Review

15) Tu, 10/16: MIDTERM EXAM


17) Tu, 10/23: The Atlantic Slave Trade and Africans in the Americas [26 pp.]
   DUE: Essay 7

18) Th, 10/25: Social Structures & Norms: Caste and Class [28+ pp.]

19) Tu, 10/30: Women, Children, and Families [36 pp.]
   DUE: Essay 8

20) Th, 11/1: Living in the Colonies: Cities & Campo, Institutions & Culture [45 pp.]

** Tu, 11/6: ELECTION DAY (no class)**
21) **Th, 11/8: Imperial Expansion & The Bourbon Reforms [54 pp.]**
   DUE: Essay 9

   RDG: Flores Galindo & de Areche, from Starn, ed., pp. 147-161.
   DUE: Essay 10

23) **Th, 11/15: Legal Battles over “Calidad” in the late Bourbon Era [25 pp.]**

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

** Th, 11/22: THANKSGIVING (no class)

25) **Tu, 11/27: The Haitian Revolution [50+ pp.]**
   DUE: Essay 12

26) **Th, 11/29: Battles for Independence I**

27) **Tu, 12/4: Battles for Independence II [39 pp.]**
   RDG: Burkholder & Johnson, Ch. 12, “From Empire to Independence,” pp. 368-89.
   DUE: Essay 13

28) **Th, 12/6: The Colonial Legacy, Catch-up, and Review**

**FINAL EXAM: W, December 12 (10:10-12:10)**

**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.