

Early Latin American History

History 1170 Section 501, Fall 2024

General Information:

Instructor: Sue Taylor, PhD

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Phone: (505) 225-8305

[Zoom Office Hours](#) Tuesdays 3:00 - 5:00 pm

Office Hours by appointment through [You Can Book Me](#)

COURSE DESCRIPTION

The primary objective of this course is to serve as a survey of the history of Latin America from pre-Columbian times through independence. This course will explore the contributions of Indigenous peoples, Africans, and Europeans to the creation of Latin America's diverse societies. The elements of this course are designed to inform students on the major events and trends that are essential to the understanding of the history of Latin America within the context of world societies.



REQUIRED TEXTS & INTERNET ACCESS

Primary Textbook

Restall, Matthew, and Kris E. Lane. *Latin America in Colonial Times*. Cambridge: Cambridge University Press, 2nd edition 2018

Supplemental Readers:

Andrien, Kenneth J., ed. *The Human Tradition in Colonial Latin America*. Rowman & Littlefield

Lane, Kris, *Potosi: The Silver City that Changed the World*. University of California Press.

These books are available through Inclusive Access. Please read the information and access the texts through the RedShelf link in Canvas. They are available immediately and will be billed to you through your bursar account.

Other readings will be posted on Canvas

Reliable internet to access CNM Learn

LEARNING OUTCOMES

At the end of this course, students will be able to:

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from pre-Columbian times through independence.
2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.
3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.
4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.
5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

updated August 2021

6. Students will APPLY historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.”

Essential Skills: Critical Thinking, Information and Digital Literacy, Personal and Social Responsibility

CONSULTING YOUR INSTRUCTOR

My goal is to assist you in developing a meaningful understanding of history and to help you achieve the highest grade you are capable of. A constructive, mutually respectful attitude in all matters will greatly facilitate this process. I will be available to discuss your questions and concerns during the office hours stated at the top of this syllabus. You can also make an appointment for either an in-person or online meeting at a different time by emailing me.

Email: Please note: I will not open any email that does not show a recognizable name in the send field and this course number in the subject field. This does not include messages within UNM Learn. I check email daily and will respond to emails within 24 hours during the week and 48 hours on the weekend. Note also that you will not receive a grade for any paper submitted via an email attachment that does not show your name on the first page. If you text me at the above number please be sure to include your name and course.

Regarding Online Office Hours: I will be using Zoom for office hours this semester. Zoom has audio and video capabilities as well as the ability for me to share what I’m doing on the computer, so it does work well in these kinds of situations. You can book a time through [You Can Book Me](#) that works with your schedule. I’ve set up evening hours on Wednesdays and Thursdays; however, you can contact me via email to set up times that are not available on the [You Can Book Me](#) calendar.

TECHNOLOGY REQUIREMENTS & TECHNICAL SKILLS

The nature of an online course requires that all students have regular and reliable access to a computer and internet services. It is the responsibility of each student to ensure they have and maintain regular and reliable access to a computer and internet services. UNM Learn (Blackboard) is designed to work best from a personal computer. Some features may not be accessible from tablets, smart phones, and other devices.

All files submitted for the course must be submitted as either a Microsoft Word Document or PDF. UNM Learn is unable to read other file formats. It is each student’s responsibility to ensure files have been submitted properly. (Or, articulate which apps, software, etc. are required.) If you want to submit your assignments in a Google doc please be sure to create a shareable link with permission to make comments and then copy that link into the appropriate submission section.

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM CanvasCopy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to access a website or online resource)
- Use Microsoft Office applications
- Create, download, update, save and upload MS Word documents

Technical Requirements

Computer

- A high-speed Internet connection is highly recommended.
- Supported browsers include: [Detailed Supported Browsers and Operating Systems](#)
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can *greatly* affect performance.
- Microsoft Office products are available free for all UNM students (more information on the [UNM IT Software Distribution and Downloads page](#))
- Please update your contact information in Loboweb: [MyUNM Login](#). When you log into MyUNM, Enter LoboWeb. Click on the Personal Information link to make sure your contact information is up to date.

