"Hernando Cortés took México-Tenochtitlán, Tuesday, the thirteenth of August, the day of St. Hipolytus, in the year 1521. In commemoration of this great event and victory, the people of the city celebrate the day every year, with a festival and processions, in which they carry the standard he won." [Francisco López de Gómara, biographer of Cortés]

"Broken spears lie in the roads; we have torn our hair in our grief.... We have pounded our hands in despair against the adobe walls, for our inheritance, our city, is lost and dead. The shields of our warriors were its defense, but they could not save it." [Anonymous Aztec lament on the fall of México-Tenochtitlán]

Two different reactions to the same event. Two distinct ways of looking at the past. The discord created by these diametrically opposed views underlies the socio-cultural history much of what is commonly called "colonial Latin America." Over the "colonial" centuries, or in other words that period of time when the region was controlled by the Spanish and Portuguese empires, many different kinds of people with distinctive backgrounds and ideas helped to forge a culturally variegated and diverse "new world." The story of this region's formative centuries is not the history of any one group--not just the Spanish nor the indigenous people, nor any other specific culture, ethnicity, gender, or race. It is a story of destruction, but also one of perseverance and rebirth.

We will focus on the social, cultural, biological, political, and economic consequences of Spanish and Portuguese "conquests" and colonial systems. We will pay greater
attention to the people caught up in this "new world" enterprises than to the institutions that arose, seeking to understand the deeper meanings of colonialism for individual women and men of all kinds. Whenever possible, class presentations will include visual materials, and we will listen to excerpts from colonial-era music from time to time. It is hoped that this approach will help us all move beyond a concentration on merely "what happened" in the past to a better understanding of the textures of human life in early Latin America.

**BOOKS**

The following books, available at the Duck Store, are required for the course. Students should not expect to pass the course without reading these books.


3) Matthew Restall and Kris Lane, *Latin America in Colonial Times* (2018; an older 2011 edition can still be found used, with page assignments given in parentheses in the Course and Reading Calendars).

You will also find a number of required online materials, including book excerpts and translated primary documents, keyed into the appropriate section of the "Modules" section of this Canvas site. Specific details about these materials are found in our Course Bibliography, located in the “Pages” section of this Canvas site. The Course Calendar (see below) lists your specific reading assignments in all of the required books and Modules resources.

In addition, I have placed copies of some highly recommended books on reserve in the Knight library (once again, see the "Course Bibliography" feature in the "Pages" section of our site). I hope that you will consult at least some of this material as we go along. These sources can also be very useful when it comes to the papers you will be writing for HIST 380.

**EXAMS AND PAPERS**
You are required to complete three written assignments for this course, an in-class exam, a short book review, and a final paper. Here are the details:

The in-class midterm will be held on **THURSDAY, OCTOBER**. It will cover what you have learned from the beginning of the term through the unit on conquest and invasion. More details about the exam will be distributed at an appropriate time during the quarter, and will be posted on this Canvas site. We will also have a discussion and review session in class on **TUESDAY, OCTOBER**, to help you prepare for the test. The exam is worth **30%** of your course grade.

There will be a short reading quiz during the class meeting before this exam day, on **TUESDAY, OCTOBER**, and two other quizzes on the class meetings before the following two papers are due. These quizzes are designed as study aids, and as spurs to our scheduled in-class discussions. They are collectively worth **5%** of your course grade. They will focus principally on required reading in the translated documents found in the "Modules" section of our Canvas site. More details will be shared with you closer to the day of the first reading quiz.

The second assignment is an analytical paper based in some way on what you've learned from required books and readings about the nature of society, class, ethnicity, and gender in colonial society. The paper should be at least 5 pages in length, typed and double-spaced. Writing such a paper is a great exercise intellectually, but in more practical terms will help you lay some of the ground work for the final project. This paper is due in class on **THURSDAY, NOVEMBER**. It is worth **25%** of the course grade.

The third assignment will take the form of a paper, replacing a final exam, that will be due in my office, 355 McKenzie Hall, by 5:00 p.m. on **WEDNESDAY, DECEMBER**. This paper will challenge you to examine not only what we have learned about during the second half of the term, but more particularly discuss important historical and cultural issues. The last meeting of the class, **THURSDAY, NOVEMBER**, will amount to a final review. You are expected to have complete all assigned readings by this time, and to come to class prepared to discuss the historical themes and issues raised over the course of our investigation. More details about this paper will be made available toward the end of the quarter, and will be posted on Canvas. The paper is worth **40%** of your course grade.

