Angelo State University
Department of History
HIST 3355: Latin America to 1800
Course Syllabus: Fall 2018
Time: 9:30 A.M. – 10:45 A.M., TR
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: This course examines the colonial history of Latin America from the fifteenth century to the early nineteenth century. The course concentrates on the pre-Hispanic background of the Americas, European contact, the process of establishing Spanish and Portuguese colonies, and life under colonial rule.

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 colonial history.

Required Readings:
Burkholder, Mark A. and Lyman L. Johnson, eds., Colonial Latin America, 10th Ed.
Andrien, Kenneth J., ed., The Human Tradition in Colonial Latin America
Walker, Charles F., The Tupac Amaru Rebellion
O’Connor, Erin E. and Leo Garofalo, eds., Documenting Latin America, Vol. 1

Course Requirements
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90% or above</td>
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<tr>
<td>B</td>
<td>80—89%</td>
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<td>C</td>
<td>70—79%</td>
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<td>D</td>
<td>60—69%</td>
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<td>F</td>
<td>Below 60%</td>
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Exam 1  20%
Exam 2  20%
Final Exam/Presentation 20%
Historiographical Paper 20%
Class Participation/Attendance 20%
(blue book, short identification and essays)

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.

**Historiographical Paper:** Students will choose a topic from Latin American history and submit a typed paper at the end of the semester that is ten pages in length. Paper must be 10 pages in length (paper must not exceed 10 pages), and the professor must approve the topic. Paper must be double spaced and written in 12-point font.

**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.

Schedule:

Week 1
08/28 Introduction

09/30 Land and Climate
   Read: *The Tupac Amaru Rebellion*, Introduction
   *Documenting Latin America*, Introduction
Week 2
09/04 American Inhabitants
09/06 American Inhabitants Continued
   Read: Colonial Latin America, Chapter 1
         The Tupac Amaru Rebellion, Chapter 1
         The Human Tradition in Colonial Latin America, Introduction & Part I

Week 3
09/11 Iberia and Africa
09/13 Conquest
   Read: Colonial Latin America, Chapter 2
         The Tupac Amaru Rebellion, Chapter 2
         The Human Tradition in Colonial Latin America, Chapters 1 & 2
         Documenting Latin America, Section 1

Week 4
09/18 Conquest Continued
09/20 Video/Class Discussion
   Read: Colonial Latin America, Chapter 3
         The Human Tradition in Colonial Latin America, Chapters 3, 4 & 5

Week 5
09/25 Colonization and Early Society
09/27 African Slavery and People of Color
   Read: Colonial Latin America, Chapter 4
         The Tupac Amaru Rebellion, Chapter 3
         The Human Tradition in Colonial Latin America, Chapters 6 & 7

Week 6
10/02 Video/Review
10/04 Exam 1
   Read: Documenting Latin America, Section II

Week 7
10/09 Colonial Administration
10/11 The Early Economy
   Read: Colonial Latin America, Chapter 5
         The Human Tradition in Colonial Latin America, Chapters 8 & 9
Week 8
10/16  Church and Authority

10/18  Caste and Class
    Read:  *Colonial Latin America*, Chapter 6
          *The Tupac Amaru Rebellion*, Chapter 4
          *The Human Tradition in Colonial Latin America*, Chapters 6 & 7

Week 9
10/23  The Colonial Family

10/25  Class Discussion
    Read:  *Colonial Latin America*, Chapter 7
          *The Tupac Amaru Rebellion*, Chapter 5
          *The Human Tradition in Colonial Latin America*, Chapters 8 & 9
          *Documenting Latin America*, Section III

Week 10
10/30  Colonial Expansion

11/01  Northern New Spain
    Read:  *Colonial Latin America*, Chapter 8 & 9
          *The Human Tradition in Colonial Latin America*, Chapters 10 & 11
          *The Tupac Amaru Rebellion*, Chapter 6

Week 11
11/06  Review/Video

11/08  Exam II

Week 12
11/13  Bourbon Reforms

11/15  Social Conflict and Protest
    Read:  *The Tupac Amaru Rebellion*, Chapter 7 & 8
          *The Human Tradition in Colonial Latin America*, Chapter 12
          *Documenting Latin America*, Section IV

Week 13
11/20  Royal Authority and Popular Culture

11/22  HOLIDAY!
    Read:  *Colonial Latin America*, Chapter 10
          *The Tupac Amaru Rebellion*, Chapters 9 & 10
          *The Human Tradition in Colonial Latin America*, Chapters 13
Week 14
11/27 Colonial Brazil

11/29 Class Discussion
Read: Colonial Latin America, Chapter 11
The Tupac Amaru Rebellion, Chapter 11 & 12
The Human Tradition in Colonial Latin America, Chapter 14

Week 15
12/04 Wars for Independence

12/06 Review/Historiographical papers due
Read: Colonial Latin America, Chapter 12
The Tupac Amaru Rebellion, Conclusion
The Human Tradition in Colonial Latin America, Chapter 15
Documenting Latin America, Section V

Final
12/13/18 - 8:00 A.M. to 10:00 A.M.