Technical Support

- For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Tech Support Ticket” link in your course.
- For UNM-Valencia IT Support: (505)925-8911
- For UNM Web Conference Technical Help: (505) 277-0857

ATTENDANCE/PARTICIPATION REQUIREMENTS

Attendance in an online environment: This is not a self-paced course. You will need to plan specific blocks of time each week to dedicate to this class. To successfully complete all of the work, you should plan on at least 6-8 hours each week. I tell you this so that you can remember to set aside time that you will dedicate specifically to this course. It is easy to put online classes on the back burner and forget about them. Please do not do that! Devise a weekly schedule that fits your life and allows you to complete all of the assignments by the time they are due each unit.

Students enrolled for credit, credit/no credit, or audit are expected to submit all assignments and complete course tasks on a regular basis according to deadlines.

Students should not assume they will be dropped from the class automatically. Technical issues do not relieve students of the responsibility for missed assignments and exams. Students must take the initiative in arranging with their instructor to make up missed work. **Attendance in this online course will be tracked through the timely completion of assignments and participation. Simply logging into UNM Canvas does not constitute attendance.** Students who do not submit an assignment, login or participate during the first week of class may be dropped from the course. A student with excessive missed assignments may be dropped from the course. Missing two weeks or more of assignments assigned constitutes excessive missed assignments.

Student Support & Helpful Information

[UNM-Valencia Learning Commons \(Tutoring\)](#)

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In person tutoring is in these centers in the LRC (the building that also has the library). Tutoring in Zoom and, for writing, through email, is also available.

Making use of tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses.

To schedule an appointment, please go to: [Learning Commons Bookings](#)

If you are making an email appointment with the Writing Center, email your draft to tutor@unm.edu after you fill out the form above.

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday.

The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#)

Resources to support study skills and time management are available through [Student Learning Assistance](#) at the Center for Teaching and Learning in Zimmerman Library or online.

Connecting to Campus and Finding Support: UNM has many resources and centers to help you thrive, including [opportunities to get involved](#) in campus life, [mental health resources](#), [academic support such as tutoring](#), [resource centers](#) for people like you, free food at [Valencia Campus Food Pantry](#), [jobs on campus](#) and [financial capability support](#). Your advisor, staff at the [resource centers](#) and [Academic Affairs Office](#), and I can help you find the right opportunities for you.

Wellness: If you do need to stay home due to illness or are experiencing a wellness challenge, please take advantage of the resources below. You can communicate with me at [] and I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to campus..

Student Health and Counseling (SHAC) at (505) 277-3136.

TimelyCare: Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

LoboRESPECT Advocacy Center (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

PASOS Resource Center (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.

Land Acknowledgement: Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

STUDENTS WITH SPECIAL NEEDS



This course is hosted on Blackboard Learn 9.1, which is ADA compliant.

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center (<https://arc.unm.edu/>) at arcsrvs@unm.edu or by phone at 505-277-3506.

Title IX: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and CEEO's [website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Student Support: **Confidential** services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

Academic Freedom and Intercultural Diversity: All students are expected to respect the opinions and diverse perspectives of others, including such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. Each student is guaranteed the right to freely express his or her ideas, no matter what they are or how unpopular they are. All students are expected to maintain an atmosphere of respect and tolerance for diverse perspectives. Sexist, racist, heterosexist or other prejudicial comments will not be tolerated.

Title IX: In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

COURSE REQUIREMENTS

General Organization

This class is divided into four major sections that correspond with the thematic/chronological sections in the book. These have then been further divided into two week units. In each unit you will have, in general, assigned readings, tweets over the readings, weekly journals, and a timeline assignment. At the end of each major section there is a discussion forum to review and recap the major themes of the section. There is also an introductory week at the beginning of the term and a finals week at the end.

First week assignments

Each student will introduce themselves to their classmates, participate in a discussion forum over history and historical thinking, and complete a short survey.

