

**General Education Course Submission Form**

**Date of Submission:** 5 AUGUST 2010

**1. Check which area(s) this course applies to.**

Inquiry - Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry - Humanities	<input type="checkbox"/>	Quant Reasoning - Math	<input type="checkbox"/>
Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning - Stat	<input type="checkbox"/>
Inquiry - Social Sciences	<input type="checkbox"/>	Citizenship - USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

**2. Provide Course and Department Information.**

Department: HISTORY

Course Prefix and Number: HIS 206 Credit hours: 3

Course Title: HISTORY OF COLONIAL LATIN AMERICA, 1492-1810

Expected Number of Students per Section: 40 Course Required for Majors in your Program? NO

Prerequisite(s) for Course? NONE

This request is for (check one): A New Course  An Existing Course

**Departmental Contact Information**

Name: ERIK MYRUP Email: erik.myrup@uky.edu

Office Address: 1735 POT Phone: 257-3483

**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

**4. Signatures**

Department Chair: *Francie Phassen Lopez* Date: 8/5/10

Dean: Anna R. K. Bosch *ARK Bosch* Date: 8/3/10 *send to UGC*

College Deans: Submit all approved proposals electronically to:  
**Sharon Gill** [Sharon.Gill@uky.edu](mailto:Sharon.Gill@uky.edu)  
 Office of Undergraduate Education

**General Education Narrative –  
HIS 206: History of Colonial Latin America, 1492-1810**

Introduction

This course surveys the history of Latin America from the late fifteenth to the early nineteenth century, tracing the social, cultural, and political processes that shaped the region's colonial past. An extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions, colonial Latin America was a crucible in which European, African, and indigenous peoples would come together to form many of the hybrid societies and cultures of the present day. A dramatic tale—from early encounters between Iberian explorers and indigenous peoples, to the forced migration of millions of African slaves over a period of nearly three hundred years—the history of colonial Latin America in many ways recounts the formation of the modern world.

Student Learning Outcomes

This course is a natural fit for the new General Education requirements for global citizenship. Each of the student learning outcomes for global citizenship are already met in the existing course.

*1. Demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality.*

The history of colonial Latin America is a story of human diversity and the manner in which European, African, and Native American elements first came together in a New World context. Virtually every course lecture and discussion focuses on one of these individual groups and/or the manner in which they interacted during this period. Additionally, historical questions relating to the modern concept of equality are treated at length throughout the course. The lectures and reading discussions of 9/2, 9/4, and 9/9, for example, examine Iberian debates on the treatment of indigenous societies (see the course syllabus for these and subsequent references to course meetings). Similarly, the course meetings of 10/5, 10/7, 10/9, and 10/12 focus on African slavery in a Brazilian context, while those of 10/28 and 10/30 examine gender and racial hierarchies. In like manner, the lectures of 11/30, 12/02, and 12/07 focus on political equality at the end of the colonial period.

*2. Demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.*

By studying the history of colonial Latin America students are exposed to an extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions. In this regard, the course is intended to help students view another region and time from multiple perspectives. The course's treatment of early Mexico is illustrative. Following lectures on pre-Columbian Aztec society, students read and analyze a series of primary source texts that recount the fall of Mexico from an indigenous perspective (9/25). In like manner, students read and analyze a variety additional sources that speak to the complexities of a diverse, multiethnic, and multilingual world community (e.g., Columbus's account of his first encounter with New World natives; a famous letter by Sor Juana Inés de la Cruz, recounting her frustrated attempts to seek learning in a male-dominated world; the sixteenth-century account of the Portuguese chronicler

Diogo do Couto, who offers the chilling tale of a sinking ship off the coasts of Africa; and so forth). Additionally, the first paper requires students to examine the past from a non-European perspective, retelling the story of Columbus's arrival in the New World from an indigenous point of view.

*3. Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoroughly evaluated, weighed, and resolved.*

At its heart, the history of colonial Latin America is a story of people—in both an individual and collective sense. Whether discussing Las Casas's role in fighting for indigenous rights (9/9) or reading a Jesuit father's justification of African slavery (10/9), students will very much become aware that modern ethical dilemmas have historical corollaries. In like manner, students will also examine the role of collective decision making on the region's history. Relevant examples include debates about the African slave trade (10/7), the power of state decision-making (10/21, 11/2, 11/9, and 11/16), the influence and reach of the Church (see 10/26 and 10/30).

*4. Demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. However, this does not preclude a studied examination of the historical evolution of such issues, or an emphasis upon one prominent time period.*

Given the course's regional focus and periodization, virtually everything relates to non-U.S. societies and cultures. In this regard, it should also be noted that the course's concluding lecture examines the social, cultural, and political legacies of the colonial period, tying them to contemporary Latin American society in a twenty-first century context (12/11).

