

**THE OHIO STATE UNIVERSITY**  
**Spring 2015**

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**History 1101: Latin American Civilizations to 1825**  
**Monday, Wednesday, Friday – 3:00-3:55**  
**McPherson Lab 1041**

Course Description

History 1101 is an introductory survey of early Latin American history from the Pre-Columbian period through independence (1825) that assumes no previous study of the region. It will meet three times each week for lecture and group discussion. The course will focus on a series of historical problems including: European expansion and the indigenous civilizations of the Americas, the formation of a new "colonial" society, problems of race, ethnicity, class, and gender, and colonial economic, religious, and political structures. Our goal is to introduce students to multiple topics and themes concerning Latin American societies during this period and to provide an interpretive framework for understanding the historical changes taking place.

Course Objectives and Goals

**GE Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
4. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

### **Course Objectives**

1. The students will acquire a deeper understanding of the history of the Spanish and Portuguese Atlantic Worlds and of the factors that have shaped human activity over time in the region.
2. Learning about the expansion of European society to the Americas and the impact of this migration/invasion from Europe on the Native American peoples will demonstrate some of the important forces that help to shape our increasingly global community in the twenty-first century.
3. Through the structured assignments in the course, students will enhance their ability to apply the skills of critical thinking through a historical analysis of primary sources and secondary works.
4. Students will use historical data to develop the ability to analyze and to evaluate diverse interpretations of historical events.
5. Through class discussions students will advance their effectiveness in oral communication, and in written assignments they will enhance their skills in writing clear, logical historical arguments and in using documentary evidence to support those arguments.

### **Registration Policy**

All Students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

### **Course Requirements**

- I. The course will consist of lectures on Monday and Wednesday. On Friday, the class will meet to review the week's lectures, read from the case studies found in *The Human Tradition*, and take quizzes based on those readings. Class participation is an integral part of the course, counting **10%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts.
- II. There will be a map quiz on February 27 that will count for **10%** of the final grade.
- III. Students will take a short quiz based on the case-studies text and film. The average of these grades will count for **10%** of the final grade. There are no make-ups for this quiz.

IV. Each student must write an essay of three to five pages on *Lieutenant Nun*, which is due on April 3. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept E-Mail copies. All papers will be submitted through CARMEN.**

IV. There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam, scheduled for March 11. The same general format applies to the **final examination**, which will compose **25%** of your final grade. We will discuss the official time for the final exam at a later date in the semester. Any students unable to appear on the examination dates must present a written excuse and receive clearance from the course instructor. Without such clearance, a student cannot expect to take a make-up examination. Make-up exams may be either written or oral, and they must be taken during one of the department's scheduled dates.

### **Required Readings**

• Mark A. Burkholder and Lyman L. Johnson, eds., *Colonial Latin America* (9<sup>th</sup> Edition)

#### **TEXTBOOK**

• Kenneth J. Andrien, ed., The Human Tradition in Colonial Latin America 2<sup>nd</sup> Ed (required)  
*You will no doubt be tempted to purchase the first edition, which is cheaper. There have been significant changes to the second edition. Please find the second edition.*

• Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, translated by Michele and Gabriel Stepto.

• Cathryn Lombardi and John V. Lombardi, Latin American History: A Teaching Atlas (recommended) *The map quiz will be based off of the maps found in this book. You can pass the quiz using the maps from the textbook, but this one is much more detailed. Furthermore, I may ask geography questions on the exams and this text will be helpful in preparing for those questions.*

The books are available at SBX, the OSU bookstores at B&N on High and the Central Classroom location, other area bookstores, and online book sellers.

### Grading Policy

A: 93 and above; A-: 90-92; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 73-77; C-: 70-72; D+: 68-69; D: 60-67; E: below 60

### **DISABILITY SERVICES:**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **ACADEMIC MISCONDUCT:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). **I will not tolerate academic misconduct of any kind. I will enforce departmental and university policies on this issue.**

Here is a direct link for discussion of plagiarism:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

### **Schedule of Assignments and Class Topics**

1/12 – Introduction to the course

1/14 – Textbook Ch. 1; Africa, Europe, and the Americas Before 1492

- What were the cultural, political, social developments of these areas before 1492?

1/16 – Textbook Ch. 1 and 2; Opening the Atlantic and European Invasion

- What encouraged European expansion from the continent? Did other cultures contribute to European success.

1/19 – MLK Jr DAY - NO CLASSES

1/21 – Textbook Ch. 2; Conquest and Consolidation

- Who were the conquistadors? Can we call them Spanish? European? What were they goals in taking part in this process that we label “The Conquest”?

1/23 – *Human Tradition* (Restall)

1/26 – Aguirre: The Wrath of God

1/28 – Aguirre: The Wrath of God

1/30 – Film Discussion and Quiz

2/2 – Textbook Ch. 3; Establishing a New World

- How did the Spanish and Portuguese governments organize their colonial bureaucracies? How did those institutions attempt to replicate the Old World?

2/4 – Textbook Ch. 3; The Church and its Power

- Did the Catholic Church take part in conquest activities? How did the different types of religious organizations shape the colonial world?

