

Your final exam will consist of three sections (Part I: two short take-home essays; Part II: very short answer; and Part III identification and contextualization) designed to demonstrate your mastery of several of our key course objectives:

1. **Historical Knowledge:** Identifying the principal events, people, and institutions that shaped the history of colonial Latin America, and explaining their significance.
2. **Historical Knowledge:** Demonstrating a sophisticated understanding of the chronology and periodization of colonial Latin American history.
3. **Historical Thinking:** Reading critically and evaluating divergent interpretations of Latin American history.
4. **Critical Reasoning:** Formulating a historical argument using primary and secondary sources as evidence.
5. **Historical Thinking:** Demonstrating familiarity with the peoples and cultures of Latin America, and how race, class, and gender shape lived experiences.

Schedule: The final exam will be on **Thursday, December 14 at 2pm**. This is the **only** time the exam will be administered, so please take this into account when making your travel plans. This exam is worth 15% of your course grade.

Accommodations: I'm happy to work with any students identified as qualifying for extended time or other accommodations. Please just follow the procedures set by the Learning Center for setting this up (returning a signed form to the Learning Center at least two days before the exam).

Content: The final exam will be comprehensive. You may use course texts and notes for the take-home exams in Part I; Parts II and III (done in our classroom on December 14) are closed book and closed note.

Hints for exam success:

You are encouraged to study together to prepare for this exam. However, remember that a group discussion of your individual approaches to the questions and concepts will be more productive than simply dividing up responsibility for the material and trading lists. Please take advantage of your peers' Class Notes blog posts as you study: <https://cla2017.voices.wooster.edu/tag/class-notes/>

The best exams will demonstrate a strong understanding of **chronology**, a deep familiarity with **historiography**, concrete **details**, and clear historical **analysis**.

You will have up to **two hours** for parts II & III of your exam, but I anticipate that it will take you less time. Remember to pace yourself. Quality, not quantity is the goal.

You may not use your cell phone during the exam.

Read all of the instructions carefully. I outline all of the components that must be present for full credit on your response. If you do not fully answer the question, you will not receive full credit.

Part I: Short Essays (40%, upload the two essays as a single .pdf file to Moodle any time before our exam period on Thursday, December 14 at 2pm.)

Essay 1: Primary Source Analysis (750-100 words)

Compare and contrast two interpretations of the Haitian Revolution. How does each observer depict the revolution and its consequences for the rest of the Atlantic World? What does your comparative analysis reveal about ideas about race and citizenship during the Age of Revolutions?

Remember, primary sources reveal as much about the lived experiences and cultural expectations of their authors as they do about the historical events they describe. Make sure to consider your authors' points of view as well as the larger historical context. What ideas about race, class, identity, and/or gender are revealed in your authors' depictions of Haiti and Haitians? How does your interpretation of the source relate to our larger course themes?

Pick **any two** of these primary sources from *Slave Revolution in the Caribbean*:

1. Jean-Baptiste Belley, "The True Colors of the Planters, or the System of the Hotel Massiac, Exposed by Gouli (1795)"
2. Thomas Jefferson, "Letters (1797-1802)"
3. Charles Brockden Brown, "St. Domingo (December 1804)"
4. Mary Hassal, from *Secret History; or the Horrors of St. Domingo* (1808)
5. *The Haitian Declaration of Independence* (January 1, 1804)
6. Julien Raimond, *Observations on the Origin and Progression of the White Colonists' Prejudice against Men of Color* (1791)

Essay 2: Analyzing Latin American Colonialisms (1000-1250 words)

In her article "A Typology of Colonialism," historian Nancy Shoemaker focuses on analyzing colonialists' motivations to identify twelve different forms of colonialism.¹ For essay #2, you will apply Shoemaker's analytical framework to make an argument about how to understand Portuguese and Spanish colonialism in different regions of colonial Latin America. Drawing on this semester's primary and secondary source readings, which types of colonialism best exemplify Iberian tactics in **Brazil, Mexico, and Peru**? Your thesis should make it clear which type of colonialism best fits each individual geographic region, and analyze primary sources from that region to support your argument.

This is a chance to show your skills crafting a historical argument supported with concrete evidence as well as analyzing primary and secondary sources. To be clear: you may pick a different form of colonialism for each region, or argue that a single form from Shoemaker's article best fits them all, but you need to have a clear argument to support your analysis of any regional variations in colonial goals and approaches. Your conclusion should explain why colonialism is important for understanding Latin American history.

