GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Academic Unit: Humanities Arts & Cultural Studies
Department: New College Of Interdisciplinary Arts & Sciences

Subject: HST  Number: 375  Title: Colonial Latin America  Units: 3

Is this a cross-listed course? No
Is this a shared course course? No
Course description:

Requested Designation: Note- a separate proposal is required for each designation requested
(Choose One)

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HI)
- Social and Behavioral Sciences core courses (SR)
- Natural Sciences core courses (NS/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook used

Contact information:
Name: Julia Sarreal  Phone: 602-543-6328
Mail code: 2151  E-mail: julia.sarreal@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Marlene Tramp  Date: 12.14.11
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 1/14
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[G] CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOBAL AWARENESS [G]</td>
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</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
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<tr>
<td></td>
<td></td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST</td>
<td>375</td>
<td>Colonial Latin America</td>
<td>Global Awareness (G)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course focuses on a region outside of the United States - Latin America. Learning about colonial Latin America helps students understand Latin America today.</td>
<td>Course description in syllabus (highlighted in yellow) describes the relevance for understanding the contemporary world. Extra credit presentation forces students to explain to their classmates why understanding colonial Latin America is important to understanding Latin America today. Many of the students do this extra credit project. Even those who do not do the extra credit, they learn from their classmates' presentations.</td>
</tr>
<tr>
<td>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country, or culture group.</td>
<td>The course examines how Indians, Europeans, and Africans shaped colonial Latin America and how this cultural influence endures today.</td>
<td>Weeks 2 and 3 explore European and Indian cultures. Weeks 7 and 9 look at labor and the economy of colonial Latin America. These practices continue to impact wealth and equality in Latin America today. Weeks 10, 11, and 12 focus on Latin American culture - race, class, family, society, and gender. Weeks 14, 15, and 16 look at changes over the colonial period and their enduring impacts. See syllabus and table of contents of textbook (Colonial Latin America).</td>
</tr>
<tr>
<td>The course is a comparative cultural study in which most, i.e. more than half, of the material is devoted to non-U.S. areas.</td>
<td>The course studies Latin America. While colonial Latin America included parts of present day U.S., most of the region lay outside of current U.S. borders. Learning about colonial Latin America helps students understand Latin America today. The course is a comparative cultural study of Latin America - a large region that includes the Central America, the Caribbean, and South America. This region had many different Indigenous groups and became part of more than two different empires during the colonial period. Such diversity forces numerous different types of comparisons.</td>
<td>The title shows that the course is primarily about a region outside of the present day U.S. Map 8: Latin America in 1830 from the textbook shows that only a fraction of colonial Latin America is part of the present-day United States. The map also gives a sense of the numerous different countries that make up the region today.</td>
</tr>
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HST 375: Colonial Latin America
New College of Interdisciplinary Arts & Sciences
Arizona State University

Professor Julia Sarreal
julia.sarreal@asu.edu
(602) 543-6328
FAB N263

Fall 2010
T-Th 12:00-1:15
Sands 223
Office Hours: T-Th 1:30-2:30

Course Description and Goals

The colonial period marked a defining period in Latin American history. Conquest and colonial rule led to the collapse of flourishing empires in the Americas. Out of the interactions between Europeans, Indians, and Africans emerged a new colonial world that incorporated aspects pertaining to all three peoples. The influence of this pivotal period can still be seen today. The resilience of Indigenous culture, machismo, Catholicism, extreme inequalities between the wealthy and the poor, and the Spanish and Portuguese languages can all be traced back to the colonial period.

This course is a survey designed to provide students with a foundation of knowledge about colonial Latin America. The course is organized both chronologically and thematically. We begin by studying both Spanish and Indigenous societies before contact. After learning about the conquest, the course focuses on different aspects of the political, economic, social, religious and cultural development of the Spanish and Portuguese empires in the Americas. The course concludes with the independence movements of the early 19th century.

Course readings include a textbook, primary sources, and secondary sources. During the semester, you will develop your ability to interpret and analyze both primary documents and scholarly texts. You will also build on your oral and written communication skills through paper assignments and class discussions.

