COURSE DESCRIPTION
The Catholic Church has been one of the most powerful, durable, and influential institutions in Latin America's history since the European conquest. The Church has also held a particularly controversial role in the region. It played a crucial role in the conquest by, and solidification of, European empires and formed an integral part of colonial states. It served as the champion of the vulnerable, protecting women, natives, the poor, children, and non-whites against powerful oppressors. It spread literacy, art, and education. It also became the largest landowner and slave owner in the Western hemisphere, and therefore earned the envy and enmity of many. The story of the Latin American Church, then, is tremendously complex as it blends the highest idealism, power politics, battles over souls and control of sacred truth, sublime beauty, finance and economics, and an enormously diverse body of people spread across a continent and a half. This course begins with pre-contact religious-political conditions and extends up through the late nineteenth century. Throughout, we will consider both the evolution of the Church as an institution (as an organization and as a player on the field of politics) and the evolution of Catholicism as a religion that deeply affected people’s culture, sense of the divine, ethics, and worldview. We will pursue this investigation with both scholarly studies and original sources. Throughout, we will be guided by such questions as: To what degree did the Church achieve the religious conversion of the Native Americans and the forcibly imported Africans? To what degree did those people change the Church? How did the Church function as a part of the colonial state? How did independence and the spread of liberalism in the nineteenth century affect relations between the Church, the state, and society? How did Christian values change over time, and how did they affect politics, economics, and culture?

READINGS:
Books: The following books are available for purchase in the campus bookstore.
• Course Packet
• Documenting Latin America. Erin O’Connor and Leo Garofalo, eds. Pearson Longman 2014. *DLA also available on reserve in Knight Library*
EVALUATIONS
Map quiz (April 13) 2%
Weekly writing 20%
Reading essay (Weeks 1-7, 10) 15%
Links (Weeks 8 & 9) 5%
Paper Proposal 1 (April 21) 10%
Full Paper (46%)
Paper Proposal 2 (includes outline) (May 12) 10%
Draft 1 (May 22) 10%
Draft 1 Revision Statement (May 22) 3%
Draft 2 (June 5) 20%
Draft 2 Revision Statement (June 5) 3%
Final Exam: (8:00am Wednesday, June 14) 20%
Participation (+/-)

Note: Find a description of these assignments in Canvas >> Reading and Writing >> “Description of Assignments”.

Full Paper: The Full Paper is composed of 5 separate assignments (Paper Proposal 2, Draft 1, Draft 2, and two revision statements). You must complete all 5 of these assignments in order to receive credit for any of them. If you fail to submit any of the 5 parts of the Full Paper, you will receive a score of 0 on all of the parts (worth 46% of final grade).

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

For a description of the what difference letter grades mean, see http://history.uoregon.edu/undergraduate/

COURSE POLICIES
1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating, talking, listening to music, or reading the newspaper in class.
   a. Cell phones: Turn off your cell phones before class starts; Professor Zahler has the right to answer any in-class calls or messages that you receive.
   b. Computers: You may use a computer during class time for taking notes but not for extraneous activities; computer users should sit in the back of the class.
3. Late assignments: You can submit assignments late and you will lose points on late assignments at a rate of 10pts/24-hours. You can get an extension if you have a
legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence. Snowboarding on Mt. Bachelor is not a legitimate reason.

4. You may not sell class notes to other students. You may not use Canvas for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

ACADEMIC INTEGRITY:
Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites:

Student Conduct Code for Academic Misconduct:
https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx
https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconductatUO.aspx

Plagiarism Guide for Students:
http://researchguides.uoregon.edu/citing-plagiarism

LEARNING OBJECTIVES
In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:

• Major religious and political trends in Latin America from the fifteenth through the nineteenth centuries
• How to use religion and religious institutions as analytical lenses to gain deeper understanding of this course’s particular period and the interaction of political, economic, cultural, and social forces more broadly
• How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
• How to use analysis, evidence, and critical questions to understand complex situations
• Improved communication skills: How to deliberate orally in public, and how to write a clear essay with an evidence-based argument
SCHEDULE

Note: Complete readings before the class for which they are assigned, in the order listed.

Reading Codes:
Readings in the syllabus will be marked as follows:
“DLA” for Documenting Latin America
“CP” for Course Packet
“RLA” for Religion in Latin America

W1: Introduction
April 4: Intro: (pre-contact Iberia)
April 6: No class
   • Find reading on Canvas (See “W1 Reading” folder)
     o Lyman Johnson, The Faces of Honor (pp1-44)
     o Robert Haskett, “The Triumphs and Failures…” (pp1-15)

W2: Pre-Contact
April 11: Iberia
   • Schwaller: pp1-22 (Introduction and first half of Ch 1)
   • DLA: Ch 1, 2

April 13: Americas
   • Schwaller: pp22-32 (second half of Ch 1)
   • RLA: Ch 1

   ❖ Map Quiz

W3: Contact and Conquest
April 18:
   • Schwaller, Ch 2-3

April 20:
   • DLA: Introduction, Ch 6, 7
   • RLA: Ch 2

   ❖ April 21: Paper Proposal 1 due
W4: Establishing the Colonial Church  
April 25  
• Schwaller: Ch 4  
• DLA: Ch 8, 9, 17, 19  
• R&L: Doc 31 (pp60-63)  

April 27  
• DLA: Ch 10, 13, 16, 18  
• RL: Ch 5  

W5: The Mature Colonial Order  
May 2  
• Schwaller: Ch 5  
• DLA: Ch 24  
• RLA: Ch 6  

May 4: No assignment  

❖ Watch *The Mission* one evening this week  
❖ May 5: Review of *The Mission* due

W6: Early Republic  
May 9  
• Schwaller: Ch 6, 7  

May 11  
• R&L: Ch 9, 10  

❖ May 12: Paper Proposal 2 (includes outline) due

W7: Early Republican Period  
May 16:  

May 18:  
• CP: Peter Henderson: *Gabriel García Moreno*, Chapter 6  

W8: Neo-Colonial  
❖ May 22: Draft 1 + revision statement due

May 23  
• Schwaller: Ch 8  

May 25:  
• CP: *Religion and Society in LA*, Ch 8
W9: Neo-Colonial
May 30
  • CP: “Reply to a Pseudo-Catholic sophist,” by Juan Montalvo, in Nineteenth Century Nation Building, Chapter 11
    o Skim parts of this reading – don’t get bogged down in all the references to Greco-Roman philosophy, etc.
  • CP: DLA v2, Chapter 12, 15 (Civilize Cayapa Indians)
    o Before you read Ch 12, look over DLA v1, Ch 13. Compare a colonial and a republican case of seeking permission to marry.

June 1:
  • R&L: Ch 12

W10: Neo-Colonial
  ❖ June 5 Draft 2 + revision statement due

June 6
  • CP: Religion & Society in LA, Ch 9
  • R&L: Ch 11

June 8: Wrap up and Review

Final Exam: 8:00am Wednesday, June 14, Location TBA