Ancient and Colonial Latin America

Ancient and Colonial Latin America is the history of the areas of the Americas conquered and held by the Spanish and Portuguese monarchies before 1600. The course will narrate the culture and history of the peoples that occupied these areas from about 1000 C.E. to 1820. Different cultural themes that will be examined are the relations between indigenous people and conquering Europeans, the American peculiarities of colonial government, economy and religious institutions and the rise of Creole consciousness, and, finally, the emergence of Atlantic social and intellectual structures in the eighteenth century which would shape the nineteenth-century republics of Latin America. The course is divided into three eras – Ancient America, Medieval Spain and the Encounter, Early Colonial and Baroque Latin America, Eighteenth-Century Latin America.

This semester, however, we have a special circumstance that highlights the last third of the class and requires some special recognition. On September 16, 2010, Mexico is celebrating the bicentennial of its independence; on November 20, 2010, they celebrate the start of the Mexican Revolution. Thus, the country is having a double celebration. Just as with our bicentennial on July 4, 1976, cities across the world are hosting events to honor the local Mexican Consul General and pay respects to Mexico and its founding history. In the last six months, Dr. Michael Conniff, Director of Global Studies, Dr. Gregorio Mora-Torres of Mexican-American Studies, and I from the History Department have been in charge of organizing celebrations at SJSU and also have helped to coordinate community celebrations in the Santa Clara County. SJSU events include a cultural art and performance exhibition at the King Library on September 15, 2010 and a symposium with three panels on September 16, 2010. You will see that I have incorporated in the syllabus your participation in this unusual opportunity to learn more about the history and cultural of Mexico. I am also giving you great latitude to research and write about some aspect of Mexican culture and history in your largest academic product for this class—the 10-page term paper.

Writing Center Update: The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at http://www.sjsu.edu/writingcenter or call 924-2308.
Also, you will note that I have just come out with a book of my own on Mexico—
*Bonfires of Culture: Franciscans, Indigenous Leaders and Inquisition in Early Mexico, 1523-1540.* It explores the theme of Mexican Inquisition and the interaction of Spanish and indigenous societies which anchors the first half of studies in the class. The other book is a relatively straight-forward narrative of the complicated subject of Mexican Independence—*The Mexican Wars for Independence* by Timothy J. Henderson. It will anchor the last half of our studies.

**Course Texts**


**Course Requirements**
Research Portfolio 30 points  
Three-page draft 40 points  
Seven-page draft 50 points  
Ten-page Final Paper 120 points  
Exhibition/Symposium Paper and Portfolio 120 points  
Three Exams 150 points  
Two Book Discussions (4 pages) 120 points  
Total 630 points

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
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**Research Paper**
To complete the final research paper project. which represents over one-third of the total grade, you will have four due dates: research portfolio, three-page draft, seven-page draft, and the final ten-page paper. The subject for the research paper is any topic associated with Mexican history or Mexican historical culture that is dealt with in the bicentennial exhibition/symposium on September 15-16. These papers must be typed in 12-font Times New Roman, double spaced, no more than 2 inch top margin on first page and all remaining top and bottom margins should be 1 inch. A bibliography must be attached (in addition to the required pages) and the paper must have a title page (cover page) on top. Consult Turabian for further style requirements. Attached is the detailed SJSU events for the bicentennial.
Exhibition/Symposium Paper and Portfolio

A further assignment on the subject of Mexico in general is your attendance at a series of conferences, presentations, and exhibits in celebration of Mexican Independence or the Mexican Revolution on September 15-16. I am cancelling class on September 14 and 16, so that you will have time to attend these events.

Exams

The three exams will be based on the information provided in the lectures. The inquiries are a combination of factual questions and essay questions.

Book Discussions

You must read the two required books, my own book on the early colonial period in Mexico and the other on Mexican Independence. You will write 2 four-page papers and discuss the book in class. The papers represent about 2/3 of the grade and participation in the discussion 1/3 of the grade. The technical requirements for this paper are the same as the Research Paper.

