

Course Information



Colonial Latin America

HIST 1300-401

Fall 2025

Wednesday, August 27

Introduction: Spain and Portugal at beginning of 16th Century

Monday, September 1 (Labor Day), Wednesday, September 3

Readings: Chapter 2

Pre-Columbian Capitals (Tenochtitlan)

September 8, 10

Pre-Columbian Capitals (continued) and Institutions of Government

September 15, 17

Mesoamerica: Valley of Mexico

Preterm Wed., September 17

September 22, 24

The Maya

September 29, October 1

Readings: Chapter 3: Encounters

October 6, 8

Encounters: Andes

Midterm I: October 8

October 13, 15

Encounters: Amazon and Brazil

October 20, 22

Colonial Latin America: Laws and Government

October 27, 29

Customs and Institutions of Colonial Latin America

November 3, 5

Bourbon Spain and Colonial Latin America

November 5: Midterm Two

Signature Assignment Open in Testing Center by October 30 (through November)

November 10, 12

Precursors to Independence

November 17, 19

Hidalgo and Mexico

November 24, 26 (Thanksgiving)

Readings: Chapter 4

Aspirations of Independence in Venezuela: Miranda, Bolivar

December 1, 3

Battles of Independence throughout the continent

December 8, 10

New Nations in an Independent America

Course Section Information

Days: MW

Time: 1:00-2:50 p.m.

Campus: AAB

Classroom: 214

Course Prerequisites/Co-requisites

None.

Textbooks, Readings, and Course Materials

Authors: John Charles Chasteen

Title: Born in Blood and Fire

Subtitle: A Concise History of Latin America

Edition: 4th edition

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Demonstrate understanding of the approaches and methods historians use to create knowledge about the past and how those methods compare and contrast to other disciplinary approaches and methods.
- Make connections between what is learned in this class and other bodies of knowledge and be able to explain how this course fits into a General Education.
- Analyze, interrogate, contextualize, interpret a variety of historical sources to learn the threshold concepts in History (All history is subjective; Sources are pieces of evidence, not just pieces of information; There is no certainty and usually no single correct answer to historical questions; History is infinitely interconnected; The “otherness” of different eras; History is a product of the time in which it is written and is often co-opted for political ends; Historical knowledge is provisional and ongoing; etc.)
- Reason sequentially, find causal relationships, identify the dynamic between change and continuity, and identify historical meaning and significance in the events and human experiences they study in the course.

- Construct a well-crafted, analytical argument based on historical evidence and present it in a clear and effective manner.
- Speak and write cogently, knowledgeably, and respectfully about early Latin American civilizations.
- Analyze the impact of geographical features in the formation and evolution of early Latin American civilizations and assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early societies in Latin America.
- Identify and organize the key social, political, economic events, themes, issues, and processes within Latin American civilizations prior to the independence movements of the 1820's and demonstrate an understanding of the ways they are imbricated.
- Compare and contrast the development of diverse Latin American civilizations, identify the connections between and among them that developed over time, and be able to explain how the histories of distinct regions in Latin America create a collective called the history of early Latin America.
- Analyze the complex interplay between religion, space, language, and relation to power and how these forces facilitated the development of identity in early Latin American Civilizations.
- Explain and analyze the origins, basic beliefs, and diffusions of Latin America's major religious traditions.
- Describe the meaning of significant early Latin American texts and assess how these sources both reflected and shaped Latin American beliefs and practices over time.
- Apply knowledge of the history of Latin American cultures to contemporary issues and problems and be able to engage a diversity of perspectives about the past and the present in a civil and constructive manner.
- Examine the dynamics of power in and between Latin American communities, regions and developing nations, and identify how it affected the social, cultural and economic developments as well as the political.
- Sift through and collect appropriate source material in the library or online and demonstrate that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution.

- Post to an ePortfolio a signature assignment and reflection, the latter of which will provide evidence of understanding how the assignment or course fits into a General Education program.

Coursework & Assignment Descriptions

Preterm (Wednesday, September 17)

Short-answer ID test, worth 14 points, consisting of both sentences and paragraph that describe Mesoamerican and Andean civilizations. Students will be given study material.

Midterm I (Wednesday, October 8)

Short essay format, worth 14 points, which is typically three short essays, written in class or in the testing center, of three paragraphs each. Each paragraph should consist of at least five sentences.

The topic is Precolumbian Capital Cities.

Signature Assignment (September 30 through November 24)

The assignment will consider themes of Pilgrimage and Marketplace as found in primary historical documents, the imagination of artists, and so forth. (The signature assignment is worth double that of the other assignments)

Midterm II: (Wednesday, November 5)

The short-answer ID and short essay mixed test will cover Colonial People, Customs, and Institution, Chapter 3 of the textbook will be important, as also course handouts, and web pages

Final I (December 10)

Short essay format. Students will write about the Liberators: Bolivar, Hidalgo, San Martin

Reflection Paper (December 10)

Will count as additional points, if a well-considered short paper.

Final II (See Final Exam Schedule)

Will cover chapter four of the textbook and related glossary items. Study material will also be provided on events that concern the Independence of Latin America.

The Department policy for make-up exams is to allow a make-up exam on Reading Day. This semester the Reading Day is Friday, December 12.

Extra-Credit. In some cases I create extra-credit assignments for students. These would be similar in bearing to the assignments described above.

Grading Scale

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This flexible grading scale allows for one or more extra points.

16 A+

15 A+

14 A

13 A-

12 B+

11 B

10 B-

9 C+

8 C

7 C-

6 D

5 E

Engagement Plan

- I will respond to email within three days. I will offer feedback on major assignments within a fortnight. The best way to contact me is through the Canvas Inbox, as I will prioritize this method over other modes of communication.
- In this course I will be posting interactive announcements.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

How to Succeed in the Course

Attendance is the first key to student success. Participation in class is another.

A few students attend only a handful of sessions, perhaps because of jobs or other obligations.

Twelve or more unexcused absences cannot qualify for an A, B, or C+ grade. Further absences will lower the grade yet more.

We demand a vibrant and animated class atmosphere. Class sessions are vivid and lively. No PowerPoint exists in my classes.

Come prepared to respond to direct questions and other invitations to enter into class dialogue. Come prepared to write in a journal during class. Each student should be ready for direct questions. Such questions remain polite and friendly and aren't a demand for full answers or even correct answers. Questions are an invitation to participate.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political matters
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to work with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to work with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

[Advising and Counseling Support Services](#)

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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[Student Academic Calendar](#)

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)