History 380: History of Colonial Latin America  
Fall 2010; California State University, Chico  
Professor Stephen E. Lewis  
Trinity 208; 898-6244; slewis2@csuchico.edu  
Office hours: Tuesdays and Wednesdays, 3:00-5:00, and Fridays, 9:00-noon

This is a GE Non-Western course and part of the Mexico and Central America upper division theme. It is also a component of the History and Latin American Studies majors and minors.

Introduction
This course begins with a comparative discussion of pre-Columbian society in the valley of Mexico and the Andes. We then examine the Iberian conquest and consider how the colonies' diverse subjects resisted, adapted to, and assimilated colonial rule. Next, we will consider changes in popular and elite culture in the late colonial period, with particular emphasis on the various strains that led many to fight for independence in the early nineteenth century. We will conclude by considering how the colonial legacy impacted the fledgling Latin American republics.

Assignments
Your final grade will be determined as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Three quizzes</td>
<td>30%</td>
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<td>Two midterms</td>
<td>40%</td>
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<tr>
<td>Final paper (7 pages)</td>
<td>20%</td>
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<tr>
<td>Attendance/participation/in-class presentation</td>
<td>10%</td>
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Guidelines for written work
An “A” paper or essay is clearly written and well organized. Most importantly, it contains a central argument supported by a well-chosen variety of examples drawn from the assigned readings. This paper or essay demonstrates that the student has grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a compelling, independent argument. “B” work demonstrates that the student has wrestled with some of the issues in the course. Yet a typical “B” paper mainly provides a summary of ideas and information already covered. A typical “C” paper provides a recap of the historical narrative but offers little in terms of analysis and relies on an inadequate number of sources. A paper that receives a grade lower than “C” typically does not respond adequately to the assignment, is marred by frequent errors, unclear writing, poor organization, lack of sources, or some combination of these problems. All grades are final.

In-class presentations
Students will pair up and do a Powerpoint presentation on a reading or topic. These presentations must not exceed six minutes and must not consist of more than six slides! The presenters will then field questions for a couple of minutes. The material covered by student presenters will appear on quizzes and tests. Please note: all readings for the in-class presentations can be found on reserve at Meriam Library.

Special note
This fall marks 200 years since the start of the wars for independence in Mexico, and 100 years since the start of the Mexican Revolution (this is the so-called “Bi/centenario”). The instructor will miss classes at the end of October in order to deliver two lectures in Mexico. But he will also make three on-campus presentations in September. Students are strongly encouraged to attend one or more of these presentations to make up for the lost time.

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<tr>
<th>Date, time, place</th>
<th>Event</th>
<th>Title of presentation/film</th>
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<tr>
<td>September 7, 4:00 PM in Ayers 120</td>
<td>International Forum presentation</td>
<td>“The Mexican Revolution turns 100: Reflections on the ‘fiesta of bullets’”</td>
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<tr>
<td>September 7, 7:30 PM in Ayers 106</td>
<td>International Film Series screening</td>
<td>“Los que se quedan” / “Those who remain,” a Mexican documentary on those left behind after loved ones leave to find work in the US</td>
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<tr>
<td>September 15, 7:30 PM in the Rowland-Taylor Recital Hall</td>
<td>Lecture sponsored by the History Department and the School of Humanities and the Fine Arts</td>
<td>“Talkin’ Bout a Revolution: Mexico’s ‘fiesta of bullets’”</td>
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Nuts and bolts
--Late policy:
Written work will be docked 1/3 of a letter grade each weekday that it is late.
--No make-up quizzes or exams.

--Frequent absences will hurt your grade.

--All grades are final.

--Please do not send me messages via Vista. I won't see them.

--No gaming, texting, twitting, or tweaking. Please.

--Those who plagiarize will receive an “F” for the class and their case will be turned over to Student Judicial Affairs. Please ask me if you have questions about plagiarism. For help with citing, please go to this website: www.csuchico.edu/lins/handouts/Chicago_Style_Basics.pdf

--I am happy to write letters of recommendation on behalf of those students who have completed two courses with me and have earned a B+ or better in both courses.