- 2/6 – *Human Tradition* (Ramírez)
- 2/9 – Textbook Ch. 4; Labor and Production in early Latin America
- How did the European arrival to the New World change the indigenous world? What types of ethnic groups emerged from this meeting of Africans, Europeans, and Indigenous Americans? How did the colonial system exploit these groups?
- 2/11 – Textbook Ch. 4; Indigenous and African Slavery
- What types of slavery existed in the New World and how did they develop?
- 2/13 – *Human Tradition* (Metcalf)
- 2/16 – Textbook Ch. 5; The Horrors of Mines and Sugar Mills
- How did Europeans exploit the geography and natural resources of the New World? What were the effects of these systems on the landscape, both human and physical?
- 2/18 – Textbook Ch. 5; Colonial Economies
- How did Colonial Latin America contribute to a global economic network?
- 2/20 – *Human Tradition* (Cook)
- 2/23 – Textbook Ch. 6; Colonial Society
- In what ways did Europeans in the New World replicate Old World social systems?
- 2/25 – Textbook Ch. 6; Class in Colonial Latin America
- Compared to elites and those who appeared European, how did the rest of Colonial Latin American social orders operate in daily life?
- 2/27 – *Human Tradition* (Van Deusen) [MAP QUIZ ON CARMEN]
- 3/2 – Textbook Ch. 7; Family in the Colonial Americas
- How did family, social status, and marriage help or hinder one's life in the colonial world?
- 3/4 – Textbook Ch. 7; Women and Honor
- Where did women fit in this colonial society? How much freedom could a woman have in practice? What was meant by honor in this society? How could honor make or break one's reputation?
- 3/6 – *Human Tradition* (Tortorici)
- 3/9 – MIDTERM EXAM REVIEW
- 3/11 – MIDTERM EXAM
- 3/13 – *Discussion Day*
- 3/16 – SPRING BREAK
- 3/18 – SPRING BREAK
- 3/20 – SPRING BREAK
- 3/23 – Textbook Ch. 8; Daily Life in the Colonies
- How varied were the lives of colonial subjects? Did ethnicity, class, or other condition dictate their daily routines?
- 3/25 – Textbook Ch. 8; Cultural Developments
- Was there a popular culture in the colonial world? Who were the cultural elites and what did they contribute to their cultural landscapes?
- 3/27 – *Human Tradition* (Adorno)
- 3/30 – Textbook Ch. 9; Expansion and Competition
- How did an increased population contribute to the colonial economic system?

- 4/1 – Textbook Ch. 9; Brazil in the Middle-Late Period
- How did the Brazilian system differ from the Spanish American one?
- 4/3 – *Human Tradition* (Karasch) [PAPER DUE THROUGH CARMEN]
- 4/6 – Textbook Ch. 10; End of the Hapsburg Era
- How did the Hapsburg dynasty break down? Did the Hapsburgs contribute to a decline in Colonial Latin America?
- 4/8 – Textbook Ch. 10; Bourbon Control and Reform
- In what ways did the new Bourbon dynasty attempt to reshape the colonial world?
- 4/10 – *Human Tradition* (Twinam)
- 4/13 – Textbook Ch. 11; Questioning Authority and the European Crisis
- How did the Bourbon reforms alter the political and social landscape of Colonial Latin America?
- 4/15 – Textbook Ch. 11; The Spark of Independence
- What was the effect of Napoleon's rise in Europe on Colonial Latin American life?
- 4/17 – *Human Tradition* (Johnson)
- 4/20 – Textbook Ch. 12; Mexico and South America – The Bloody Way
- How did the independence movements in these two areas differ? What were the political ideologies that shaped these movements?
- 4/22 – Textbook Ch. 12; The Different Path in Brazil, New Nations
- How was Brazil different in its independence than Spanish America? What were the results of independence in the former American colonies?
- 4/24 – *Human Tradition* (Echeverri)
- 4/27 – FINAL EXAM REVIEW

**INSTRUCTIONS FOR THE *Lieutenant Nun* PAPER**  
**Due APRIL 3 by 5pm Eastern.**

Purpose of the Assignment

The principal task of the historian is to reconstruct the past as accurately and objectively as possible. The chief tools of historians in this endeavor are the letters, diaries, documents, and personal recollections written by participants, observers, or later chroniclers of the events under study. These **primary sources**, such as those in Catalina de Erauso's memoir, *Lieutenant Nun*, provide the basis for any text or monograph written by a modern-day historian. Difficulties frequently arise, however, when these primary sources directly contradict each other, or just present different accounts and interpretations of past events. In such cases, historians exercise critical judgment and weigh the strengths and weaknesses of each primary source. Finally, historians must come to their own conclusions about the events under investigation. The purpose of this assignment is to evaluate Catalina de Erauso's memoir in light of what we have discussed in class. Like any professional historian, each student will evaluate the purpose, content, conclusions, and historical reliability of this important primary source.

Format for the Paper

Each paper will answer the following prompt. Please use the text as the main source, but be sure to consider the Johnson and Burkholder textbook for reference so that you understand when and where the main narrative is taking place.

- 1) The Colonial Americas had a rather complex social structure that ordered people by gender, ethnicity, sexuality, social status, and various other factors. Catalina de Erauso does not always talk about these issues, but she encounters and reacts to problems associated with this social hierarchy. What were the different levels of this hierarchy and how did Erauso navigate them?

### Requirements

All papers must be double-spaced and typed. They should vary from 750 to 1,250 words in length (three to five typed pages). Please staple your paper. I do not need a cover sheet or a bibliography since your work will be citing the memoir and possibly the textbook. All other outside sources are forbidden. All papers should be referenced using MLA, APA, Turabian/Chicago styles. We will discuss these styles in class, briefly. We will also discuss how to cite and reference the book to avoid confusion and possible issues of academic misconduct. **Remember: If a sentence or an idea is not your own, you must cite the source of that sentence or idea. This includes paraphrasing.** Students reading this book on kindles or other types of e-readers must convert their versions so that the page numbers of the e-book match up to the pages in the physical text. Late papers will be penalized one letter grade for each class session after the due date. Students who do not hand in a paper will receive a zero for the assignment.

