

**A SYLLABUS OF  
HISPANIC-  
AMERICAN HISTORY**

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A syllabus of Hispanic-American history by William Whatley Pierson

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UNIV. OF  
CALIFORNIA

A SYLLABUS

OF

Hispanic-American  
History

BY

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## INTRODUCTORY NOTE

"In the establishment of the independence of Spanish America the United States have the deepest interest. I have no hesitation in asserting my firm belief that there is no question in the foreign policy of this country, which has ever arisen, or which I can conceive as ever occurring, in the decision of which we have had or can have so much at stake."—Henry Clay, *The Emancipation of South America*.

This syllabus is designed primarily for the use of students of the University of North Carolina as a guide to the introductory study of Hispanic-American history. In it an effort has been made to provide for as general and comprehensive a study of Hispanic-American civilization as the time limits of a single one year's course would permit. In such a process, of course, selection and rejection of data were necessary. The student seeking to specialize will, therefore, find it possible and easy to elaborate and amplify each of the chapters and sections into which the outline has been divided. Despite such comprehensiveness as was mentioned, the writer has endeavored to emphasize the institutional and economic aspects. The necessity of elimination and the effort at emphasis have resulted in the relegation of political history, particularly that of the colonial period, to a position of comparatively less prominence and significance than some might expect. For this the writer must plead necessity.

In view of the great contemporary interest in Hispanic America no case for the study of its history need be made—if such, indeed, is required for any field of history. That interest in the United States has been in part due to the construction of the Panama Canal and to the increasing importance in diplomacy of the Caribbean area, and in part it may be ascribed to the exigencies and effects of the World War which have made people conscious of trade opportunities formerly non-existent or, if existent, not fully recognized; and many have thus concluded that the diplomatic, political, and economic importance of Hispanic America has made of prime necessity a thorough study and a sympathetic understanding of its past history and institutions. These facts and this new consciousness may indicate the opening of another period in the history of the Western Hemisphere, which will doubtless have a distinctly inter-American emphasis. The field of Hispanic-American history has until recent years been little known to and too often neglected by the undergraduate student in the universities,—if, indeed, courses in such history have been offered. It is, in the opinion of the writer, however, a field not lacking in comparative importance, interest, and cultural value with those better known. It is hoped and confidently expected that the interest in the history and institutions of the Hispanic-American countries recently engendered by the consciousness that these countries have become potent economic and political

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factors in the modern world will be abiding. Hispanic-American history as a standard course will have much justification, for the part which the peoples of the southern republics will play in the future, as Viscount Bryce recently said, "must henceforth be one of growing significance for the Old World as well as for the New."

The course as outlined in this syllabus provides for the study of the history, geography, political and social institutions, and the economic development and possibilities of Hispanic-American countries. A careful analysis and investigation will thus be made of the Spanish and Portuguese colonial systems and colonial experience in order to explain the wars of independence and the existing political and social conditions. Attention will then be directed to the development of republics, the struggle for political stability, and the exploitation of resources. The course will also include some study of the international relations—political and economic—and diplomatic problems which have arisen in recent Hispanic-American history.

At the outset the prospective student is warned that as yet there exists no single text-book devoted to the Hispanic-American republics which satisfactorily and adequately presents their history, describes their present conditions and discusses their institutions. This absence, of necessity, determines that the course will be based largely upon material to be found only in a number of books, public documents, and scientific reports. An effort has been made in this syllabus to meet this difficult situation. Lectures following the outline of the syllabus and explanatory of it, and recitations based on assigned readings, will constitute the class work. On these lectures and readings the students will be expected to take notes. In addition, they will be required to make certain class reports and at least once during the year to prepare, after consultation with the instructor, an essay on some topic of the syllabus or allied phase of the work.

Students will be required to provide themselves individually with a copy of this syllabus and with W. R. Shepherd's *Latin America* (Holt & Company). It is strongly recommended that they purchase also F. Garcia Calderon's *Latin America: Its Rise and Progress* (Scribners). For the general student and reader the following list of books, written in English, may be found useful:

For description, geography, travel, peoples and social conditions:

James Bryce, *South America: Observations and Impressions*. (Macmillan).