Discussion Forums

In weeks 2 – 8 you will participate in a discussion forum in which you will share your impressions of the readings and topics for each week, in brief comments and/or questions. The discussion forums are in addition to the introduction discussion forum and the discussion forum over history and historical thinking (both of which are part of the first week assignments). Both initial posts and responses to at least three of your classmates are due by Thursday in weeks 2-8. The [instructions for the discussion assignments can be found here](#).

Journals

There are seven journals over the course of the semester (units two - eight). The journals are your reflections about the material covered in the units, as specified in the [journal instructions](#).

Timelines

As a class we will be constructing a timeline of Early Latin American History. We will use Tiki-Toki for this and will all be contributing to the same timeline. Each student will also submit an analysis of their timeline entries at the end of the semester.

Potosí: The Silver City that Changed the World:

Over the course of the semester, you will need to read *Potosí: The Silver City that Changed the World* on your own. By the sixth unit of the semester, we will have the contextual information necessary to understand the significance of Potosí to the society, culture, and economy of Colonial Spanish America and beyond. Because we will work with the book in its entirety during Unit 6, it is a good idea to begin reading it on your own well before we get to the end of the term.

During Unit 6, we will complete Discussion forums on the book as well as a journal. Those exercises will help you prepare for the review essay due during week 15

Final Project

Each student will also complete a [final project](#) over a topic of their choosing.

Summary of Units:

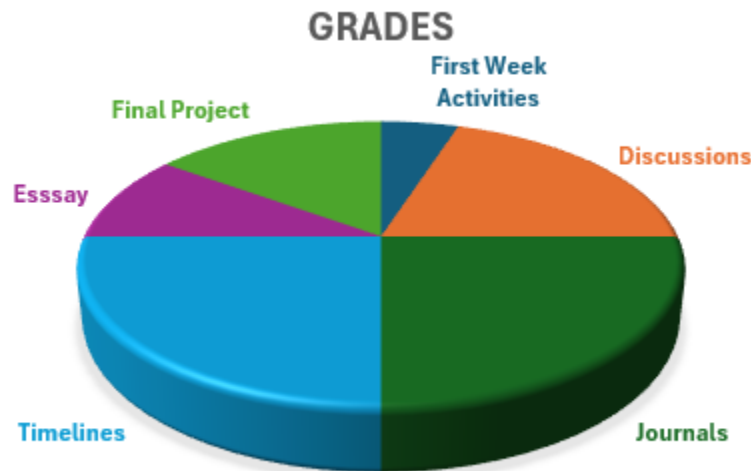
For each major unit you are required to:

1. Read the assigned chapters
2. Read the assigned supplemental readings
3. Post on the discussion board
4. Submit your journals
5. Submit Timeline IDs and Connections
6. Complete the other assignments as appropriate, such as the interim assignments for the final project.

GRADING

The Grades for this course will be calculated as follows:

		Percent			
		A+	99.0%	–	100.0%
		A	94.0%	–	98.9%
		A-	90.0%	–	93.9%
Activities	% of Final Grade	B+	87.0%	–	89.9%
First Week Activities	5%	B	84.0%	–	86.9%
Discussions	20%	B-	80.0%	–	83.9%
Journals	25%	C+	77.0%	–	79.9%
Timelines	25%	C	72.0%	–	76.9%
Essay	10%	C-	70.0%		71.9%
Final Project	15%	D+	67.0%	–	69.9%
	100%	D	64.0%	–	66.9%
		D	60.0%	–	63.9%
		F	Less than		60.0%



In the event UNM closes during finals week, final grades for students will be calculated based on all work assessed up to that point in the course.

MISCELLANEOUS POLICIES

I expect that students will develop critical thinking skills through class participation. Students are expected to login regularly and submit their work on time. In addition, they are expected to display courteous behavior with respect for their instructor and fellow students and honesty in their academic and personal interactions.

Late and Missed Assignments: Assignments are due at the time and date specified. Late discussion posts are not allowed. Other assignments will be accepted up to two weeks beyond the due date. No assignments will be accepted later than two weeks beyond the due date unless we have discussed it ahead of time. If a serious crisis situation occurs please inform me as soon as you can so that I can work with you accordingly. If we agree that you can have longer than the two weeks to submit an assignment please be aware that there will be a date shortly

after the first half of the semester beyond which you will no longer have access to assignments. The same is true for the second half of the semester and no assignments will be accepted after the end of the semester.

