

HSTR 230H: COLONIAL LATIN AMERICA
The University of Montana, Fall 2015
T, Th, 11:10-12:30 pm; LA 203

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Image: Quartering of Tupac Amaru II, Peruvian Andes, May 1781

COURSE DESCRIPTION

Conquest and colonization of the southern Western Hemisphere took place by the swords and the words of Spaniards and Portuguese from the fifteenth to the nineteenth centuries. This course begins with a look at pre-Columbian societies on both sides of the Atlantic. We then explore the “discovery/encounter/conquest” between Europeans and Amerindians, beginning with Columbus’ voyages. This key historical event reshaped the world, generating new peoples, cultures, and ecosystems. A number of dynamics and themes that emerge in this period of Latin America’s genesis will be discussed throughout the course, including:

- ♣ regional diversity (eg. center & periphery)
- ♣ the Columbian exchange and *mestizaje* (eg. biological, racial, and cultural mixing)
- ♣ colonial institutions and practices (eg. peninsular & creole administration, the Church)
- ♣ structures and practices of production (eg. land & labor)
- ♣ the global economy (eg. mercantilism, capitalism)
- ♣ the colonial relationship (eg. metropole & poles)
- ♣ modes of colonial control and change (eg. hegemony, resistance, revolution)

We follow these themes from the era of conquest through the wars for independence of the early nineteenth century. At the end of the semester, we take a quick look forward to the early modern period to see how the newly-sovereign nation-states of Latin America fared in their struggles for stability and development. [For more on this, take *HSTR 231, Modern Latin American History*, taught spring]. What were the enduring consequences of three centuries of colonial rule for the modern histories and future prospects of the Latin American republics? What is the extent and nature of the colonial legacy in Latin America?

LEARNING OBJECTIVES & ASSESSMENT:

Students who successfully complete this course will: (1) gain basic knowledge of significant people, places, events, and dynamics in colonial Latin American history, and (2) improve critical thinking, reading, and writing skills. Assessment will be done through group discussions, weekly graded essays, a map quiz, a mid-term, and a final exam. Required reading for this course averages 70-80 pages per week. Required writing (not including exams) is between 14-18 pages.

**** This course counts for History Department majors and minors World requirement; the Latin American Studies minor; and of two of the required General Education groups: Group VI, Historical and Cultural Studies (H) and Group X, Indigenous and Global Perspectives (X).**

REQUIREMENTS AND GRADE COMPOSITION

Map Quiz (10/1)	50 pts	5%	Essays (8 of 13; 25 pts each)	200 pts	20%
Midterm (10/20)	200	20%	2 Graded Essays (50 pts each)	100	10%
Final Exam (12/17)	300	30%	Attendance + Participation	150	15%
			TOTAL	1000	100%

GRADING SCALE: Final Grades (converted from 1000 points possible)

		B+	87-89	C+	77-79	D+	67-69	F	59 & lower
A	93-100	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

DROP/ADD DEADLINES

until 9/21:	drop/adds & changes, online w/ refund
9/22-11/2:	drop/adds & changes, with form & fee
11/3-12/11:	drop/adds & changes by petition; granted only for legitimate, serious, documented reasons

ATTENDANCE & PARTICIPATION

It is essential for success in this course that you demonstrate ongoing, active engagement with all relevant information, themes, questions, and assignments. There are a number of ways to demonstrate your interest and preparation. Foremost, I will assess the frequency and quality of your *contributions in class discussions and group activities*. This is a subjective assessment on my part, worth up to 50 points. If speaking up in public is particularly difficult for you, I suggest coming by my office hours periodically to talk about course material.

To keep track of attendance, at the beginning of each class, I will pass around a sheet to be signed. *It is your responsibility to make sure you sign the sheet*. If your name is not on it, I will assume you were not there. Excused absences require either official documentation or *prior* approval by me. One unexcused absence is allowed with no penalty. After that, each absence will be 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

MAP QUIZ & EXAMS: Separate handouts and/or class discussions will be provided.