G. E. Church, *Aborigines of South America*. (Chapman and Hall.)

C. R. Enock, *The Republics of Central and South America*. (Dent & Sons).

A. H. Keane, *Stanford's Compendium of Geography and Travel: Central and South America*. (2 Vols., Lippincott.)

*Atlas America Latina*, (English, Spanish, Portuguese; General Drafting Co.).

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R. Reyes, *The Two Americas*. (Stokes.)

A. Ruhl, *The Other Americans*. (Scribners.)

H. Bingham, *Across South America*. (Houghton Mifflin Co.)

For history:

T. C. Dawson, *The South American Republics*. (3 Vols., Putnam.)

A. H. Noll, *A Short History of Mexico*. (McClurg.)

F. Palmer, *Central America and its Problems*. (Moffat, Yard & Co.)

For institutions and history:

E. G. Bourne, *Spain in America*. (American Nation Series, Harpers.)

B. Moses, *The Establishment of Spanish Rule in America*. (Putnam.)

\_\_\_\_\_, *South America on the Eve of Emancipation*. (Putnam.)

\_\_\_\_\_, *Spanish Dependencies in South America*. (Harpers.)

F. L. Paxson, *The Independence of the South American Republics*. (2nd Ed., Ferris and Leach.)

W. S. Robertson, *The Rise of the Spanish American Republics*. (Appleton.)

W. R. Shepherd, *Hispanic Nations of the New World; A Chronicle of Our Southern Neighbors*. (Yale Press.)

For literature:

Alfred Coester, *The Literary History of Spanish America*. (Macmillan.)

Isaac Goldberg, *Studies in Spanish American Literature*. (Brentano.)

For trade relations:

W. E. Aughinbaugh, *Selling Latin America*. (Small, Maynard & Company.)

E. B. Filsinger, *Exporting to Latin America*. (Appleton.)

A. H. Verrill, *South and Central American Trade Conditions of Today*. (Dodd, Mead & Company.)

For individual countries:

P. Denis, *Brasil*. (Scribners.)

P. J. Eder, *Columbia*. (Unwin or Scribners.)

G. F. S. Elliott, *Chile*. (Scribners.)

C. R. Enock, *Mexico*. (Scribners.)

W. A. Hirst, *Argentina*. (Scribners.)

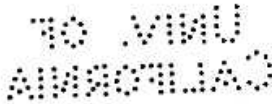
W. H. Koebel, *Argentina, Past and Present*. (Dodd, Mead & Co.)

\_\_\_\_\_, *Paraguay*. (Scribners.)

\_\_\_\_\_, *Uruguay*. (Scribners.)

\_\_\_\_\_, *Central America*. (Scribners.)





W. L. Scruggs, *The Colombian and Venezuelan Republics*. (Little, Brown & Co.)

M. R. Wright's Books on *Bolivia; Brazil; Chile; and Peru*. (Caznové & Son.)

The monthly *Bulletin* and other publications of the Pan-American Union (Washington, D. C.), offer excellent and reliable information respecting all of these divisions, and are recommended. -

Students wishing to make a more detailed study than this brief list would provide for can easily find extensive bibliographies on the subject in English, Portuguese and Spanish which are of great value. They will do well to consult P. H. Goldsmith, *A Brief Bibliography* (Macmillan), although it is admittedly incomplete in its list of books and contemptuously harsh in its judgment of many of those included. More comprehensive and valuable are the *Bibliographie Hispanique* (annual, New York) published by the Hispanic Society of America, and the lists and catalogues of books, pamphlets, periodicals, and maps prepared by the Pan-American Union and printed by the United States Government,—first, the list relating to Central America by P. Lee Phillips, 1902; secondly, the catalogue of books, periodicals, etc., in the Columbus Library, which appeared successively in 1905, 1907, 1909, and 1914. Many lists respecting individual Hispanic-American countries have been published, including Argentina, Brazil, Chile, Costa Rica, Cuba, Ecuador, Colombia, Mexico, Peru, and Paraguay. Reference also must necessarily be made to the exhaustive and scholarly *Biblioteca Hispano-Americana* and other compilations of José Toribio Medina, the great bibliographer of Chile. *The Hispanic American Historical Review* is commended to the student not only for its own articles and reviews, but for the great service rendered to the bibliography of this subject by publishing with each issue a list of books and articles pertaining to the field which have recently appeared.

