

Your midterm exam will consist of three sections (identifications, short answer, and a primary source analysis) designed to demonstrate your mastery of several of our key course objectives:

- **Historical Knowledge:** Identify the principal events, people, and institutions that shaped colonial Latin American history, and explain their significance. Read critically and evaluate divergent interpretations of Latin American history.
- **Historical Thinking:** Frame a historical argument using primary sources as evidence. Demonstrate familiarity with the peoples and cultures of Latin America and how ethnic identity, race, gender, and class intersect to shape a diversity of individual experiences.
- **Critical Reasoning:** Demonstrate your mastery of the central skills of historical research, including the ability to formulate a historical argument using primary and secondary sources as evidence.
- **Clear Communication:** Organize, present, and communicate your own reactions to readings in class discussions, formal papers, and multi-media compositions.

Schedule: You'll take your midterm exam in class on **Wednesday, October 2**. This is the **only** time the midterm will be administered. This exam is worth 10% 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 (completing the online form at least two days before the exam).

Content: The midterm will include our readings and class discussions through "Fall of Tenochtitlán" (Monday, 9/30). The exam is **closed book** and **closed note**. You won't need a green book, but make sure to bring a pen.

Student ID: I'll grade the exams without your names on them to minimize any potential bias in my evaluation. Please make sure you either memorize your student ID number or bring your ID to class.

Part I: IDs & Contextualization (20 minutes; five responses, choice of eight) 30%

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.**

Part II. Short Answer. (20 minutes. Three questions; choice of four) 30%

These short answers are designed to measure your mastery of historical thinking and historical knowledge to make an argument about Colonial Latin American history. Questions prompts may ask you to evaluate historiographical debates, explain the historical significance of key concepts or texts, or interpret historical processes and change over time.

These questions could each be book topics; however, you need to identify the most important aspects – drawing on **specific** evidence – in just a single paragraph. Responses should be no more than three or four sentences. To be fair to the class, **I will stop reading after four sentences.**

Make sure to succinctly state your argument in the first sentence. Explain exactly how your specific examples support your argument.

Question Themes:

- First encounters between Europeans and Americans
- Pre-Columbian societies
- The conquest of Mexico
- Go-betweens
- European ideas of the “other”
- Material culture as a historical approach
- Latin American geography & environmental diversity
- Colonialism(s)

Part III. Primary Source Analysis & Contextualization. (20 minutes. One 4-5 paragraph essay; choice of two sources to analyze) 40%

I will provide you with a choice of two brief quotes drawn from your primary source readings. You will be asked to write an identification and contextualization for your choice of **one** of the sources.

Your brief (around four-five paragraph) response should:

1. identify the source and its author(s);
2. place the document into its larger historical context (this includes explaining when was it created and why, how it reflects the POV of its author, who is the audience/what kind of source is it, what was the goal of the text);
3. analyze key issues raised in the primary source excerpt in light of our class discussion (in the specific short excerpt I give you, what key themes emerge and why are they important?);
4. conclude with an explanation of what you think this short source excerpt can tell us about Colonial Latin American history.

You must complete all four requirements to receive full credit for your answer.

*I will give you a **choice of two quotes** drawn from the following documents:*

- Bernardino de Sahagún’s Description of the Siege and Fall of Tenochtitlán, from *The Florentine Codex (Victors and Vanquished)*
- Hernán Cortés’ “Letter to Charles V” (*Victors and Vanquished*)
- The Requirement (found in Patricia Seed’s reading, arp)
- Garcilaso de la Vega (El Inca)’s “Account of the Use of Quipus” (LA&P Readings, p 8-11)

Key People, Events, & Concepts:

Primary Source	Material Culture	Colombian Exchange
Secondary Source	Mita	Inca
Historiography	Atlantic World	<i>Historia Naturae</i> (1635)
Hernán Cortés	Treaty of Tordesillas	Arnold Bauer
Bernal Díaz	Reconquista	<i>Donatarios</i> (Donatary Captaincies)
Pedro Álvares Cabral	<i>Convivencia</i>	The Requirement
Malintzin (Doña Marina)	Maya	Christopher Columbus
Fray Bernardino de Sahagún	Mexica (Aztec)	Ferdinand & Isabella
The Florentine Codex	Tupi	Felipe Guaman Poma de Ayala
Lienzo de Tlaxcala	Taino	Doña Marina/Malintzin
Tenochtitlán	Moctezuma	Colonialism
Quipu	<i>Noche Triste</i>	Garcilaso de la Vega (El Inca)
vertical archipelago	<i>Mestizo</i>	
	Go-Betweens	

Exam Tips:

I encourage you to study in groups for the midterm. I will be happy to clarify any questions you have during class, but will not just define terms you can look up in the textbook index.

Remember to consult your peers' Class Notes blog posts.

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 the full class period for your exam, but I anticipate that it will take you less time. Remember to pace yourself. Quality, not quantity is the goal.

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