Chapter 19 Syllabus

*Early Latin America*

**Introduction**

Beginning earnestly in the early 16th century, Spain and Portugal established vast empires in the Americas. These Latin American empires maintained special contacts with the West. Western political, social, and economic forms were imposed on indigenous cultures as the militarily superior European invaders conquered their lands. Latin America became part of the world economy as a dependent region. The Iberians mixed with native populations and created new political and social forms. The resulting mixture of European, African, and Native American cultures created a new, distinctive civilization. Native American civilization, although battered and transformed, survived and would influence later societies. Europeans sought economic gain and social mobility; they used coerced laborers—slaves—to create plantations and mine deposits of precious metals or diamonds.

**Chapter Outline**

1. Spaniards and Portuguese: From Reconquest to Conquest
2. Iberian Society and Tradition
3. The Chronology of Conquest
4. The Caribbean Crucible
5. The Paths of Conquest
6. The Conquerors
7. Conquest and Morality
8. The Destruction and Transformation of Indian Societies
9. Exploitation of the Indians
10. In Depth: The Great Exchange
11. Colonial Economies and Governments
12. The Silver Heart of the Empire
13. Haciendas and Villages
14. Industry and Commerce
15. Ruling and Empire: State and Church
16. Brazil: The First Plantation Colony
17. Sugar and Slavery
18. Brazil’s Age of Gold
19. Multiracial Societies
20. The Society of Castas
21. 18th Century Reforms
22. The Shifting Balance of Politics and Trade
23. The Bourbon Reforms
24. Pombal and Brazil
25. Reforms, Reactions, and Revolts
26. Global Connections: Latin American Civilization and the World Context

**KEY TERMS CHAPTER 19 (Thank you, Mr. Crossen!)**

* **Ferdinand of Aragon and Isabela of Castile:** monarchs of Christian kingdoms; their marriage created the future Spain; initiated exploration of New World.
* **encomiendas***:* grants of estates Indian laborers made to Spanish conquerors and settlers in Latin America; established a framework for relations based on economic dominance..
* **Hispaniola:**1st island in Caribbean settled by Spaniards by Columbus on his second voyage.
* **Bartolomé de las Casas:** Dominican friar who supported peaceful conversion of native American population; opposed forced labor and advocated Indian rights.
* **Hernán Cortés:**led expedition to Mexico in 1519; defeated Aztec empire and established Spanish colonial rule.
* **Moctezuma II:**last independent Aztec ruler; killed during Cortés's conquest.
* **Mexico City:**capital of New Spain built on ruins of Tenochtitlan.
* **New Spain:** Spanish colonial possessions in Mesoamerica in territories once part of Aztec imperial system.
* **Francisco Pizarro:** began conquest of Inca empire in 1535.
* **Francisco Vácquez de Coronado:** led Spanish expedition into the southwestern United States in search of gold.
* **Pedro de Valdivia:**Spanish conqueror of Araucanian Indians of Chile; established city of Santiago in 1541.
* **Mita:** forced labor system replacing Indian slaves and encomienda workers; used to mobilize labor for mines and other projects.
* **Colombian Exchange:** biological and ecological exchange that occurred following European arrival in the New World; peoples of Europe and Africa came to the Americas; animals, plants, and diseases moved between Old and New Worlds.
* **Potosí:** largest New World silver mine; located in Bolivia.
* **Huancavelica:**greatest mercury deposit in South America; used in American silver production.
* **Haciendas:** rural agricultural and herding estates; produced for consumers in America; basis for wealth and power of the local aristocracy.
* **Casa de la Contratación:** Spanish Board of Trade operated out of Seville; regulated commerce with the New World.
* **Consulado:** merchant guild of Seville with a virtual monopoly over goods shipped to Spanish America; handled much of silver shipped in return.
* **Galleons:**large, heavily armed ships used to carry silver from New World Colonies to Spain; basis of convoy system utilized for transportation of bullion.
* **Treaty of Tordesillas:** concluded in 1494 between Castile and Portugal; clarified spheres of influence and rights of possession; in the New World Brazil went to Portugal and the rest to Spain.
* **Recopilación:**body of laws collected in 1681 for Spanish New World possessions; bases of law in the Indies.
* **Council of the Indies:** Spanish government body that issued all laws and advised king on all issues dealing with the New World colonies.
* **Letrados:** university-trained lawyers from Spain; basic personnel of the Spanish colonial bureaucratic system.
* **Viceroyalties:**major divisions of Spanish New World colonies headed by direct representatives of the king; one based in Lima, the other in Mexico City.
* **Audiencia:** royal courts of appeals established in Spanish New World colonies; staffed by professional magistrates who made and applied laws.
* **Sor Juana Inés de la Cruz:** 17th century author, poet, and musician of New Spain; gave up secular concerns to concentrate on spiritual matters.
* **Dora Marquez**: an eight-year-old girl who embarks on a trip in every episode in order to find something or help somebody. She asks the viewers at home to help her find new ways to reach places with the help of Map. She also teaches viewers Spanish, introducing them to short words and phrases.
* **Pedro Alvares Cabral:**Portuguese leader of an expedition to India; landed Brazil in 1500.
* **Captaincies:**areas along the Brazilian coast granted to Portuguese nobles for colonial development.
* **Paulistas:** backswoodsmen from São Paulo, Brazil; penetrated Brazilian interior in search of precious metals during 17th century.
* **Minas Gerais:**Brazilian region where gold was discovered in 1695; a gold rush followed.
* **Rio de Janeiro:** Brazilian port used for mines of Minas Gerais; became capital in 1763.
* **Sociedad de castas:** Spanish American social system based on racial origins; Europeans on top, mixed race in middle, Indians and African slaves at the bottom.
* **Peninsulares:** Spanish-born residents of the New World.
* **Creoles:**people of European ancestry born in Spanish New World colonies; dominated local economies; ranked socially below peninsulares.
* **Amigos del país:** clubs and associations dedicated to reform in Spanish colonies; flourished during the 18th century; called for material improvement rather than political reform.
* **War of the Spanish Succession:** caused by death of the last Spanish Hapsburg and the succession of the Bourbon family to the Spanish throne in 1701; ended by the Treaty of Utrecht in 1713; resulted in recognition of Bourbons, territorial loss, and grants of commercial rights to English and French.
* **Charles III:** Spanish enlightened monarch (1759-1788); instituted fiscal, administrative, and military reforms in Spain and its empire.
* **Commercio libre:** opened trade in ports of Spain and the Indies to all Spanish merchants during the reign of Charles III; undercut monopoly of consulados.
* **José de Galvez:** Spanish Minister of the Indies and chief architect of colonial reform; moved to eliminate creoles from the upper colonial bureaucracy; created intendants for local government.
* **Marquis of Pombal:** Prime Minister of Portugal (1755-1776); strengthened royal authority in Brazil, expelled the Jesuits, enacted fiscal reforms, and established monopoly companies to stimulate the colonial economy.
* **Comunero Revolt:** a popular revolt against Spanish rule in new Granada in 1781; suppressed due to government concessions and divisions among rebels.
* **Tupac Amaru:** Mestizo leader of Indian revolt in Peru; supported by many in the lower social classes; revolt failed because of creole fears of real social revolution.
* **Caribbean**: First area of Spanish exploration and settlement; served as experimental region for nature of Spanish colonial experience; encomienda system of colonial management initiated here.
* **Encomendero:** The holder of a grant of native Americans who were required to pay tributeor provide labor. The encomendero was responsible for their integration into the church.
* **Enlightened despotism:** Actions of absolute rulers which have been influenced by the philosophical ideas of the Enlightenment.
* **Corregidores:** Term used in Mexico for local magistrates