*5. Demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations, and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.*

Colonial Latin America did not exist in a vacuum. Rather, local villages and towns in the Americas were tied to the larger early modern Iberian world in a myriad of ways. This is demonstrated in a variety of lectures and discussions. Early cultural connections between the Mediterranean and the Atlantic are treated at length (9/2). In similar manner, the cultural connections that linked the pre-classic Olmec to numerous other pre-Columbian indigenous societies is treated in three lectures that focus on pre-Columbian Mesoamerica (9/14, 9/16, and 9/21). Similarly, early patterns of Iberian conquest are linked together in the cases of Mexico and Peru (9/23 and 9/28), and what happened in the Americas during this period is, in turn, tied to European colonization in the Philippines and along the coasts of China a generation later (9/30). General Iberian patterns of society and economy are treated at length in a two week period at the end of October, showing how important elements of early modern Iberian society were to be found not only in Latin America and Europe, but also in Portuguese Asia and the Spanish Philippines (10/19-10/30). Additionally, the maritime networks that connected Latin America to Europe, Africa, and Asia, during this period are also treated (11/2 and 11/4).

*6. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course: a) Societal, cultural, and institutional change over time; b) Civic engagement; c) Cross-national and/or comparative issues; d) Power and resistance.*

- a) A historical study of colonial Latin America inherently examines change over time. In this regard, the final course reading—Manuel Antônio de Almeida’s *Memoirs of a Militia Sergeant*, a mid-nineteenth century Brazilian novel set at the very end of the colonial period—is intended to dramatically illustrate the continuities and changes that swept across the region over the three-hundred years covered in the course.
- c) As previously noted, this course deals with a variety of cross-national and comparative issues in a global context, including the connections between Latin America and the larger early modern world, issues of slavery and race in a hemispheric context, global patterns of Iberian society, etc.
- d) Issues of power and resistance are very much treated over the course of the semester. Relevant examples include early Iberian-indigenous relations (9/2, 9/9, 9/23, 9/28, and 9/30), a week-long treatment of African slavery in Brazil (10/7, 10/9, 10/12), general discussions and readings on royal government, the Church, race, gender, and class in an Iberian context (10/21, 10/23, 10/26, 10/28, and 10/30), and the social and political uprisings that preceded the coming of independence (11/11, 11/18, 11/30, 12/02, and 12/07).

#### General Guidelines

This course meets the other course design requirements as explained below:

*1. Students will complete a project accounting for at least 15% of the course grade that explores a significant issue or problem from a global perspective.*

During the semester, students are required to complete two 5-7 page papers which together constitute 30% of the course grade (15% each). In the first paper, students are required to examine the early history of the Caribbean from a non-European perspective, drawing on sixteenth-century primary sources to tell the story of Columbus’s arrival in the New World from an indigenous point of view. In the second paper, students are required to examine a significant aspect of colonial Latin American history from a global perspective. Both of these assignments fulfill this requirement.

*2. The non-US focus must constitute at least 50% of the course.*

The entirety of the course focuses on the history of a region that is non-U.S.

# Colonial Latin America, 1492-1810

Prof. Erik Myrup  
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College of Arts and Sciences  
HIS 206-001  
Fall 2011  
MWF 10:00-10:50am  
Location: TBA

## **Bulletin Description**

A broad survey of the social, economic, political and cultural development of Latin America from the fifteenth century to 1810. Includes analysis of such topics as pre-Columbian societies on the eve of conquest, the Iberian kingdoms in the Age of Expansion, the conquest and colonization of the indigenous cultures of the New World, the establishment of Spanish and Portuguese institutions, the relations between the Church and the State, the encomienda and the hacienda, slavery and the impact of the Bourbon Reforms on America.

## **Course Overview and Objectives**

This course surveys the history of Latin America from the late fifteenth to the early nineteenth century, tracing the social, cultural, and political processes that shaped the region's colonial past. An extremely diverse region that was (and is) divided by numerous geographic, linguistic, and cultural divisions, colonial Latin America was a crucible in which European, African, and indigenous peoples would come together to form many of the hybrid societies and cultures of the present day. A dramatic tale—from early encounters between Iberian explorers and indigenous peoples, to the forced migration of millions of African slaves over a period of nearly three hundred years—the history of colonial Latin America in many ways recounts the formation of the modern world.