**Course readings**

Please purchase the following books *immediately*. Used copies may be available. Please realize that this course will not be offered in the spring, so the campus bookstore will not give you a good price on your books at the end of the semester!


Steve Stern, *Peru’s Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640* (Madison: University of Wisconsin Press, 1982).


**Course calendar**

**Pre-Columbian civilizations**

8-24  
Introduction

8-26  
Bring one blank blue book to class. Do not write your name on it! Thanks!

Please purchase all course texts and read the following:


8-31  
Come to class having chosen a couple outside readings that interest you.

**European conquest**

9-2  

9-7
*Victors and Vanquished*, 40-78.


9-9
*Victors and Vanquished*, 79-126.


In-class presentation: Las Casas, 1-38. See Lewis.

9-14
*Victors and Vanquished*, 127-181.


9-16
*Victors and Vanquished*, 182-213.

In-class presentation: Lyman L. Johnson, “Digging up Cuauhtémoc,” in *Death, Dismemberment, and Memory in Latin America* ed. Lyman L. Johnson (Albuquerque: University of New Mexico Press, 2004), 207-244.

**Quiz #1**

**Spiritual and other conquests**

9-21
Stern, “Rise and Demise of the Post-Incaic Alliances” and “A Historical Watershed,” 27-79.


9-23

In-class presentation: Mills and Taylor, selections 22, 23, and 25.

9-28
Seed, 41-99.


9-30
Seed, 100-140.

In-class presentation: Mills and Taylor, selections 28 and 30-32.

**Quiz #2**

3
Indians and colonial institutions
10-5
Stern, 80-113 (“The Political Economy of Colonialism”)  


10-7
Stern, 114-157 (“The Indians and Spanish Justice” and “The Political Economy of Dependence”)  


10-12


10-14
Exam (on everything up through Stern)  

The evolution of the colonies  
10-19

10-21 No class. Lewis delivering a paper in Chiapas, but please read Curcio-Nagy, 41-66.  

10-26
James Schofield Saeger, “*The Mission* and Historical Missions: Film and the Writing of History” in *Based on a True Story: Latin America at the Movies* ed. Donald F. Stevens (Wilmington, DE: Scholarly Resources Inc., 2001 [1997]), 63-84. (on Vista)  

Film: “The Mission”  
10-28 No class. Lewis delivering a paper in Querétaro, but please read Curcio-Nagy, 67-119.  

11-2
Curcio-Nagy, 121-154.  


Late-colonial stresses  
11-4
Charles F. Walker, *Shaky Colonialism*, 1-51  

*In-class presentation*: William B. Taylor, "Patterns and Variety in Mexican Village Uprisings," in *The Indian in Latin American History*, 109-140. (on reserve)  

11-9
Walker, 52-89


Second in-class exam

11-11 Veterans’ Day
No class, but please read Walker, 90-130.

11-16
Walker, 131-155.


11-18
Walker, 156-192.

In-class presentation: Mills and Taylor, selections 40-42.

Thanksgiving break

Slave rebellion and the wars for independence

11-30


12-2
Chasteen, Americanos, pp. 66-94.


Quiz #3

12-7
Chasteen, Americanos, pp. 95-158.


12-9
Chasteen, Americanos, pp. 159-188.

In-class presentation: Jaime E. Rodríguez O., “Down from Colonialism” (Los Angeles: Chicano Studies Center Publications, UCLA, 1983). (See Lewis for article.)

In-class presentation: Christon I. Archer, “Death’s Patriots—Celebration, Denunciation, and Memories of Mexico’s Independence Heroes: Miguel Hidalgo, José María Morelos, and Agustín de Iturbide,” in Death Dismemberment and Memory in Latin America ed. Lyman L. Johnson, 63-104.

Final paper due on Tuesday, Dec. 14 at 2:00 PM.