Angelo State University
Department of History
4360 Latin American Slavery
Course Syllabus: Summer II 2018
Time: 8:00 AM – 9:45 AM MTWRF
Location: Academic 227

**Professor:** John Eusebio Klingemann, Ph.D.
**Office:** 210B
**Telephone:** 942-2114 **Email:** john.klingemann@angelo.edu
**Office Hours:** M-F 2:00 p.m. – 3:00 p.m. and by appointment

**Course Objective:**
The objective of this course is to explore themes concerning African peoples in Latin America. Topics to be discussed include pre-conquest societies, European conquest, colonial culture and society, slavery, African culture and society, and race relations.

**Student Learning Objectives:**
- Students will improve their verbal, analytical, and written skills through classroom discussion and written assignments.
- Students will demonstrate their ability to interpret primary and secondary source material through classroom discussions and a research-based essay.
- Students will learn to identify and interpret historical development and change as it pertains to Latin American slavery since the pre-conquest era.

**Required Readings:**


Additional required readings will be posted to the Blackboard site for this class. Students will be responsible for reading the posted scholarly essays located in the folders under the content link. Students will also be responsible for discussing their content matter in class.

**Course Requirements**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
</tr>
<tr>
<td>B</td>
<td>80—89%</td>
</tr>
<tr>
<td>C</td>
<td>70—79%</td>
</tr>
<tr>
<td>D</td>
<td>60—69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Exam 1 25%
Exam 2 25%
Final Exam 25%
Class Participation/Attendance 25%
General Thoughts:

Honesty and integrity are critical character values. Cheating will not be tolerated. You need to attend every class meeting. Please arrive to class on time. All students must be familiar with the ASU Student Handbook and the Academic Honor Code. The handbook can be obtained through the university website located at the following address: www.angelo.edu. Please turn off your cell phones while in the classroom. Some things to consider for discussion include identifying major themes, posing major questions you have about the material, and presenting your opinion of the readings.

Persons with disabilities: Persons with disabilities who require certain accommodations must contact the Student Life Office located in room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Make-Up Exam Policy: Students must have a documented reason in order to miss or make-up an examination. The make-up examination will differ significantly from the classroom examination. Make-up examinations will be administered in the professor’s office.

Rubric for Assessment of Essays for Achieving Desired Student Learning Outcomes

Component 1: Historical Thesis/Argumentation

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.
Component 3: Clarity/Quality of Composition

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Essay

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well organized, coherent, and logically flowing paper.

Component 5: Historical Sense

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

WEEK 1

July 10: Introduction

July 11: Pre-conquest societies

July 12: European Expansion in the Western Hemisphere

Film
July 13: Origins of African Slavery
   Read: *Slaves, Subjects and Subversives*, Introduction & Chapter 1
   *Black Mexico*, Introduction & Chapter 1
   *African Slavery in Latin America*, Chapters 1-2

Week 2

July 16: Colonial Institutions
   Student Presentation

July 17: Colonial Society
   Student Presentation

July 18: Colonial Economy
   Student Presentation

July 19: Indians and slavery
   Student Presentation

July 20: Video/Class Discussion
   Read: *Slaves, Subjects and Subversives*, Chapters 2-3
   *Black Mexico*, Chapters 2-3
   *African Slavery in Latin America*, Chapters 3-4

Week 3

July 23: Europeans and slavery
   Student Presentation

July 24: The Atlantic Slave Trade
   Student Presentation

July 25: Primary Source Exercise
   Student Presentation

July 26: Exam Review and Film

July 27: Exam
   Read: *Slaves, Subjects and Subversives*, Chapters 4-5
   *Black Mexico*, Chapters 4-5
   *African Slavery in Latin America*, Chapters 4-6

Week 4

July 30: Slave Family
   Student Presentation

July 31: Gender and Sexuality
   Student Presentation
Aug 1: Gender and Sexuality cont.
   Student Presentation

Aug 2: Nation Building in Latin America
   Student Presentation

Aug 3: Class Discussion
   Read: *Slaves, Subjects and Subversives*, Chapters 6-7
   *Black Mexico*, Chapters 6-7
   *Afro-Latin America, 1800-2000*
   *African Slavery in Latin America*, Chapters 7-8

Week 5

Aug 6: Wars for Freedom
   Student Presentation

Aug 7: Politics of Freedom
   Student Presentation

Aug 8: Final Examination
   Read: *Slaves, Subjects and Subversives*, Chapters 8-9
   *Black Mexico*, Chapters 8-9
   *Afro-Latin America, 1800-2000*
   *African Slavery in Latin America*, Chapters 9-11