To sum up, what you are expected to take away from the course is as follows:
• To understand the complex realities of pre-contact and post-conquest societies in Spanish and Portuguese America, and in so doing recognize the difference between stereotype/myth and more nuanced readings of history;
• to let what might be called the voices of the supposedly voiceless be heard, and to learn how to listen to them – or, other words, to learn how to recognize peoples of indigenous, African, and mixed heritage, including women as well as men, as agents in their own lives, without, however, sugar-coating the colonial realities that faced them;
• to understand how and why these colonial peoples, in contact and dialogue with “Old World” ones, forged unique new cultures in Latin America, cultures that continued to evolve into the national period and which make the region what it is today;
• and, to hone your skills in terms of reading analytically and writing persuasively in relation to the interpretation and analysis of evidence and opinion, skills that will serve you well in many aspects of your lives after you leave the UO.

GRADE SUMMARY

Midterm = 30%; Book Review = 25%; Final Paper = 40%; Reading Quizes = 5%

Grading is carried out on a 100-point scale (note: this scale is slightly different from the one attached to the Canvas "Grades" feature, but the one here in our Syllabus is what we are using for HIST 380): 100-93 = A, 92-90 = A-, 89-87 = B+, 86-83 = B, 82-80 = B-, 79-77 = C+, 76-73 = C, 72-70 = C-, 69-67 = D+, 66-63 = D, 62-60 = D-, 59 or less = F

Warning: Written work received after the end of the class meeting in which it is due, and up to 5:00 p.m. the same day, will be assessed a fine of 3 points. After this, an additional fine of 5 points a day (including weekends) will be assessed. No written comments will be made by the professor or GE on late work. Protect yourself from computer crashes by making backup copies of all your work, by saving your work regularly, etc. Students missing required work at the end of the quarter will be given a grade of "F" unless prior arrangements have been made for an incomplete.

Some rules for the classroom:

1. Please turn off your cell phones and put them away in your backpacks, bags, etc.,
during class meetings.
2. Laptops may only be used by permission. Those who use laptops must sit in the first
two rows of the classroom. It is assumed that you will use your laptops for note taking,
only. Otherwise, we will rarely if ever have occasion to go online for anything related to
the course during class meetings. Students found to be surfing the web, doing email, or
similar things on their computers unrelated to the course while HIST 380 is in session
will be asked to leave the classroom for the rest of that day's meeting, and will be barred
from bringing laptops into the classroom for the balance of the quarter.
3. Let me know if you need to leave class early for any reason. Otherwise, please do
not leave and the classroom during our sessions, as this is disruptive.

Where to Find Course Materials on Our Canvas Site

Aside from the obvious menu categories "Syllabus" and "Assignments," course
materials will be found in several other locations. Perhaps this is self-evident, too, but
information about Professor Haskett, the GE (including our contact information, office
locations, and office hours) is located in the "Pages" menu item. Also in "Pages" you'll
find the Course Bibliography, a course calendar for recommended reading materials,
and a document with pointers and suggestions connected with your development of
critical, analytical reading and writing skills. In "Modules" you'll find week-by-week
postings of documents and short web-based articles that are part of your required
reading for HIST 380. I may add other useful items to "Modules" as the quarter
unfolds. I'll let you know about these additions at appropriate times.

COURSE CALENDAR

OCTOBER
Week 1

T 1 Introduction -- Reading: Seven Myths of the Spanish Conquest, xiii-xix; Modules,
Week 1: The Story of Huitzilihuitl and Miahuaaxhuitl.

Th 3 The First Human Societies -- Reading: Latin America in Colonial Times, XVII-18
(XIII-17); Modules, Week 1: Ancient Humans in America; Maya Writing; Popol Vuh
Excerpts.
Week 2

T 8 Forging "Civilizations" -- Reading: Latin America in Colonial Times, 71-88 (67-83); Modules, Week 2: Classic Period Mesoamerica: Teotihuacan; Cosmic Creation and Aztec Origins, Inti and the Cosmic Origins of Inca Civilization.