Academic Honesty/Plagiarism: According to University of New Mexico Policy Statement on Academic Dishonesty "Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and non-disclosure or misrepresentation in filling out applications or other University records. UNM policies concerning academic honesty can be found at: <http://policy.unm.edu/regents-policies/section-4/4-8.html>

Plagiarism occurs when someone – knowingly or unknowingly – presents the words or ideas of another person as his or her own. This is a violation of UNM rules as well as the expectations for this class. Any work turned in for this class must meet UNM standards for academic honesty. Students unsure about how to apply these rules should consult with the instructor *prior to* turning in written work.

According to the policy “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.”

As the policy applies to this course: **Anyone caught plagiarizing or cheating will receive an immediate 0 for that assignment or exam—NO EXCEPTIONS!!!** Incidents of plagiarism may also be reported to the Dean of Students, at the discretion of the instructor.

Regarding the use of Generative Artificial Intelligence Tools (e.g. Chat GPT, Google Bard, or others): for this course, it is expected that you not use AI for your assignments. Your assignments are designed for you to apply critical thinking skills, draw conclusions, and communicate those conclusions as appropriate. If, however, you decide to consult AI you must treat it as any other source and cite it in accordance with the Academic Honesty guidelines stated above. Failure to disclose the use of AI will be deemed plagiarism and will be treated accordingly.

COURSE SCHEDULE

Unit 1: Introduction to the Course

Assigned Readings

[Articles over History and Historical Thinking](#)

Assignments

Thursday, August 22	Introductions - Discussion Forum Initial Post
Sunday, August 25	First Week Activity
Sunday, August 25	Responses in Introductions
Sunday, August 25	What is History Discussion

Part One: The Colonial Crucible

Unit 2: Before Contact

Assigned Readings***Latin America in Colonial Times***

- Preface: The Colonial Crucible
- Chapter 1. Native America
- Chapter 2. Castile and Portugal
- Chapter 3. Atlantic Africa

Assignments

Sunday, September 1 Reading Response Discussion Forum initial posts
 Wednesday, September 4 Timeline Identification Step Unit 2
 Wednesday, September 4 Discussion responses
 Sunday, September 8 Timeline Connection Step Unit 2
 Sunday, September 8 Journal Unit 2

Part Two: The Long Conquest**Unit 3: First Contact****Assigned Readings*****Latin America in Colonial Times***

- Chapter 4. The Iberian Imperial Dawn
- Chapter 5. Native American Empires
- Chapter 6. The Chain of Conquest
- Chapter 7. The Incomplete Conquest

The Human Tradition in Colonial Latin America

- Chapter 1. Gaspar Antonio Chi: Bridging the Conquest of Yucatán
- Chapter 3: Doña Isabel Sisa: A Sixteenth-Century Indian Woman Resisting Gender Inequalities

Optional

- Chapter 2. Don Melchior: A *Kuraka* of Cajamarca in Sixteenth Century Peru

Assignments

Sunday, September 15 Reading Response Discussion Forum initial posts
 Wednesday, September 18 Timeline Identification Step Unit 3
 Wednesday, September 18 Discussion Responses
 Sunday, September 22 Journal Unit 3
 Sunday, September 22 Timeline Connection Step Unit 3

Part Three: The Colonial Middle

Unit 4: Natives and Blacks in Colonial Latin America

Assigned Readings

Latin America in Colonial Times

- Chapter 8. Native Communities
- Chapter 9. Black Communities
- Genealogies of Modernity, Episode 5: [Picturing Race in Colonial Mexico](#) (podcast)

The Human Tradition in Colonial Latin America

- Chapter 8. Zumbi of Palmares: Challenging the Portuguese Colonial Order
- Chapter 10. Felipe Guaman Poma de Ayala: Native Writer and Litigant in Early Colonial Peru
- Chapter 12. Pedro de Ayarza: The Purchase of Whiteness