**Timeline Awareness:**

**1450 1800**

**Not an exhaustive list (and not in chronological order)**

Pizarro’s Conquest of Peru

Fall of Granada, Columbus “discovers the Indies”

First official Portuguese landfall in Brazil

Cortez’s Conquest of Mexico

Comunero and Tupac Amaru revolts

Mrs. Hall’s Birthday

Treaty of Tordesillas

Highest point of Brazilian gold production

Coronado’s Expedition

First major gold strikes in Minas Gerais, Brazil

Santiago, Chile, established

Recopilación

When sugar plantations in Brazil reached 300 in number

War of Spanish Succession

**Discussion Topics**:

1. Describe the diffusion of Iberian society in the New World.
2. Define the model for American colonization that was established in the Caribbean.
3. Describe the nature of exploitation in the Americas.
4. Define the economy of the American colonies.
5. Identify the nature of the Spanish system of government in the American colonies.
6. Describe the change that the discovery of gold and diamonds made on the economic organization of Brazil.
7. Describe the social hierarchy of the American colonies.
8. Assess the impact and importance of the Columbian Exchange. Who were the winners? The losers?
9. Compare the 18th century reforms in Portuguese and Spanish colonies.
10. Evaluate the following statement: Spanish and Portuguese colonies were extensions of the global network of the West.
11. Compare the social organization of the Americas and Europe, and explain why the differences in social hierarchy contributed to a sense of self-identity in the colonies.

**Tentative Pacing Schedule**

**A Day**

10/9: Ch. 18 test/Assign groups and “chunks” of Ch. 19.

10/11: “Jigsaw” chapter content; Small group discussion

10/16: Review

10/19: Test

**B Day**

10/10: Ch. 18 test/Assign groups and “chunks” of Ch. 19.

10/12: “Jigsaw” chapter content; Small group discussion

10/18: Review

10/22: Test

I’m the Map!