**Image: CASTA PAINTING: “De negro y india sale lobo”
(Unknown Mexican artist, circa 1770-1780)**

ESSAYS

Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week's reading. Each essay is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you should still be able to discuss the reading in class. Get started on the essays right away; not completing them will severely affect your grade. **To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout**, reproduced in condensed form below.

To receive 25 points, essays must, at a minimum, meet these criteria:

1. Be double-spaced, typed, and about **1 ½-2 pages**. 1 ½ is minimum for credit. 3 is max.
2. Have a **page number** on all pages after the first. (Number on first page is optional).
3. Have a **creative title** that catches your readers' attention, **together with a subtitle** that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know). Title and subtitle are separated with a colon.
4. Be drawn from the reading for that week, and **answer one of the questions** presented about it, unless your own choice of topic was given as an option.
5. Have a clearly worded **thesis statement or question** somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
6. Be **broken into paragraphs**, each with a clear theme that relates to your overall argument.
7. Include a **minimum of 2 citations to the reading for the week, with page numbers**. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be *in addition to, not a substitution for*, the minimum 2 citations to the week's reading. If you cite lecture notes, give the date.
8. **Indicate your sources with the page numbers** in the text, either with footnotes or MLA style citation – (Marti, 360). Only if you add something from a source *not* on the syllabus do you need to give full citation information.
9. **Give an appropriate introduction to your sources** in the body of your text, especially when you quote from them. (eg. "According to historian John French, ". . .")
10. **Follow all additional rules and guidelines** presented in class discussions, handouts, or supplementary readings.
11. Be **carefully proofread**. Misspellings or blatant typos will result in a 0.

OTHER COURSE POLICIES

- In the first weeks of the semester, I will ask you to sign a **course contract**, which reads:

My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.

If you do not wish to sign this agreement by 10/29, the last day to change registration without petition, you should drop the course.

- **Keep all of your graded written work until the end of the semester (essays, exams).**

- Get and use a **umontana email** account. I may send out group or individual messages during the semester with changes or information for which you are responsible.
- Many of the course readings are on **Moodle**. Make sure you have reliable online access and/or download the readings well in advance of their due dates. Inability to get online or access the reading the night or hours before class is not an acceptable excuse for not reading.
- **No late assignments** or make-up work will be accepted without prior approval from me or appropriate university documentation.
- **If you think you may have a disability** which will affect your learning and performance in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan. Then, meet with me to discuss reasonable modifications that will help you get the most out of the class. For more information, visit the Disability Services website at [UM Disability Services \(DSS\)](#).
- Notify me of any relevant **athletic, work, or other commitments or relevant life situations** that may influence your performance in this class as early as possible. Be prepared to provide appropriate documentation. Arrange a meeting with me to discuss possible accommodations to help you get the most out of the class.
- This course involves a considerable amount of **formal writing**. If you are having difficulty with your writing, seek assistance at the University Writing Center [LA 144; 243-2266; growl@mso.umt.edu; [UM Writing Center](#)].
- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the **Student Conduct Code**. The Code is available for review online at [UM Student Conduct Code](#). If you have any questions about **plagiarism** and how to avoid it, see me, and/or consult the Mansfield Library's webpage on plagiarism, at [UM Library Plagiarism Guide](#).
- It is your responsibility to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course and to improve your participation in it. The end of the semester is not the appropriate time to meet with me about your work or grade.



Image: SOR JUANA INÉS DE LA CRUZ, Mexican Nun (1651-95)

REQUIRED BOOKS (at bookstore or used online; okay to use 7th or 8th ed.):

Burkholder, Mark and Lyman L. Johnson. *Colonial Latin America*, 9th ed (Oxford UP, 2015).

HIGHLY RECOMMENDED:

Trimble, John R. *Writing with Style: Conversations on the Art of Writing*, 2nd edition (Prentice Hall, 2000).