Bonus Points

In the past, I have not given bonus points or extra credit for anything. However, in recent years, I have come around to the opinion that students who show extra initiative should receive extraordinary credit. In this class, you have two opportunities to show initiative and be rewarded. One is the bonus points that I will award to students who complete their final research papers ahead of time. See class schedule for bonus points of December 2 and 7. Also, I have posted to my website the complete schedule of local events at other universities and historical agencies. If you attend selected events at these non-SJSU event schedule and complete a write-up of your experience, I will reward you up to 30 points, depending on the level of participation and the quality of reporting.

Class Schedule

Ancient America, Medieval Spain and Encounter

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Introduction</td>
</tr>
<tr>
<td>August 31</td>
<td>Lecture: The Ancient American World</td>
</tr>
<tr>
<td>September 2</td>
<td>Lecture: Ancient Mexico</td>
</tr>
<tr>
<td>September 7</td>
<td>Lecture: Ancient Mexico</td>
</tr>
<tr>
<td>September 9</td>
<td>Lecture: Ancient Peru</td>
</tr>
<tr>
<td>September 14</td>
<td>Class is cancelled for student attendance at bicentennial events</td>
</tr>
<tr>
<td>September 16</td>
<td>Class is cancelled for student attendance at bicentennial events</td>
</tr>
<tr>
<td>September 21</td>
<td>Lecture: Medieval Spain and Encounters</td>
</tr>
</tbody>
</table>

Due: Exhibition/Symposium Paper and Portfolio

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>September 23</td>
<td>Lecture: Encounters</td>
</tr>
<tr>
<td>September 28</td>
<td>Lecture: Early Conquest</td>
</tr>
<tr>
<td>September 30</td>
<td>Lecture: Late Conquest</td>
</tr>
</tbody>
</table>
October 5  Book Discussion: *Bonfires of Culture*

**Due: Four-Page Paper**

**Due: Research Portfolio**

October 7  First Exam

**Early Colonial and Baroque Latin America**

October 12  Lecture: Mission Religion

October 14  Lecture: Mission Religion and Daily Life

October 19  Lecture: Viceroy and Government

**Due: Three-Page Draft of Research Paper**

October 21  Lecture: Trade and Labor

October 26  Lecture: The Baroque in Art and Religion

October 28  Lecture: Slavery

November 2  Lecture: Social and Racial Hierarchies

November 4  Lecture: Rebellion and Adaptation

November 9  **Second Exam**

November 11  Holiday

**Eighteenth-Century Latin America**

November 16  Lecture: Enlightenment and Reform

**Due: Seven-Page Draft**

November 18  Lecture: Frontier and Imperial Expansion

November 23  Lecture: Slavery and Immigration

November 25  Holiday

November 30  Book Discussion: *The Mexican Wars of Independence*

**Due: Four-page paper**

December 2  Lecture: Independence

[Bonus of 20 points to students who turn in final paper on this day]

December 7  Lecture: Independence

[Bonus of 10 points to students who turn in final paper on this day]

December 9  Lecture: Independence

Exam Day  Monday, December 13, 12:15-2:30

**Third Exam**

**Absolute Final Turn in of Final Paper**

**Course Parameters**

This course is designed and graded in such a way that good attendance and participation are rewarded. If for some medical reason or unforeseen emergency you are unable to attend class, you should call me on my office phone and leave a message before the class meets. You will only be able to make up tests if you contact me ahead of time and your reason has sufficient cause for excuse from class that day. All late papers will receive a 50% reduction if received in the seven days following the missed deadline, 100% after that. If you are a student with a learning disability certified by the Disability
Resource Center, please inform me early in the semester. I will make the modifications required by education code.

You should also be aware that I do not drop students from this class. You are responsible for completing all paperwork associated with add or drop. If you fail to drop the course on a timely basis and are still on my roll at the end of the semester, I will issue an ‘F’. Also, please note that an incomplete can only be issued in the case of a family emergency or medical necessity. I hold very strictly to this rule.