Optional

- Chapter 4. Domingos Fernandes Nobre: "Tomacuna," a Go-Between in Sixteenth-Century Brazil
- Chapter 11. Ana de Vega: Seventeenth-Century Afro-Mexican Healer

Assignments

Sunday, September 29	Step #1 in Final Project: Topic Proposals
Sunday, September 29	Reading Response Discussion Forum initial posts
Wednesday, October 2	Timeline Identification Step Unit 4
Wednesday, October 2	Discussion Responses
Sunday, October 6	Journal Unit 4
Sunday, October 6	Timeline Connection Step Unit 4

Unit 5: Daily Life, Religion, and Honor

Assigned Readings

Latin America in Colonial Times

- Chapter 10. The Religious Renaissance
- Chapter 11. Defining Deviancy
- Chapter 12. Daily Life in City and Country

The Human Tradition in Colonial Latin America

- Chapter 6. Ursula de Jesús: A Seventeenth-Century Afro-Peruvian Mystic
- Chapter 7. Agustina Ruiz: Sexuality and Religiosity in Colonial Mexico
- Chapter 9. Diego de Ocaña: Holy Wanderer

Assignments

Thursday, October 10	Fall Break
Friday, October 11	Fall Break
Sunday, October 13	Reading Response Discussion Forum initial posts

Wednesday, October 16 Timeline Identification Step #4
 Wednesday, October 16 Discussion Responses
 Sunday, October 20 Journal Unit 5
 Sunday, October 20 Timeline Connection Step #4
 Sunday, October 20 Past Due assignments for units 2-4 are due

Unit 6: Colonial Economy Silber

Assigned Readings

Potosí: The Silver City that Changed the World (the entire book)

Assignments

Sunday, October 27 Reading Response Discussion Forum initial posts
 Wednesday, October 30 Discussion Responses *
 Wednesday, October 30 Journal Unit 6
 Sunday, November 3 Step #2 for Final Project

Part Four: The Age of Change

Unit 7: Reform and Resistance in the Late Colonial Period

Assigned Readings

Latin America in Colonial Times

- Chapter 13. War and Reform
- Chapter 14. Late-Colonial Life

The Human Tradition in Colonial Latin America

- Chapter 13. Victorina Loza: Quitña Merchant in the Second Half of the Eighteenth Century
- Chapter 14. José Antonio da Silva: Marriage and Concubinage in Colonial Brazil
- Chapter 15. Juan Barbarín: The 1795 French Conspiracy in Buenos Aires

Assignments

Sunday, November 10 Reading Response Discussion Forum initial posts
 Wednesday, November 13 Timeline Identification Step #6
 Wednesday, November 13 Discussion Responses
 Sunday, November 17 Journal Unit 7
 Sunday, November 17 Timeline Connection Step #6

Unit 8: Movement toward Independence

Assigned Readings***Latin America in Colonial Times***

- Chapter 15. Independence
- Conclusion: The Latin American Puzzle

The Human Tradition in Colonial Latin America

- Chapter 16. Agustín Agualongo and the Royalist Cause in the Wars of Independence
- Chapter 17. Angela Batallas: A Fight for Freedom in Guayaquil

Primary Documents

- [Primary Documents Set 1](#)
- [Alexander von Humboldt: Problems and progress in Mexico c. 1800](#)
- [Primary Documents Set 2](#)
- [Simon Bolivar Message to the Congress of Angostura 1819](#)

Assignments

Sunday, November 24	Reading Response Discussion Forum initial posts
Monday, November 25	Essays over <i>Potosí: The Silver City that Changed the World</i> are due
Wednesday, November 27	Timeline Identification Step #7
Wednesday, November 27	Discussion Responses
Thursday, November 28	Thanksgiving Break
Friday, November 29	Thanksgiving Break
Sunday, December 1	Journal Unit 8
Sunday, December 1	Timeline Connection Step #7
Sunday, December 1	All past due assignments must be submitted by this date

Final Week**Assignments**

Friday, December 6	Extra Credit Assignments are due
Wednesday, December 11	Final Projects are due