## **Student Learning Outcomes**

Although focusing primarily on Latin America during the colonial period, this course explores questions which have broader relevance to a student's civic role and place in the modern world. Over the course of the semester, students will come to recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class. In addition to mastering course content—the who, what when, where, and why of course lectures and readings—students will learn to cultivate creative and analytical skills in a global context. Over the course of the semester, students will learn to:

- demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality

- demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community
- demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoroughly evaluated, weighed, and resolved
- demonstrate an awareness of major elements of early modern Latin American societies and their relationship to Latin America in the twenty-first century
- demonstrate an understanding of how local features (economic, cultural, social, political and religious) in colonial Latin America were linked to larger global trends, tendencies, and characteristics that spanned across all of the early modern world
- demonstrate an understanding of societal, cultural, and institutional change over time
- demonstrate an understanding of cross-national and comparative issues
- demonstrate an understanding of power and resistance
- formulate creative and imaginative approaches to historical questions
- demonstrate an understanding and appreciation of foreign cultural practices, beliefs, and social systems

### **Course Requirements**

The class itself is composed of lectures, readings, discussions, film, written work, and a midterm and final examination. All are integral parts of the course and are required for its successful completion. The lectures are divided into six broad sections that deal with particular periods and themes of colonial Latin American history. Each week's lectures are accompanied by a set of readings that will be discussed by students at greater length in class. Additionally, students will also be required to attend one film screening outside of class.

### *Grading*

Final course grades will be based upon each element of the course as follows: attendance, readings, and discussion (20%), two 5-7 page papers (15% each), a midterm (20%), and a comprehensive final exam (30%). Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below). All requirements must be completed in order to successfully pass the course. **ALSO NOTE THAT ALL STUDENTS WILL RECEIVE A MIDTERM EVALUATION BASED ON THEIR PERFORMANCE ON THE FIRST PAPER, THE MIDTERM EXAMINATION, AND ATTENDANCE AND PARTICIPATION THROUGH MIDTERM.**

### *Readings, Discussion, and Attendance (20%)*

The assigned readings are a fundamental part of the course, and include not only academic articles and monographs, but also documents, letters, travel accounts, and historical fiction. *Your performance on the midterm and final examinations and in-class*

*discussions will depend in large part on whether or not you have completed the assigned readings.* Participation in reading discussions is a mandatory part of each week's coursework, providing students with the opportunity to be exposed to differing arguments and points of view as well as to ask questions and share their own ideas in preparation for the papers and final examination. In addition to participating in verbal discussion and debate, you will occasionally be required to submit reading evaluations and other short written assignments and will also be required to take pop quizzes. Additionally, please note that credit for the film screening will fall under this portion of your grade.

#### *Writing Assignments (30% total)*

Writing is perhaps the most important aspect of any liberal education. Creative, analytical, and communicative, it is an art and skill that students will use for the rest of their lives. Each of the two papers (15% each) should be between 5-7 pages in length (approximately 1500 to 2000 words not including footnotes and bibliography). All papers should demonstrate research and interpretive skills, and depending upon the particular assignment, will require students to draw upon both primary and secondary sources (including material outside of class reading). Web sources may not be used unless you have prior approval from the professor. All references should be cited with footnotes, and there should be a bibliography at the end of the paper. PLAGIARISM OR ANY OTHER FORM OF CHEATING WILL RESULT IN AN "E" ON THE ASSIGNMENT. We will discuss the papers at greater length as the semester progresses. For now, students should know that both paper assignments will require students to explore a significant historical issue or problem from a global perspective.

#### *Midterm and Final Examination (50% total)*

All students must take a midterm (20%) and a comprehensive final examination (30%). Each test will be divided into two sections. The first section will include identifications; the second section will be synthetic in nature, including essay questions designed to test students' ability to draw upon evidence from lectures and readings to make arguments that support or disagree with particular viewpoints. EXAMINATION DATES ARE INCLUDED IN THE COURSE SCHEDULE (BELOW).

### **Course Readings**

#### Books [abbreviated BK in the course schedule]

Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 2007). [ISBN's 0-8070-5500-X and 0-8070-5501-8 are both fine]

Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W. Sousa John Sturrock (Oxford and New York: Oxford University Press, 1999). [ISBN: 0-19-511550-3]

#### Course Packet [abbreviated CP]

Purchase at Johnny Print (547 S. Limestone)

### Other Readings

JSTOR, The Scholarly Journal Archive: available at [www.jstor.org](http://www.jstor.org) [abbreviated JSTOR]  
Electronic Readings: available on the course web page [abbreviated ER]

### Course Web Page

The course web page will be updated from time to time and will include assignments, electronic readings, supplementary material, etc. It can be accessed online at <http://web.as.uky.edu/history/faculty/myrup/his206>.