Instructional Philosophy

The course is a combination of lecture and discussion. Tuesday is primarily a lecture format, where I provide contextual information and an overview of the topic/time period. Thursday will be primarily discussion format. As such, students are expected to come to class prepared to raise and answer questions and make thoughtful comments about the material.
Assessment

Class Participation & Journal (20% of Total Grade)
Active class participation is a requirement for this course. All students should bring the reading to class and be prepared to answer questions and actively participate in discussion. If the reading is posted on Blackboard, students should print out the document. In preparation for class, students will maintain a journal for the Thursday readings. Questions for the journal entries will be posted in the appropriate week under the “Weekly Postings” section of Blackboard. Each entry should be about one-page in length. Through the journal you will communicate both your understanding of and opinions about the readings. Each entry needs to be posted on Blackboard (under “Weekly Postings”) each Wednesday before 11:59PM. Additionally, you need to turn in a hard-copy with each response titled and dated on 9/9, 10/7, 11/4, and 12/2. Based on both their participation in class and their journal entries, students will receive participation grades at the end of weeks 4, 8, 12, and 16.

Presentation (10% of Total Grade)
Every Thursday, we will have a 10-minute small group presentation about an outside reading that provides additional information about the topic of the week. The presentation should include both a summary of the argument and a discussion of how it relates (is different and similar) to the assigned readings. The students must find an appropriate scholarly journal article on JSTOR and submit a hard copy to the professor. Students are encouraged to include images, maps, and short bullet points in a PowerPoint presentation. Each student will participate in one presentation.

Writing Assignment (20% of Total Grade)
There is a 6 to 7 page paper based on the Victors and Vanquished. More details will be provided. The assignment includes several steps created to improve your analysis and writing. Your paper must show your own thoughts, demonstrate that you understand the readings, and be well-written. I am happy to give you feedback (and read drafts) during office hours.
- Thesis statement & topic sentences, Oct. 19 (2% of Total Grade)
- Paper due, Nov. 2 (18% of Total Grade)

Writing Center: I strongly encourage you to submit a draft of your writing assignments to the Writing Center. It will probably help you to get a higher grade! The Writing Center is located at UCB 105 and is open 9:00 to 6:00 Monday to Thursday and 10:00 to 2:00 on Friday. Setting an appointment beforehand is recommended. 602-543-6169.

Plagiarism: Any instance of cheating, plagiarizing, or otherwise presenting someone else’s work as your own will result in a failure of this course with a grade of XE and a report to the Dean of Students. Suspected use of undocumented material or cheat-shop papers will be subjected to language analysis and external review to determine authorship. Blatant inconsistency between prior work and the work in question will result in failure of the assignment. Always cite any arguments, thoughts, or observations that are not your own. Please seek clarification if you are uncertain about what is and is not considered plagiarism. See: http://www.asu.edu/clas/ssfd/undergrad/honesty.html for more information.
Late Assignments: I will accept late essays. However, these will be penalized. For each day late, 1/3 of a grade will be deducted per day late to a maximum of 1 whole grade. Papers will not be accepted more than three days late unless you have some kind of extraordinary circumstance (e.g. a death in the family, a severe illness, etc.).

Exams (50% of Total Grade)
- Map Exam: September 2 (5% of Total Grade)
- Midterm: October 7, covers weeks 2-7 (20% of Total Grade)
- Final: Thursday, December 9, at 9:50-11:40, covers weeks 9-16, (25% of Total Grade)

Reading Materials
I suggest you buy the following books, though they will also be available on reserve at Fletcher Library.
- Stuart B. Schwartz, ed., Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico (Boston: Bedford/St. Martin's, 2000)

Weekly Schedule and Reading Assignments
Readings are to be completed before the class meeting.

CLA is the textbook, Colonial Latin America, V&V is Victors and Vanquished, and AC is Ambivalent Conquests.

Week 1
Introduction 8/19

Week 2
Pre-Columbian Past 8/24
CLA, pp. 1-22.
8/26
BB: Map of Tenochtitlán 1
BB: Map of Tenochtitlán 2

