Why study the formation of Latin America?
The current process of globalization affects Latin America, as it does other regions, by encouraging the rapid mobilization of goods, people, and ideas. The purpose of this course is to enrich our knowledge of Latin America by learning about the origins of this globalization process, which actually began in the late fifteenth century. The formation of Latin America involved the creation of New and the Old Worlds, and the interchange of cultural and material elements in a context of violence and power. The Spanish discovery of the Americas extended the horizon of European explorers, missionaries, and merchants, for their diverse enterprises. New commercial routes, formal and informal, on both coasts of Spanish America allowed the sometimes-forced circulation of European, African, and Asian people, as well as goods and traditions that produced political, economic, and cultural transformations to the societies that lived in the territories the Spanish called the “Indies.” These societies included the Philippines. Indeed, the study of Latin America has commonly ignored the influence of Asian elements that Iberian colonization introduced and mostly emphasized the impact of Western culture and, more recently, African elements. In this course, we will examine not only how these elements impacted the New World, but also how the New World shaped the whole globe.

How will this course help you succeed?
This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

Studying the formation of Latin America helps us understand the historical beginning of our current process of globalization. More importantly, it also helps us learn to critically evaluate the cultural interactions of different societies that came across in this early globalization process. This course offers you a conceptual and practical framework for understanding the global impact of the Spanish conquest and colonization of the New World. Finally, you will learn to analyze and critically engage sources and refine your abilities to communicate complex ideas in writing and in person.
Course Objectives. By the end of the semester, you will be able to:

- Understand that the current process of globalization began with the Spanish encounter of the New World.
- Recognize the peninsular Iberian-American interchange spilled over the Atlantic world, and included Asian elements in addition to European, African, and American ones.
- Interpret unconventional sources, such as music, poetry, and art expositions that will demonstrate early global processes in Latin America.
- Critically read materials to evaluate whether Latin America should be understood as part of the Western World.
- Analytically engage with the life stories of some of the earliest “global” Latin Americans.

Global Learning Objective. By the end of the semester, you will be able to:

- Construct evidence-based arguments demonstrating both how the New World was the setting of interactions of early modern people, goods, and ideas from around the globe, and how the Spanish colonies impacted the economic development of different regions of the world. (Global Awareness).
- Construct analytical comments that evaluates the multiple cultural local, regional, and global elements contained in Spanish America’s primary sources. (Global Perspective).
- Engage with contemporary local and global practices and activities permitted and promoted by products original from the New World. (Global Engagement)

How will you succeed in this course?

Communicate. I look forward to working with you this semester. Remember, I am available to answer questions. You are encouraged to visit me during office hours. You can also email me to set an appointment (by phone or Skype) at a convenient time to meet.

Attend and Participate. Use the time in the classroom to make questions about the readings or additional activities of the course. Lectures will help you to understand, with examples, important historical concepts and context that you will need when preparing your papers and final project.

History Tutors. There are several history students working at the Department of History (DM 392), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers and preparing for exams. You can set an appointment for an in-person or online tutoring meeting at the Department of History website: https://history.fiu.edu/tutoring/preparing-for-your-appointment/

You can only reserve ONE (1) slot at a time. Even if the system allows you to reserve more than
one, the administrators will delete any additional appointment. Once you complete an appointment you can reserve another one. If you cancel or do not show up to an appointment in three occasions, your name will be added to the list of those students who are not allowed to use the tutoring services. Please, use this service wisely.

The Center for Excellence in Writing. Located in Green Library Room 125, the Center for Writing provides an invaluable resource for students and offers help with all stages of the paper-writing process. https://writingcenter.fiu.edu/

Individual Tutoring. The University Learning Center provides peer tutoring services and general academic help: http://undergrad.fiu.edu/cas/learning-center/

How will I evaluate your progress?

Written Assignments (20% each, 40% total):
This course requires you to write 2 short papers in response to a question you will receive at least 2 weeks before the deadline. Your paper should have a thesis statement and be built around an argument. Your thesis statement will be your response to the question you receive for that specific assignment and should be stated in the introductory paragraphs. Build your argument and provide examples in following paragraphs. Reserve the last paragraph to strongly affirm, after showing evidence, your thesis statement.

You will not be allowed to rewrite your papers. Nonetheless, I will be willing to read draft of them. You must submit your paper at least 72 hours before the dateline so I may have time to read it and provide any feedback. I will distribute prompts and grading rubrics for all papers two weeks before the deadline. Papers should be submitted through TurnItIn on Canvas. Papers not submitted both ways will not be graded.


Paper 2: Painting Collection, “The Mestizaje Paintings of Viceroy Amat.”

Weekly Analytical Comments (20%):
Every week you will have to read and analyze a primary source. You will have access to the document or material at the beginning of the week: every Monday at 12pm. In one or two paragraphs, you will answer (100-200 words) to the question I will post. In your response, you must include examples from the materials to show you have both read the document/material and understood its content. Comments are due every FRIDAY at 11:59pm.
Attendance & Participation (20%):
You are required to come to lectures meetings in order to participate. You must come prepared. In other words, you should complete your work and read the material indicated in the syllabus before coming to class. You may participate in class by answering oral questions or contributing to our lecture and discussion. You can also participate by asking questions, answering a classmate’s inquiry, or introducing a topic that would motivate the discussion.

