

HTS 2051: Colonial Latin America and the World

Course Description and Purpose:

This class explores colonial Latin America from the perspective of Global History, which looks at the past using a wide lens to explore commonalities and connections between different places rather than focusing on traditionally defined regional, political, or cultural units. By the mid-1400s many complex civilizations equaled those of Europe, Africa, and Asia. For example, the Aztecs (Mixteca) had secured control of the Valley of Mexico and built an urban center in Tenochtitlán whose population of 300,000 dwarfed any European city. Around the same time, several Christian kingdoms in what is now the Iberian Peninsula began to consolidate their power and by 1492 defeated the last Muslim state in what is now Spain. Influenced by the practices established during this 700 year “Reconquista,” the Spanish and Portuguese looked beyond the Mediterranean, first, along Atlantic coastlines, and, later, into the Americas and Asia. Indeed, the same year that Isabella of Castile and Ferdinand of Aragon defeated Nasrid of Granada, Columbus embarked on his first voyage to the Caribbean, beginning an exchange of flora, fauna, and people that has come to be known as the Columbian exchange.

Shortly after Columbus's first journey to the Americas, Spaniards imported African slaves to labor on Caribbean plantations, initiating an involuntary diaspora of millions of Africans to the Americas. And by 1521, Hernán Cortés defeated the last emperor of the Aztecs, renaming Tenotchtitlán, Mexico City. Such events introduced a new era in world history in which western European nations would establish trading posts, colonies, and in a few cases, far-flung empires. By the sixteenth century -- and beyond -- Spanish and Portuguese galleons connected Europe to Africa, Latin America, and China, conducting a trade that transported goods such as sugar, silver, and silk. During the seventeenth and eighteenth centuries other countries, including Holland, England, France, and, eventually, the United States, challenged Spanish and Portuguese supremacy, especially in the Caribbean, but also throughout the Atlantic and into the Pacific.

This class will pay attention to the complex and often violent relations that developed among very different peoples, indigenous and colonist, European, African, and Asian. The result was new worlds for all. During the late eighteenth and early nineteenth centuries, beginning with the United States and Haiti, most former American colonies rejected European domination and demanded independence and sovereignty. Haiti was also the first state in the western hemisphere to abolish slavery, and in 1888 Brazil became the last. This class, which focuses on Colonial Latin America from the 1400s to the 1900s, will allow you to better understand this fascinating and formative period that is critical to a full understanding of our own global environment.



Required Texts:

Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Bedford/St. Martins, 2000).

James H. Sweet, *Domingo Álvarez: African Healing, and the Intellectual History of the Atlantic World* (UNC Press, 2011).

Richard Graham, *Independence in Latin America: Contrasts and Comparisons* (University of Texas Press, 2013).

Learning Outcomes:

Learning Goal E: Social Science

This is a course about the emergence of Latin America. Students in this class will demonstrate the ability to describe the social, political, and economic forces that influence social behavior. They will fulfill this learning outcome by examining the establishment of European colonial control in the political, social and economic realms, the effects of slavery on slave holding and slave supplying societies, the emergence of Latin American independence movements and the establishment of independent nation states. Students will demonstrate their mastery of these outcomes through writing assignments and tests.

Global Perspectives

This class looks at Latin American history in a global setting. Students in this class will demonstrate the ability to describe the social, political, and economic forces that influence the global system.

They will do this through an analysis of African Diaspora and Slavery, Imperial competition, especially in the Caribbean, Colonial expansion throughout the world (We will be comparing Latin America to North America and the Philippines) and the legacy of colonialism, continuing diasporas, and the evolving relationship with the United States. They will demonstrate that they have learned this outcome in tests and writing assignments.

Course requirements and evaluation criteria

3 Tests (15 points each; 45 points total)

The tests are multiple choice, true/false, and matching as well as brief essays. They will draw on material from the texts and lectures. Each test will cover a different portion of the course. The last test will be given during finals week, but it is not cumulative. You must be here on test days, except in the case of emergencies that must be cleared beforehand.

3 Writing Assignments (10 points each; 30 points total)

These “Think Pieces” are brief papers in response to reading assignments. The papers are due at the beginning of class and you will make a brief presentation about your paper to the class. “Think pieces” will present an opportunity for you to improve your writing, speaking, and analytical skills.

Class grade: class responses, class participation, and class attendance (25 points) In addition to imparting information in lectures, I believe it is important to give you the opportunity to think hard about important historical questions for yourself and in conjunction with your peers. During presentations I sometimes pose questions for you to think about, and I will ask you to write responses to these questions that you will turn in as a “class response.” The class grade will also include any organized group projects in which you share ideas and discuss readings with several people. In addition, I encourage active and informed class participation. Please be thoughtful of other class members in discussions -- we do not need to agree about everything, but we do need to be considerate of each other. Here is a list of specific topics and skills that you will master in this class:

- You will develop a broader and deeper understanding of important themes and topics in Latin American history from a Global History perspective:
- These include:
 - Pre-Columbian Societies in the Americas, Africa, and Europe
 - Iberian Expansion
 - Colonial Development
 - The Inquisition

- African Diaspora and Slavery
- Imperial competition, especially in the Caribbean
- Colonial expansion throughout the world (We will be comparing Latin America to North America and the Philippines)
- Imperial Reform
- Revolution and Independence, throughout the Americas
- The Legacy of Colonialism, Continuing Diasporas, and the Evolving Relationship with the United States
- You will understand and analyze historical sources and categories including:
 - primary sources
 - secondary sources
 - periodization •
- You will develop stronger reading, listening, research, and communication skills.