The writer would anticipate the criticism that the list of books specified in the syllabus for reading is incomplete. Since these readings are designed for class purposes and are selected as being practicable, the incompleteness was scarcely avoidable. The specialist will again find it easy to enlarge. In the list of readings, in order to conserve space, the author's name and full title of the book are stated when the first reference is made; thereafter only the author's name is employed, except in such cases in which the author has written more than one book or in which clearness seems to demand complete or partial repetition.

The author wishes to make acknowledgment of his indebtedness to Professor William R. Shepherd, of Columbia University, whose advice and inspiration have been of incalculable service to him. Professor Shepherd generously made suggestions for this edition of the syllabus. Chapel Hill, N. C., June, 1920.

## A SYLLABUS OF HISPANIC-AMERICAN HISTORY

### INTRODUCTION

#### I. The Political Situation in Europe at Opening of the 16th Century.

1. The National States: England, France, Spain and Portugal.
2. The Holy Roman Empire.
3. The city states of Italy.
4. Other European States.

Readings: Hayes, *A Political and Social History of Modern Europe*, Vol. I, 3-25.

#### II. Scientific and intellectual progress.

1. Medieval travels; the crusades.
2. The Renaissance.
3. Invention of the compass and improvement of the astrolabe.
4. Improvement and increase of maps.

Readings: Cheyney, *European Background of American History*, 41-59.

#### III. European Commerce at the Opening of the 16th Century.

1. Trade and trade routes between Europe and the Far East.
2. The Mediterranean and the Italian cities.
3. Conquests of the Ottoman Turks; closing of old routes.
4. Decline of the Italian cities.
5. Need of new routes; Battle of the Nile, 1516.

Readings: Cheyney, 3-40; Shepherd, *Historical Atlas*, 98-99, 107-110; Hayes, I, 27-49.

#### IV. The Commercial Revolution.

1. The geographic position of Spain and Portugal.
2. The circumnavigation of Africa: Prince Henry the Navigator; Diaz; Vasco da Gama.

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3. The Western passage; sought by Spain.
4. The commercial revolution; effects.
5. Creation of trade companies; new methods of commerce.
6. Expansion and colonization; motives.

Readings: Bourne, *Spain in America*, 104-132; Cheyney, 123-146; Hayes, I, 27-69.

## V. Spain and Portugal at the Opening of the 16th Century.

### A. Background of Spanish history.

#### Spanish Society:

1. Geographic influences in Spanish history.
2. The evolution of the Spanish nationality:
  - a. The earliest historic inhabitants of the Iberian peninsula.
  - b. The invasions: Phoenician; Carthaginian; Roman; Visigothic; Vandal; Moorish.
  - c. Immigration of Jews and Berbers.
  - d. Contact and conflict with the Moors, 710-1492.
  - e. Expulsion of the Moors and the Jews.
  - f. Establishment of union and central government.
3. The individualism of the people.
4. Militarist spirit engendered by long wars.
5. Evolution of types.
6. Governmental system:
  - a. The king and his powers.
  - b. The executive and advisory councils.
  - c. The Spanish Cortes.
  - d. Legal codes and other systems of law.
  - e. Administrative machinery.
  - f. Local and municipal government.
  - g. System of taxation.
  - h. Efforts of Ferdinand and Isabella to unify Spain and centralize powers of government.
7. The Church and morals:
  - a. The Spanish clergy.
  - b. Inquisition.
  - c. Influences of Moors and Jews upon church and faith.
8. Industries and agriculture; attitude toward labor: The *Mesta*; wheat, vine, and olive culture.
9. Condition of social classes.