### Course Policies

#### *Attendance, Excused Absences, and Make-up Work*

Students are expected to be in attendance at all class meetings, though accommodations can be made to for reasonable excuses (e.g., death in family, birth of child, etc.). In order to make up missed classes that fall into the excused category above, students will be required to turn in additional written work to be worked out with the instructor (generally a 3-4 page reading response).

#### *Submission of Assignments*

All written assignment must be submitted in a timely manner by the due dates listed on the Course Schedule (below). Failure to do so will result in the deduction of one letter grade from each overdue assignment per day. All written work is to be submitted via email at [erik.myrup@uky.edu](mailto:erik.myrup@uky.edu).

#### *Academic Integrity, Cheating, and Plagiarism*

Students who are found to plagiarize or who otherwise cheat will receive an automatic "E" on the assignment. The university's general policies on plagiarism can be found at <http://www.uky.edu/Ombud/>.

#### *Classroom Behavior*

Students are expected to treat each other with respect and decorum.

#### *Disability Accommodations*

If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).



**Course Schedule** (\*\*Note that the dates here actually correspond to Fall 2009\*\*)

**I. Colonial Beginnings: Iberians and Native Americans in a New World**

- 8/26 The Native Americans
- 8/28 The Iberians
- 8/31 Patterns and Precedents: Atlantic and Mediterranean Worlds
- 9/2 Columbus in the Caribbean
- 9/4 Discussion: Something Old, Something New: (Re)Imagining First Contact  
Christopher Columbus, "Journal of the First Voyage," in *Journal of Christopher Columbus (during his first voyage, 1492-93), and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real*, edited and translated by Clements R. Markham (London: Hakluyt Society, 1893), 15-18, 26-29, 34-56, 72-76, 82-83, 86-87, 126-128, 132-148, 157-165, 174-180, 187-193. (CP)  
Isaac Asimov, "Youth," in *Space Science Fiction 1* (May 1952): 66-96. (ER – Course Web Page)
- 9/7 NO CLASS (Labor Day)
- 9/9 "Are they not men?": Las Casas and European Debates over Indigenous Societies
- 9/11 Discussion: Interpreting Interpreters: Columbus in Historical Perspective  
Christopher Columbus, "Explanatory Matter Relating to the Book of Prophecies," in *Christopher Columbus: His Life, His Work, His Remains*, 3 vols., by John Boyd Thacher (New York and London: G.P. Putnam's Sons, 1904), III, 660-664. (CP)  
Tzvetan Todorov, *The Conquest of America: The Question of the Other*, trans. Richard Howard (Norman: University of Oklahoma Press, 1999), 3-50. (CP)  
Pauline Moffitt Watts, "Science, Religion, and Columbus's Enterprise of the Indies," *OAH Magazine of History 5* (Spring 1991): 14-17. (CP)

**II. The Conquest: Spain in Mexico, Peru, and Beyond**

- 9/14 Ancient Mesoamerica
- 9/16 Aztec Society and Culture
- 9/18 Discussion: Cutting through the Fat: Cannibalism and the Art of Reading History  
Michael Harner, "The Ecological Basis for Aztec Sacrifice," *American Ethnologist 4* (February 1977): 117-135. (CP)  
John M. Ingham, "Human Sacrifice at Tenochtitlan," *Comparative Studies in Society and History 26* (July 1984): 379-400. (CP)  
William Arens, "Cannibals of the Imagination," *New York Times*, 2 April 1979: A19. (CP)

- 9/21 The Cosmic Struggle: Tezcatlipoca and Quetzalcoatl
- 9/23 Cortés and the Conquest of Mexico
- 9/25 Discussion: A Question of Perspective: The Conquest in Aztec Sources  
Miguel Leon-Portilla, ed., *The Broken Spears: The Aztec Account of the Conquest of Mexico* (Boston: Beacon Press, 1992), excerpts. (BK)
- 9/28 The Inca and Pizarro
- 9/30 Patterns and Precedents of Conquest
- 10/2 Document Workshop: Creatively Uncovering the Pre-Columbian Era  
FIRST PAPER DUE

### III. Tropical Babylon: The Portuguese in Brazil

- 10/5 A New World in the Tropics
- 10/7 Sugar and Slavery in the South Atlantic
- 10/9 Discussion: Masters and Slaves: The Contradictions of Brazilian Slavery  
Antônio Vieira, "Children of God's Fire," in *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, edited by Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 163-174. (CP)  
Antônio Vieira, "Sermon on the First Sunday of Lent," in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 228-233. (CP)  
Anonymous, "The Fact Remains that They Are Black," in *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, edited by Robert Edgar Conrad (Princeton: Princeton University Press, 1983), 203-210. (CP)
- 10/12 Brazil's Golden Age
- 10/14 Review
- 10/16 Midterm