¹ Nancy Shoemaker, "A Typology of Colonialism," *Perspectives on History* (October 2015)
<https://www.historians.org/publications-and-directories/perspectives-on-history/october-2015/a-typology-of-colonialism>

Short Essay Guidelines:

Your essays **must**:

1. Contain a clear and explicit **thesis** that **fully and directly** responds to the prompt.
2. Demonstrate your skilled historical analysis of primary and secondary sources by using them to support your thesis. You can and should use **specific evidence** from these sources, but not merely copy their contents with no analysis or contextualization.
3. Analyze the **point of view** represented and the **wider context** of all sources correctly.
4. Incorporate **relevant outside information** about Latin American history
5. Include a strong **introduction** and **conclusion**.
6. Follow the assignment guidelines.

As always, you must correctly cite all sources of information (quoted, paraphrased, or summarized) and include a list of works cited. See my guidelines on academic integrity:

<https://cla2017.voices.wooster.edu/policies/>

Your essays should be 12 point font, double spaced and follow the length requirement.

Upload your two essays to Moodle as a single .pdf document any time before our exam period on Thursday, December 14 at 2pm.

You are allowed to consult the Writing Center if you wish.

Part II: Very Short Answer (30%, 30 minutes. Twenty questions; answer all questions)

These twenty questions will be drawn from the readings and class discussions. They are designed to measure your mastery of historical knowledge: key terms and concepts of from our study of Colonial Latin America. Responses will often be a few words, and certainly no more than two or three sentences. I may include a few multiple-choice questions.

Read the question carefully and make sure that you follow the directions given.

These may include demonstrating your mastery of chronology, the relationships between people and concepts, current events, and key analytical concepts.

For example:

1. In no more than two sentences, define “material culture” and give an example of how historians use this to understand the past.
2. List three examples of the circulation of Enlightenment thought in colonial Latin America:
3. Put the following revolutions/leaders in chronological order:

___Father José María Morelos ___French Revolution ___Haitian Revolution

Part III: IDs & Contextualization (30%, 30 minutes; five responses, choice of eight)

This section asks you to prepare concise definitions of key concepts in colonial Latin American history and present your analysis of their historical significance.

Pick any five of the eight terms given. In a short response of **no more than two to three sentences**, you need to correctly identify each term and explain why it is significant. **If you do not explain the historical significance, you will only receive half credit**

Key course concepts identified by your classmates (for exam parts II & III):

Age of Revolutions	material culture	<i>Casta</i> Paintings
Simón Bolívar	Bourbon Reforms	Toussaint L'Ouverture
<i>Criollos</i>	<i>Peninsulares</i>	pirates and piracy
Emperor Pedro I	Colonial Economics	Atlantic World
Cultural Intermediaries	<i>Senhor de Engenho</i>	Hernán Cortés
Plantation Complex	Reconquista	Inca
Tupi	Maya	Tenochtitlán
<i>Mexica</i> (Aztec)	Latin American geography	Florentine Codex
Sor Juana Inés de la Cruz	<i>convivencia</i>	Afro-Latin America
Potosí	Miguel Hidalgo	<i>Quilombo</i>
Convents	Alexander von Humboldt	Donatary Captaincies
José Maria Morelos	Felipe Guaman Poma de Alaya	<i>Quipu</i>
<i>encomienda</i>	Bartolomé de las Casas	Smallpox
Antonio Vieira	Bernal Díaz del Castillo	Treaty of Tordesillas
Trans-Atlantic slave trade	Slave resistance	historiography
<i>Relaciones Geográficas</i>	conversion & evangelization	<i>Limpieza de sangre</i>
"The Jamaica Letter"	The Requirement	Plan de Iguala (1821)
Boukman Dutty	Haitian Revolution	Doña Marina/La Malinche
Garcilasco de la Vega	José de Acosta	Zumbi
<i>Ladino</i>	Liberalism	Colombian Exchange
Colonialism	<i>república de indios</i>	Pedro Vaz de Caminha
Virgin of Guadalupe	New Laws of the Indies (1542)	Viceroy
<i>Plaza mayor</i>	<i>Mestizo</i>	Moctezuma
Circulation of Enlightenment ideas		Agustín de Iturbide
Comparative Independence Struggles		Gender & Honor