Getting in touch with me:

- My doors are open for regular office hours or by appointment. I will be happy to answer questions about readings, clarify points from lecture, or discuss historical issues in greater depth.
- E-mail: I check e-mail on a regular basis, and generally try to answer within 24 hours, though it might be longer on a weekend.
- T-Square. I will post a copy of the syllabus and other important notices or changes on T-Square.

A few necessary rules and other notes:

- There are no make-up tests (unless you have prearranged a time with me because you have cleared a make-up and you have an excused absence). You must take all exams to pass the course. In reserve the right to make point deduction in the case of make-up exam.
- Assignments must be turned in at the beginning of class and in a hard copy.
- A late assignment will lose five points for each day that it is late.
- You are not required to come to class -- however, attendance and participation are a significant part of your class participation grade, and you will not be able to complete class projects if you are not in class.
- Georgia Tech offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with ADAPTS office.
- If you have a disability please let us know after the first class so that we can follow university guidelines.
- I expect all students to follow the Georgia Tech Honor Code: no cheating or plagiarism. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.
- If you are unsure about the policy ask me or see <http://www.honor.gatech.edu> for further details.
- Although we will have many debates and you might have different opinions from myself and other students, I expect everyone to be thoughtful and considerate.
- Please turn off all electronics (except lap tops for note taking).
- I am here to help you -- please come and see me about any matter or questions that relate to the class, academics, or history.

DATE	TOPIC	READINGS
PART 1: THE PRE-COLUMBIAN WORLD AND THE COLUMBIAN EXCHANGE		
Week 1	Introductions and Understanding Global History	
Week 2	Pre-Columbian America: The Mixtecas and Inkas	Stuart B. Schwartz, <i>Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico</i> (Bedford/St. Martins, 2000), Part I.
Week 3	Pre-Columbian Europe and Africa	Stuart B. Schwartz, <i>Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico</i> (Bedford/St. Martins, 2000), Part II, documents: 1, 2, and 3.
Week 4	Columbus and the First Encounters	Stuart B. Schwartz, <i>Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico</i> (Bedford/St. Martins, 2000), Part II, documents: 4, 5, and 6.
Week 5	Conquistas: The Mexica and Inka	Stuart B. Schwartz, <i>Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico</i> (Bedford/St. Martins, 2000), Part II, documents: 7 and 8. All Think Piece 1 completed by this date
Week 6		Test I
Week 7	The Viceroyalties of Mexico and Peru	James H. Sweet, Domingo Álvarez: <i>African Healing, and the Intellectual History of the Atlantic World</i> (UNC Press, 2011), Introduction, Chapters 1 and 2.
Week 8	Brazil	James H. Sweet, Domingo Álvarez: <i>African Healing, and the Intellectual History of the Atlantic World</i> (UNC Press, 2011), Chapters 3 and 4.
Week 9	Slavery	James H. Sweet, Domingo Álvarez: <i>African Healing, and the Intellectual History of the Atlantic World</i> (UNC Press, 2011), Chapters 5 and 6.
Week 10	Contestation in the Caribbean	James H. Sweet, Domingo Álvarez: <i>African Healing, and the Intellectual History of the Atlantic World</i> (UNC Press, 2011), Chapter 7.
Week 11	Beyond the Atlantic: Pacific Crossings and the Philippines	James H. Sweet, Domingo Álvarez: <i>African Healing, and the</i>

		<i>Intellectual History of the Atlantic World</i> (UNC Press, 2011), Chapter 8. All Think Piece 2 completed by this date
PART III: AN AGE OF REVOLUTIONS		
Week 12		Test 2
Week 12	Bourbon Spanish America and the Enlightenment	Richard Graham, <i>Independence in Latin America: Contrasts and Comparisons</i> (University of Texas Press, 2013), Introduction and Chapter 1.
Week 13	Two Eighteenth Century Revolutions: The United States and Haiti	Richard Graham, <i>Independence in Latin America: Contrasts and Comparisons</i> (University of Texas Press, 2013), Chapter 2 and 3.
Week 14	Independence in Mexico	Richard Graham, <i>Independence in Latin America: Contrasts and Comparisons</i> (University of Texas Press, 2013), Chapter 4 and 5.
Week 15	Independence in South America	Richard Graham, <i>Independence in Latin America: Contrasts and Comparisons</i> (University of Texas Press, 2013), Chapter 6. All think Piece 3 completed by this date
Week 16	Legacies of Colonial Latin America, the abolition of slavery, new migrations from Europe and Asia, and evolving relations with the United States	
Exam Week		Test 3

This syllabus is subject to change – be aware of any in class announcements. All changes will be posted on T-Square. But if you are absent it is your responsibility to find out what you missed – make friends with people in the class and stay in touch!