ADDITIONAL REQUIRED READING (on Moodle)

Borchart de Moreno, Christiana. "Victorina Loza: Quinteña Merchant in the Second Half of the Eighteenth Century," in Kenneth Adrien, ed. *The Human Tradition in Colonial Latin America* (Scholarly Resources, 2002), pp. 211-28.

Brown, Jonathan C. *Latin America: A Social History of the Colonial Period*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2000). Ch. 11, "Rebellion in the Andes," pp. 339-50; Ch. 13, "The Haitian Social Revolution," pp. 387-405.

Buschges, Christian. "Don Manuel Valdivieso y Carrión Protests the Marriage of His Daughter to Don Teodoro Jaramillo, a Person of Lower Social Standing (Quito, 1784-85)," in *Colonial Lives: Documents on Latin American History, 1550-1850*, eds. Richard Boyer and Geoffrey Spurling (Oxford UP, 2000), pp. 224-235.

"Casta" article in Wikipedia (<http://en.wikipedia.org/wiki/Casta>); accessed 8/15/12.

Chasteen, John Charles. Ch. 3, "Colonial Crucible," in *Born in Blood and Fire* (W.W. Norton, 2001), pp. 63-91.

Crosby, Alfred. "Conquistador y Pestilencia," Ch. 2 in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood P, 1972), pp. 35-63.

Dubois, Laurent. "Prologue," to *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge, MA: Belknap P of Harvard UP, 2004), pp. 1-7.

Hahner, June E., ed. "Sor Juana Ines de la Cruz," in *Women in Latin American History: Their Lives & Views*, revised ed. (UCLA Latin American Studies Series, vol 51, 1976/1980), 21-28.

Hanke, Lewis. "Introduction" to *The Spanish Struggle for Justice in the Conquest of America* (Boston: Little, Brown and Company, 1949, 1965), pp. 1-13.

Karasch, Mary. "Zumbi of Palmares: Challenging the Portuguese Colonial Order," in Andrien, *The Human Tradition*, pp. 104-121.

Keen, Benjamin, ed. *Latin American Civilization: History & Society, 1492 to the Present*, seventh ed. (Westview P, 2000). Selections: "Conquest," Ch. 3, pp. 39-63; "The Evolution of Spain's Indian Policy," Ch. 4, pp. 64-76; "Government & Church," pp. 95-108.

Lunenfeld, Marvin. *1492, Discovery, Invasion, Encounter: Sources and Interpretation* (Lexington, MA: D.C. Heath and Company, 1991). Selections: "Preface," pp. xv-xvii; "The World in 1492," pp. xix-xxii, xxviii-xxxvii; "Wonders of the Ocean Sea," p. 35; "Columbus's

Letter” & “Columbus’s Logbook,” pp. 39-41, 44-45; “Searching for Gold,” pp. 44-50; “Columbus’s Vision,” pp. 53-58; “Papal Recognition,” & “The Requirement,” pp. 185-88, 188-90; “The Dominican Advent Sermons” & “Las Casas,” p. 201-04, 205-11.

Malpass, Michael A. “Introduction,” *Daily Life in the Inca Empire* (Hackett Publishing, 1996), pp. xvii-xxii.

Restall, Matthew. “Gaspar Antonio Chi: Bridging the Conquest of Yucatán,” in Kenneth Andrien, ed. *The Human Tradition in Colonial Latin America* (Scholarly Resources, 2002), 6-21.

------. “The Lost Words of La Malinche: The Myth of (Mis)Communication,” Ch 5 in *Seven Myths of the Spanish Conquest* (Oxford UP, 2003), pp. 77-99.

------. “The Spanish Conquest Revisited,” *Historically Speaking*, Vol. V, No. 5 (May/June 2004), pp. 2-5.