Academic integrity is essential to the mission of San Jose State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) with the use of any outside resources. Students are not permitted to use old tests and quizzes when preparing for exams, nor may they consult with students who have already taken the exams. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated.

Please read carefully the university material related to academic standards, behavior during exams and quizzes, and student discipline, as well as the material provided on appropriate ways to use other authors’ work and cite sources. Students caught bringing in inappropriate notes or help, or copying (or being copied from), will receive a zero on that test or paper.
The Ancient American World

"Geography is destiny."

Physical Characteristics

- 7000 miles from Rio Grande to the tip of Tierra del Fuego; 3200 at the widest point east-west
- Two dominant physical characteristics: enormous mountains (22,000 feet) and vast river systems
- The entire length of the west side of the North and South American continents is a volcanic zone with areas difficult to inhabit
- There are five climatological regions: high mountains, temperate highlands, tropical jungles, temperate coastal plains and temperate highlands; the latter two are where there is dense population; overall highly uneven distribution of population
- Mineral resources are abundant but a bit difficult to get to; agricultural land is sparse.
- Note that immigration through this zone was very problematic

From the World History Perspective

- Uninhabited by humans until after 40,000 BCE and then immigration over the Bering Sea from 40,000 to 10,000 (some argue for a later immigration after 20,000); however large areas of Latin America were uninhabited in this period of time; Pleistocene Era, a period of dramatic climatic change
- Differences in population size from the Old World to the New World meant that the larger pool would have advantages
- Contact between centers of civilization was more difficult because of the vertical geographic space; they did not share similar climatic and environmental circumstances
- The civilization centers in the New World did not have a concentric affect; hunter-gatherers could live next to high civilizations
- Lack of development of sophisticated metallurgy and domesticated animals but stone architecture in some ways superior

Cultural Characteristics

- Mixture of several Asiatic groups that appear to have been in two waves: earlier one was hunter-gatherer, later one was big-game hunting, by 9000 BCE in Patagonia
- Introduced the first ecological disaster by literally hunting out the large game and they were forced to adapt to their environment
- Domestication of maize in the highlands of Mexico between 7000 and 2300 BCE; domestication of potato in Peru between 5000 and 1000 BCE
- In many parts of the Americas, slash and burn cultivation was adopted, but intense cultivation was also possible in difficult geography like the Maya area and not used in California
- Writing developed sui generis in Mesoamerica

Four Divisions

- Imperial Sedentary: Aztec, Maya, Inca
  - Priesthood, Empire and Conquest, great stone temples and palaces
  - Very strong basis for European exploitation
- Sedentary
Earlier minor civilizations, Chibcha and Arawak
Permanent intensive agriculture, stable town and village sites, strong tribute mechanisms, and dense population
Strong basis for exploitation

- **Semisedentary**
  Forest and fringe desert or river people; Guaraní, northern Mexico (Yaqui) and southern Chile (Araucanians)
  Agriculture and villages but cultivation shifts, hunting still vital, tribute limited but usually a headman or tribal chief, less dense population
  Little basis for exploitation but peoples have high military potential

- **Nonsedentary**
  Interior Amazon and south of pampas in Argentina
  Could possess religion, language and world vision similar to more sophisticated cultures but were seasonally migratory within a defined territory, usually hunting and gathering, camps rather than villages, low population density
  Nobody interested in them

### Population in 1492

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>North America</td>
<td>4,400,000</td>
<td>7.7%</td>
</tr>
<tr>
<td>Mexico</td>
<td>21,400,000</td>
<td>37.3%</td>
</tr>
<tr>
<td>Central America</td>
<td>5,650,000</td>
<td>9.9%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>5,850,000</td>
<td>10.2%</td>
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<tr>
<td>Andes</td>
<td>11,500,000</td>
<td>20.1%</td>
</tr>
<tr>
<td>Lowland South America</td>
<td>8,500,000</td>
<td>14.8%</td>
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