Th 10 Pre-Contact Iberia and Africa -- Reading: Latin America in Colonial Times, 21-49 (19-45); Seven Myths of the Spanish Conquest, 1-43; Modules, Week 2: The Reconquista; The Expulsion of the Jews; The Spanish Inquisition.

Week 3

T 15 Columbus and the Caribbean: Discovery or Invasion? -- Reading: Latin America in Colonial Times, 51-69 (51-64); Seven Myths of the Spanish Conquest, 44-76.

Th 17 The Invasion of Mexico -- Reading: Latin America in Colonial Times, 91-98 (85-106); Seven Myths of the Spanish Conquest, 77-99; Modules, Week 3: Moctezuma’s Speech.

Week 4

T 22 Defeating the Incas -- Reading: Latin America in Colonial Times, 98-117 (109-128); Seven Myths of the Spanish Conquest, 100-130; Modules, Week 4: The Capture of Atahualpa: Two Views.

Th 24 “Conquest” Spreads -- Reading: Latin America in Colonial Times, 119-140; Seven Myths of the Spanish Conquest, 131-145; Modules, Week 4: The Madness of Aguirre; Invasion As Seen in the Colonial Middle; The Invasion Through Tlaxcalan Eyes.

Week 5

T 29 Discussion and Review: Why Did the Iberians Prevail? READING QUIZ 1 -- Reading: Seven Myths of the Spanish Conquest, 147-157; Modules: Invasion As Seen in the Colonial Middle; The Invasion Through Tlaxcalan Eyes (both repeats of the items listed for the 18th; be sure to have them finished by our discussion today.
Th 31 *** IN-CLASS MIDTERM EXAM ***

NOVEMBER
Week 6

T 5 Iberian America Takes Shape -- **Reading**: *Latin America in Colonial Times*, 141-153 (129-139); Modules, Week 6: Disease in Chimalpahin’s Annals; Deviance and Disaster in Colonial Mexico.

Th 7 Race, Ethnicity, and Gender in Iberian America -- **Reading**: *Latin America in Colonial Times*, 215-232 (193-207); begin *Lieutenant Nun*; Modules, Week 6: Affairs of the Courtroom; Under Investigation for the Abominable Sin; Ursula de Jesús; Chimalpahin on Afro-Mexicans in the Capital; Gender in Colonial New Spain.

Week 7

T 12 The Triumph (?) of the Faith -- **Reading**: *Latin America in Colonial Times*, 195-213 (175-191); continue *Lieutenant Nun*; Modules, Week 7: The Telling of Tales; In the Service of God; Life and Faith in the Colonial Central Areas; Final Judgment Play.

Th 14 Celebrating Life -- **Reading**: *Latin America in Colonial Times*, 235-253 (209-225); complete *Lieutenant Nun*; Modules, Week 7: Life in the Colonial Central Areas.

Week 8

T 19 Discussion and Review: Living in Iberian America; **READING QUIZ 2** -- **Reading**: Complete all pending assignments.

Th 21 The Economy and Labor Systems -- **Reading**: *Latin America in Colonial Times*, 154-158 (139-141); Modules, Week 8: Spaniards in the Nahua Countryside; Testaments from Colonial Mexico.

***FIRST PAPER DUE IN CLASS***

Week 9
T 26 The Economy and Labor Systems, cont. -- Reading: *Latin America in Colonial Times*, 169-186 (151-172); Modules, Week 9: Mining: Life and Death Below Ground; Visiting the Potosí Mines.

**NO CLASS -- THANKSGIVING BREAK**

**DECEMBER**

**Week 10**

T 3 Backwaters of Empire -- Reading: *Latin America in Colonial Times*, 158-166, 186-192, 253-259 (225-246); Modules, Week 10: Favored Women, Subjected Indians; Zumbi of Palmares; Palmares and Slave Resistance in Brazil; Backwater Voices, Piracy in the Caribbean.

Th 5 Discussion and Final Review; READING QUIZ 3 -- Reading: *Latin America in Colonial Times*, 261-274 (293-294).

**Finals Week**

W 11 ***FINAL PAPER DUE BY 5:00 P.M., 355 MCKENZIE HALL; NO LATE PAPERS WILL BE ACCEPTED. EARLY SUBMISSIONS GLADLY RECEIVED***