The Age of Revolution denotes a time period spanning from approximately 1750 – to 1848, when a veritable wave of revolutionary activity swept through Europe. Inspired by the intellectual movement known as the Enlightenment, abstract notions such as “liberty” and “equality,” and a more integrated Atlantic commercial economy and desires for “free trade,” Spanish Americans caught revolutionary fever and toppled a colonial edifice that had existed for approximately three centuries.

In 1808, Napoleon Bonaparte forced the resignation of Spanish monarch Ferdinand VII, leading elites throughout Spain’s American colonies to question where sovereignty truly resided. Did sovereignty reside with the monarch or with some abstract “State”? Eventually, many revolutionary leaders concluded that Spanish Imperialism rested on a personal relationship with the monarch and reevaluated their position as subjects. Nevertheless, changes in the Spanish political culture and commercial economy throughout the eighteenth century created a context ripe for revolution; revolution would certainly not have been possible without the vacuum of power created by the Napoleonic Invasion, but Spanish Americans may have not sought revolution if not for mounting displeasure with the colonial system.
Yet, elites, artisans, peasants, slaves, and free people of color did not necessarily share the same reasons for revolt, and motivations also varied considerably from region to region, and even village to village. This course, then, also focuses on how people from all stations of the colonial hierarchy responded to stress and strain in the eighteenth century and to the burgeoning movements for Independence.

After the devastating wars of Independence, the viceroyalties of Spanish America splintered into different nation-states, and now elites had to resolve how these new governments should function. This course, then, will end with an examination of the challenges facing these new nations and the varied ways elites sought to transform colonies into sovereign states.

This course challenges students to process and organize information gathered from a combination of sources, including primary documents, scholarly books and articles, documentaries, and lecture. Essay exams will consist of a combination of identification terms, essays, and a section devoted to primary source analysis. Students will be expected to use lecture and secondary readings to interpret excerpts from primary sources. By engaging in source analysis and the crafting of interpretive essays, students will not only learn about Spanish America’s Independence movements, but also develop analytical skills crucial to historical research.

COURSE OBJECTIVES:

1. To introduce students to the period of 1750-1848 in Spanish American history
2. To discuss the revolutions that took place during this period in Spanish America and their context in world events
3. To relate revolutionary motives to different classes of society
4. To investigate the formation of new nations following the Age of Revolution

STUDENT OUTCOMES:

1. Students will be able to recount the History of Spanish America from 1750-1848
2. Students will be able to describe how Spanish American revolutions relate to other contemporary revolutions
3. Students will be able to describe how the meaning of revolution is different across the social hierarchy
4. Students will be able to better process and organize information gathered from a combination of sources, including primary documents, scholarly books and articles, documentaries, and lecture.

5. Student will compose essays that interpret historical events

COURSE FORMAT: Class will consist primarily of lecture and readings. To illustrate key points, I will refer to your reading assignments during lecture. We will break off periodically from lecture for discussion. In order to benefit fully from the class, students must keep up with the readings.

Students will have three books for purchase, but will also be responsible for a combination of articles, chapters, and primary documents available through blackboard.

Assignments should be read by the date they are listed on the syllabus. On specific days, we will begin class with a quiz based on the reading; we will devote the rest of these class periods to lecture and discussion.

Log-in periodically to blackboard for reading assignments and study questions.

BOOKS FOR PURCHASE:


ASSIGNMENTS: Four quizzes and three bluebook exams. The schedule will make note of the first primary source quiz, but the other three are To Be Announced. Students should also participate in discussions of historical documents, books, and articles. For all three exams, students will be expected to identify terms pulled directly from the readings and to refer to the readings in their essays. Students will also be evaluated on their participation.

GRADE COMPONENTS: First exam 25%, midterm 25%, final exam 25%, quizzes 15%, class participation 10%, and critical film review (extra credit) You must complete all elements of the course to receive a passing grade. All three exams will consist of five identification terms (25%), one source analysis exercise (25%) and one essay (50%).

Students will be provided with study questions one week before each exam and will be permitted to use the back of their study guides to write outlines for their
personal use during each exam. Students will turn in their guides along with their bluebooks.

**Essays should draw from lecture, readings, and documentaries.**

If it becomes clear that most of the class has not kept up with the readings, I **reserve the right to call a pop quiz.**

The grading scale is as follows:

- 100-97 = A+
- 96-94 = A
- 93-90 = A-
- 89-87 = B+
- 86-84 = B
- 83-80 = B-
- 79-77 = C+
- 76-74 = C
- 73-70 = C-
- 69-67 = D+
- 66-64 = D
- 63-60 = D-
- 59 and below = F

Please contact me for information regarding **S/U or I grade requests.**

Grades are not negotiable, but I will happily explain grades to students for the purpose of improvement.

Feel free to come to my office hours with any questions or concerns. Students are also encouraged to make appointments to meet with me on other days and times.

**CLASS ETIQUETTE:** The following rules are designed to encourage students to focus on lecture and discussion and to minimize distractions to fellow students and myself.

Attendance is **mandatory**, but I will allow two unexcused absences on a day in which there is no quiz. If students periodically miss class and/or walk in late, this will adversely affect their participation grade.
Students will arrive on time. Those who anticipate arriving more than 5 minutes late should simply not come to class. Every effort should be made to arrive on time.

Students must refrain from talking during lecture and sleeping in class. Students who periodically fall asleep in class will be asked to leave.

Cell phones, iPods, and laptop computers are strictly prohibited. Students must take notes by hand.

Students must not read the newspaper or other unassigned material during class.

Note-taking or tape recording for the purpose of sale is strictly prohibited.

ACCOMODATION POLICY: Students with learning and/or physical disabilities in need of accommodation should work with the Office of Student Disability Services (SVC 1133) and inform me at the beginning of the semester about any special requirements they may have. Students with special needs must present me with a written indication of the specific accommodation(s) they will require throughout the course of the semester. All reasonable effort will be made to accommodate students with special needs.

ACADEMIC DISHONESTY/DISRUPTION: Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

University Procedures for Alleged Academic Dishonesty or Disruption - http://www.ugs.usf.edu/catalogs/0708/adadap.htm
Student Academic Grievance Procedures - http://www.ugs.usf.edu/catalogs/0708/arcsagp.htm

MAKE-UP EXAMS: Make-up exams and quizzes will be given only for valid, university-approved written excuses, at my discretion. Make-up exams must be taken as soon as possible after the original test, preferably the day the student returns to class, at a time chosen by me.

Tape recording of lectures is not permitted except in extenuating circumstances and with the prior permission of the instructor. Materials from this course such as tape recordings, lecture notes, and handouts may not be offered for resale.

Dates of specific lectures and assignments are subject to change.
Week 1
January 9: Introduction to Course/conquest and colonialism

January 11: State and Society in colonial Spanish America

Week 2
January 16: Martin Luther King Day. No Class.


Reform in the Eighteenth Century

Week 3


Identity Formation and Social Change in the Late Colonial Period

Week 4

Document quiz #1.


Week 5

**Week 6**

February 13: **First Exam**


**Week 7**


**Week 8**


**Spanish America in Revolution**

**Week 9**


**Week 10**

March 12, March 14: **Spring Break**
Week 11


Week 12
March 26: Second Exam


Week 13
April 2: Localism, Regionalism, Federalism and Other Centrifugal Forces in Mexico.


Week 14
April 9: Slavery in the Age of Democratic Revolution.


Imagining and Building Nations

Week 15


Turn in film review for extra credit.
Week 16
April 23: Indigenous Identity and State Formation.


**Final Exam: May 5th, 3-5 PM, SOC 132**