Final Project (20%)
By week 8, I will give you a list of different goods (plants, animals, etc.) original/native from Spanish America that are used around the world, among different cultures. You have to pick one of these products. No more than one students can work on a specific product. You must research on how the product you chose entered in the global market and became popular among different societies outside Latin America. You will write a 2-page reflection paper on what you learned about the “globalization” of such product, and how the cultural and economic exchange between Spanish America and the rest of the world allowed such product to become of global use.

Grading Policy
It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with you during the semester to suggest ways in which you can perform at your best. I encourage you to come see me during office hours to discuss the class’ activities and papers. We can also set Skype or phone appointments. The appropriate time to discuss your performance in the course is during the semester, not at the end of the semester. Incompletes, in general, will not be given.

If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to do so only after 24 hours after receiving the evaluation of your work and 2) before the appointment, submit a written statement (by e-mail is fine) explaining your question or doubts about the grade.

Grading Scale
A = 100-93  A+ = 93-97  B+ = 89-87  B- = 82-80  C+ = 79-77  C = 76-70  D = 60-60  F = 59-0

Grade Distribution:
Papers 20% each  40% total
Final Project 20%
Weekly Analytical Responses 20%
Attendance & Participation 20%
Total 100%

Grading rubric will be available online.

**Required Texts:**
All required readings for this course are available through Canvas. In addition, I recommend that you pick up a copy of the following textbook available in the bookstore and online:


**Late Policy:** Assignments are due **AT MIDNIGHT OF THE DUE DATE.** One-third of a letter grade will be reduced for each day a paper is late, including weekends, unless you obtained an extension from me, **IN ADVANCE.** No late assignments will be received during and after the last week of classes.

**Academic Dishonesty:** According to FIU student handbook (p.11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” In this class, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, plagiarizing (presenting someone else’s work as yours), or cheating on assignments or the final exam. If students do not adhere to these good practices, the penalty will vary from a zero on the assignment to failure in the course, and may lead to a report in your academic profile.

**Students with Disabilities:** If you have or believe you might have a disability-related need for schedule modification in this course, contact the Disability Resources Center (**http://drc.fiu.edu**). I will be happy to work with you and with them to support your learning skills in the best way possible. Even if you do not need special accommodation, I highly advise you to let me know if you have a special condition that might affect your performance in this class.

**Accommodations:** If you foresee any possible problems to fulfill **any** of the requirements of this course—on-time submission of assignments—please see me to make any arrangements. **Don't wait until the last week of the course to bring up something you anticipated.**

I reserve the right to change the syllabus if necessary.
Weekly Schedule:

Week 1

- Revision of the syllabus
- When the world became global?

Read:

Quiz for this week will contain questions about the syllabus.

Week 2

- New World’s landscape
- Who were the Iberians, and the American Indians?

Read:

Additional Material:
Growth of the Aztec Empire
http://www.latinamericanstudies.org/aztec-maps.htm
Pachacuti Inca http://www.history.com/topics/inca

Week 3

- First Encounters
- Columbian Exchange

Read:
Burkholder and Johnson. Colonial Latin America, 24-33.

Additional Material:
Columbian Exchange
http://www.learnnc.org/lp/editions/nchist-twoworlds/1866

Week 4

- The Conquest of the great American civilizations
Read:

Additional material:
The Codex Aubin, available at:
http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_object_details.aspx?assetId=178213001&objectId=3008812&partId=1#more-views

Prompt for Paper 1

**Week 5**
- Ruling the New World
- Imported and Native Institutions

Read:
Burkholder and Johnson, *Colonial Latin America*, 70-81.

Additional Material:
- Guaman Poma’s drawings, available at:

**Week 6**
- Encomiendas
- Indian Population Collapse

Read:

Additional material:

Paper 1 is due

**Week 7**
- Catholic Church
- Religious Syncretism?
Read:

Additional material:

**Week 8**
- Stratified Society
- Miscegenation

Read:
Burkholder and Johnson, *Colonial Latin America*, 185-197.

Additional material:
Miscegenation [https://www.smith.edu/vistas/vistas_web_units/sary_mestizaje.htm](https://www.smith.edu/vistas/vistas_web_units/sary_mestizaje.htm)

**Paper 1 due March 3**

**Week 9**
- Economic Transformation
- New and Old economic activities

Read:

Additional material:

Prompts for the Paper 2 will be posted

**Week 10**
Spring Break
No Classes
Week 11
- Mercantilism
- Moving out across the oceans

Read:

Additional material:

Week 12
- The eighteenth-century: imperial expansion
- Bourbon Reforms

Read:

Additional material:
Alexander Von Humboldt

Paper 2 is due

Week 13
- Creole discontent
- Popular insurrections

Read:

Additional material:

Week 14
Crisis in the Iberian monarchies
Liberalism in both sides of the Atlantic

Read:

Additional Resources:
Napoleon’s invasion of the Iberian Peninsula
https://www.youtube.com/watch?v=A1JGz4r_VF0

**Week 15**
- New independent states

Read:

Additional material:

Final Project is Due