



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3293 Empires and Colonies in Latin America Semester 2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Peter Ross	Room	336 Morven Brown
Phone	9385.2418	Email	p.ross@unsw.edu.au
Consultation Time	Mondays 9-11am		
<b>Lecturer</b>			
Name	As above	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	As above	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	ARTS3293 is an upper level History discipline and Hispanic Studies elective. It provides comparative and transnational histories of imperialism and colonialism in the Americas both before and after the European conquest and examines the demographic, political, ethnic, social, economic, and cultural changes that occurred from conquest to the independence movements in the early nineteenth century. The course enables students to have a solid grasp of the colonial heritage of contemporary Latin America.
Course Aims	<ol style="list-style-type: none"> <li>1. To develop historical thinking, to interpret and to write history by generating interpretations based on the evaluation of primary sources in terms of their purpose, place and time of formulation.</li> <li>2. To encourage students to engage with on-going debates about the histories and legacies of Spanish and Portuguese colonialism in the Americas</li> <li>3. To utilise primary source materials so as to establish some of the bases for secondary source interpretations.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Ability to evaluate primary and secondary material to distinguish historical fact from opinion and fiction.</li> <li>2. Development of arguments supported by primary and secondary historical documentation in the context of relevant theoretical perspectives.</li> <li>3. The presentation of arguments in a coherent and sustained manner, both orally and in written form.</li> <li>4.</li> </ol>
Graduate Attributes	<ol style="list-style-type: none"> <li>1. Acquisition of the capacity for analytical and critical thinking.</li> <li>2. Information literacy.</li> <li>3. An appreciation of, and respect for, diversity.</li> <li>4. An appreciation of, and responsiveness to, change.</li> </ol>

### 3. Learning and Teaching Rationale

The course is aimed at improving students' spoken and written skills as well as providing a solid body of content on which to build and test self-generated hypotheses. Students are encouraged to question all sources whether primary or secondary – and this includes the lecturer.

### 4. Teaching Strategies

There are two lectures and one tutorial a week. The lectures provide content (and hopefully stimulation of interest), and students are encouraged to question and interact with the lecturer and other students.

Tutorials are based around discussion of primary documents, which students will have read before the tutorial the reading is set for. Students will also give one presentation each during the semester on a topic of their choice (as long as it's relevant).

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay 1	1500 words	30%	1, 2, 3	1, 2, 3, 4	5 September
Essay 2	2500 words	50%	1, 2, 3	1, 2, 3, 4	31 October
Tutorial presentation	750 words	20%	1, 2, 3	1, 2, 3, 4	Between weeks 6-12

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

**Formal Examination: There is NO formal exam.**

### Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### Submission of Assessment Tasks

A hard copy of the assessment must be submitted to the School of Humanities and Languages Assignment Box (level 2 Morven Brown, north-east corner). This hard copy must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments will also be submitted electronically on turnitin to be found on the moodle site of the course.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

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### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 July	Pre-conquest	Empires and colonies in the Iberian Peninsula and in the Americas before "the encounter"	No tutorials	
4 August	Contact and conquest	Iberian objectives and the fall of the native American empires	Reading pre-columbian texts	Ross, Kurt, ed., <i>Codex Mendoza</i> , Barcelona. Miller Graphics, 1978, passim..
11 August	Organising the empire	Castilian administration	Narratives of the meeting of Moctezuma and Cortés	De Sahagún, Bernadino, <i>General History of the Things of New Spain</i> , Part XIII, trans. etc.

				Arthur J.O. Anderson and Charles E. Dibble, <i>Florentine Codex Book 12 – The Conquest of Mexico</i> , Santa Fe New Mexico, The School of American Research and the University of Utah, 1975: 43-45. Cortés, Hernán, <i>Letters from Mexico</i> , New haven and London, Yale University Press, 1986: 83-86.
18 August	Material gains	Mining and its significance in the colonial economy	Meshing tribute systems	De Zorita, Alonso, <i>Life and Labor in Ancient Mexico</i> , New Brunswick, Rutgers University Press, 1971: 233-273.
25 August	At the centre of the empire	Spain in the sixteenth and seventeenth centuries and its objectives in the Americas	Forms of labour utilisation in the mines	Stavig, Ward, "Continuing the bleeding of these pueblos will shortly make them cadavers: The Potosí mita, cultural identity, and community survival in colonial Peru", <i>The Americas</i> , 56, 4, 2000: 529-562.
1 September	Ideology	The spiritual conquest:	The diversity of views of the	De Las Casas, Bartolomé, <i>In</i>

		evangelisation, extirpation, continuance and syncretism	imperialists and colonialists	<i>Defence of the Indians</i> , DeKalb, Northern Illinois University Press, 1992: 342-362.
8 September	Identity	Social stratification: Ethnicity, class, caste, gender and identity	The writing of history from the vanquished perspective.	Edmonson, Munro S., <i>Heaven Born Mérida and its Destiny: The Book of Chilam Balam de Chumayel</i> , Austin, University of Texas Press, 1986: 107-111, 256-265.
15 September	The conquered native peoples	Indian initiatives and responses	Marriage and annulments	Van Deusen, Nancy, " 'Wife of My Souland Heart, and All My Solace': Annulment Suit Between Diego Andrés de Arenas and Ysabel Allay Suyo' ", Richard Boyer and Geoffrey Spurling, eds, <i>Colonial Lives: Documents on Latin American History, 1550-1850</i> , Oxford, Oxford University Press, 2000: 130-140.
22 September	Colonial Brazil	Brazil: sugar and slavery	Wills, municipal records, agreements and petitions	Anderson, Arthur J.O., Frances Berden and James Lockhart, eds, <i>Beyond the Codices: The Nahuatl View of Colonial</i>

				Mexico, Berkeley, University of California Press, 1976: 44-57, 118-129, 166-171.
6 October	Colonial Brazil	Gold and diamonds	Slavery in Brazil	Conrad, Robert Edgar, <i>Children of God's Fire</i> , Princeton, Princeton University Press, 1983: 55-71.
13 October	Making the colonies pay	The Bourbon Reforms	The Portuguese viceroy's secret letter	Bradford Burns, E., ed., <i>A Documentary History of Brazil</i> , New York, Alfred A. Knopf, 1966: 137-163.
20 October	Towards independence	Classes and castas at the end of the eighteenth century	The great Andean rebellion	Penry, S. Elizabeth, "Letters of Insurrection: The Rebellion of the Communities" Richard Boyer and Geoffrey Spurling, eds, <i>Colonial Lives: Documents on Latin American History, 1550-1850</i> , Oxford, Oxford University Press, 2000: 201-215.
27 October	Independence	No lectures	Independence struggle	Bolívar, Simón, "Reply of a South American to a Gentleman of This Island", Harold A. Bierck Jr, <i>Selected Writings of</i>

				<i>Bolívar</i> , 2 vols, New York, The Colonial Press, 1951, vol. 1: 103-122.
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## 9. Course Resources

**Textbook Details:** Restall, Matthew and Kris Lane, *Latin America in Colonial Times*, Cambridge, Cambridge University Press, 2011.  
Available from university bookshop

**Journals:** See suggested readings for each week.

**Additional Readings:** See suggested readings for each week.

**Websites**

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:  
<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:  
<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

## **OHS**

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

## **Special Consideration**

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

## **Student Equity and Disabilities Unit**

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.