#### IV. Patterns of Society and Economy

- 10/19 Colonial Landscapes: City, Town, and Countryside
- 10/21 Royal Government
- 10/23 Discussion: Patronage, Politics, and the Art of Writing History  
Christoph Rosenmüller, *Patrons, Partisans, and Palace Intrigues: The Court Society of Colonial Mexico, 1702-1710* (Alberta: University of Calgary Press, 2008), 29-51. (CP)  
E.L. Myrup, "Rivers of Gold: The Overseas Council and the Making of the Brazilian West," in *To Rule from Afar: The Overseas Council and the Making of the Brazilian West, 1642-1807* (Ph.D. Dissertation, Yale, 2006), 140-188. (CP)
- 10/26 The Church in a Baroque World
- 10/28 Race, Gender, and Class
- 10/30 Discussion: Women, Men, and Children in a Colonial World  
Don Gonzalo de la Maza, "Santa Rosa of Lima According to a Pious Accountant," in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 198-206. (CP)  
Sor Juana Inés de la Cruz, "Letter to Sor Filotea," in *Colonial Latin America: A Documentary History*, edited by Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (New York: SR Books, 2002), 207-214. (CP)  
Jorge Rojas Flores, "The Life and Times of an Aristocratic Girl in Santiago, Chile (1666-1678)" in *Raising an Empire: Children in Early Modern Iberia and Colonial Latin America*, edited by Ondina E. González and Bianca Premo (Albuquerque: University of New Mexico Press), 107-136. (ER – Course Web Page)
- 11/2 Economics and Trade in Global Context

#### V. Latin America in the Eighteenth Century

- 11/4 Pirates, Slaves, Merchants, and Kings: The End of Royal Control
- 11/6 Discussion: Perils, Pirates, and Prayer: The High Seas in Early Modern Times  
Diogo do Couto, "Narrative of the Shipwreck of the Great Ship São Thomé," in *The Tragic History of the Sea, 1589-1622*, edited by C.R. Boxer (Cambridge, UK: Cambridge University Press, 1959), 51-68. (CP)  
João Baptista Lavanha, "Shipwreck of the Great Ship Santo Alberto," in *The Tragic History of the Sea, 1589-1622*, edited by C.R. Boxer (Cambridge, UK: Cambridge University Press, 1959), 106-119. (CP)  
Marcus Rediker, "Under the Banner of King Death': The Social World of Anglo-American Pirates, 1716-1726," *William and Mary's Quarterly* 38 (April 1981): 203-227. (JSTOR)

- 11/9 Empire Restored: The Bourbon Reforms
- 11/11 Túpac Amaru I and the Great Rebellion
- 11/13 Discussion: Writing a Good History Paper  
Sample Papers (ER – Course Web Page)
- 11/16 The Marquis of Pombal and Brazil, 1750-1777
- 11/17 (EVENING, 8:00 PM ) Film Screening: “The Mission” (1986), location CB 304
- 11/18 *Tiradentes* and Popular Unrest in Brazil
- 11/20 Discussion: A World Turned on End: Parodies of the Late-Eighteenth Century  
Machado de Assis, “The Psychiatrist,” in *The Psychiatrist and other Stories* (Berkeley  
and Los Angeles: University of California Press, 1966), 1-44. (CP)
- 11/23 From Iberian to Creole: Identities in Transformation
- 11/25 NO CLASS (Thanksgiving Break)  
SECOND PAPER DUE (VIA EMAIL)
- 11/27 NO CLASS (Thanksgiving Break)

## **VI. The March to Independence**

- 11/30 The Haitian Revolution
  - 12/02 From Colony to Empire: Independence in Brazil
  - 12/04 Discussion: Brazil in the Early 19th-Century  
Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W.  
Sousa John Sturrock (Oxford and New York: Oxford University Press, 1999), 7-83.  
(BK)
  - 12/07 Crisis of Legitimacy: Independence in the Hispanic World
  - 12/09 Discussion: The Happy Ending: History as Fiction, Fiction as History  
Manuel Antônio de Almeida, *Memoirs of a Militia Sergeant*, translated by Ronald W.  
Sousa John Sturrock (Oxford and New York: Oxford University Press, 1999), 87-  
169. (BK)
  - 12/11 Conclusions: The Colonial Period and the Making of the Modern Iberian World
- FINAL EXAMINATION: Monday, December 14, 8:00 AM