Week 3
World of the Conquistadors 8/31
CLA, pp. 23-40

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<tr>
<th>Week</th>
<th>Date</th>
<th>Event/Assignments</th>
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<tbody>
<tr>
<td>4</td>
<td>9/7</td>
<td>CLA, pp. 60-93.</td>
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<tr>
<td></td>
<td>9/9</td>
<td>Turn in Journal for Weeks 2-4.</td>
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<tr>
<td></td>
<td>9/9</td>
<td>V&amp;V, pp. 29-78.</td>
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<td>5</td>
<td>9/14</td>
<td>V&amp;V, pp. 79-155.</td>
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<td>9/16</td>
<td>V&amp;V, pp. 156-213.</td>
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<td>9/21</td>
<td>CLA, pp. 94-122.</td>
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<td>9/30</td>
<td>Turn in Journal for Weeks 5-7.</td>
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<td>AC, pp. 93-193.</td>
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<td>8</td>
<td>10/5</td>
<td>Review</td>
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<td>10/7</td>
<td>In-class Mid-term covering weeks 2-7.</td>
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<tr>
<td>9</td>
<td>10/12</td>
<td>CLA, pp. 156-193.</td>
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<td>10/14</td>
<td>&quot;Old World Plants and Animals in the New World,&quot; pp. 64-121.</td>
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<td>&quot;The Evils of Cochineal,&quot; pp. 113-16.</td>
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<td>&quot;Land Concentration and Environmnetal Degradation,&quot; pp. 11-17.</td>
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<td>10/19</td>
<td>Paper: Bring to class thesis statement &amp; topic sentences</td>
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<td></td>
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<td>CLA, pp. 194-225.</td>
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<td>BB: Miguel Hernández, pp. 298-310.</td>
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<td>10/28</td>
<td>BB: &quot;Wife of My Soul and Heart,&quot; pp. 130-140.</td>
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<tr>
<td>11</td>
<td>11/2</td>
<td>Paper due in class.</td>
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</tbody>
</table>

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<tr>
<th>Week 13</th>
<th>11/9</th>
<th>CLA, pp. 249-297.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in an Empire</td>
<td>11/11</td>
<td>Veteran's Day - No Class</td>
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<tr>
<td>Week 14</td>
<td>11/16</td>
<td>CLA, pp. 298-356.</td>
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<td>BB: &quot;As for the Spaniards, their time is up,&quot; pp. 299-308.</td>
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<tr>
<td>Week 15</td>
<td>11/25</td>
<td>Thanksgiving - No class.</td>
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<tr>
<td>Week 16</td>
<td>12/2</td>
<td>Turn in Journal for Weeks 13-16.</td>
</tr>
<tr>
<td>Empire to Independence</td>
<td>12/7</td>
<td>Last Class.</td>
</tr>
<tr>
<td></td>
<td>12/9</td>
<td>Final Exam (covers weeks 9-16), 9:50-11:40</td>
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intellectual leaders of the early stages of the independence era were generally optimistic about the future. The native-born elite, like the conquistadors and early European settlers, believed that Latin America was richly endowed by nature, and many foreign visitors, particularly the British, shared this belief. According to these observers, Spanish and Portuguese rule had been the major impediment to material progress.

Much initial optimism had disappeared before the last royalist armies were defeated in Spanish America. Competing claims of regions, classes, colors, and
Victors and Vanquished
Spanish and Nahua Views of the Conquest of Mexico

Edited with an Introduction by
Stuart B. Schwartz
Yale University

BEDFORD/ST. MARTIN'S  Boston • New York
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INGA CLENDINNEN
Senior Lecturer in History, La Trobe University

CAMBRIDGE UNIVERSITY PRESS
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Julia Sarreal
Fall 2010

**Week 16**

**Empire to Independence**

Extra Credit Presentation, December 7
Opportunity to increase your grade by two-thirds of a letter grade (for example, from a B- to B+)
Eligible for up to 30 points (6% of the final grade)

**Overview:**
Your best friend, Sally, won an all-expense-paid trip through Latin America. Sally knows nothing about Latin America. Your job is to explain why colonial Latin America is important for understanding Latin America today.

**Detailed Instructions:**
In order to participate in this activity, you must:
1. Form a group of 3-4 students.
2. One group member will e-mail the professor **before class on Thursday, December 2** with the group members’ names in order to sign up for a 10-minute presentation on December 7. Please note, the maximum of number of groups is 4. Thus, there are not enough presentations for everyone in the class to participate. The first four groups to contact me will be chosen to participate in this activity.
3. Make a 10-minute presentation on Tuesday, December 7. The time limit will be strictly enforced.

**Allotment of Extra Credit Points**
The class will vote on the best, and most convincing, presentation.
- The members of the group with the most votes will receive 30 points (6% of the final grade) in extra credit.
- The members of the second place team will receive 20 points.
- The members of the third place team will receive 10 points.
- The members of the fourth place teams will receive 5 points.