Schwartz, Stuart. “Sugar Plantation Labor and Slave Life,” Ch. 2 in *Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery* (U of Illinois P, 1992), pp. 39-63.

Silverblatt, Irene. “Introduction” and Ch. 1, “Producing Andean Existence,” in *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru* (Princeton UP, 1987), pp. xvii-xxxi, 3-19.

Socolow, Susan. “Women and Crime: Buenos Aires, 1757-97,” in *The Problem of Order in Changing Societies: Essays on Crime and Policing in Argentina and Uruguay*, ed. Lyman Johnson (U of New Mexico P, 1990), pp. 1-18.

Starn, Orin, et. al., eds. *The Peru Reader: History, Culture, Politics* (Duke UP, 1995).

Selections: Flores Galindo, Alberto. “The Rebellion of Tupac Amaru,” pp. 147-156.

De Areche, José Antonio. “‘All Must Die!’,” pp. 157-161.

Stern, Steve. “Viceroy Toledo’s Reforms”; Ch. 4, “The Political Economy of Colonialism”; and, Ch. 5, “The Indians and Spanish Justice,” in *Peru’s Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640*, second ed. (U of Wisconsin P, 1982, 1993), pp. 76-79, 80-113, 114-137.

Trouillot, Michel-Rolph. “An Unthinkable History: The Haitian Revolution as a Non-event.” Ch. 3 in *Silencing the Past: Power and the Production of History* (Boston: Beacon P, 1995), pp. 70-107.

Twinam, Ann. “Pedro de Ayarza: The Purchase of Whiteness,” in Andrien, *The Human Tradition*, pp. 194-210.

Walker, Charles F., “Introduction,” in Ward Stavis and Ella Schmidt, eds. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources* (Indianapolis: Hackett Publishing, 2008), pp. xxiii-xxxv

Ward, Kyle. “Intro” & “Columbus’s Landing in the New World,” in *History in the Making: An Absorbing Look at How American History Has Changed in the Telling over the Last 200 Years* (NY: The New Press, 2006), pp. xvii-xxvi, 26-29.

SCHEDULE

(Reading is to be done by the class for which it is listed. In brackets, I have provided the approximate total number of pages of reading for each day, so you can plan accordingly).

1) Tu, 9/1: Course Intro

RDG: Syllabus and handouts. Read carefully; always bring to class.

2) Th, 9/3: "The Americas" in the 15th Century [44 pp.]

RDG: Burkholder & Johnson, Ch. 1, "Amerindian Civilizations," pp. 1-23.

Silverblatt, "Producing Andean Existence," pp. 3-19. [REC: "Intro," pp. xvii-xxxi]

Malpass, "Introduction," pp. xvii-xxii

3) Tu, 9/8: Iberia, Africa, and the World in the 15th Century [33 pp.]

RDG: Burkholder & Johnson, Ch. 1, "Iberian World" & "Atlantic Africa," pp. 23-40.

Lunenfeld, "The World in 1492," pp. xix-xxiii, xxviii-xxxvii.

DUE: Essay 1

4) Th, 9/10: Transatlantic Voyages and Encounters in the Caribbean [35+ pp.]

RDG: Burkholder & Johnson, Ch. 1, "First Encounters," pp. 40-47.

Ward, "Intro," pp. xvii-xxvi (SKIM) & "Columbus's Landing in the New World," 26-29.

Lunenfeld, "Preface," pp. xv-xvii

"Wonders of the Ocean Sea" p. 35

"Columbus's Letter" & "Columbus's Logbook," pp. 39-41, 44-45;

"Searching for Gold" & "Columbus's Vision," pp. 44-50, 53-58.

5) Tu, 9/15: The Conquest of Mexico; Spanish-Indian Communication [34 pp.]

RDG: Burkholder & Johnson, Ch. 2, "The Age of Conquest," pp. 50-58.

Restall, "The Lost Words of La Malinche," pp. 77-99.

Lunenfeld, "The Requirement," pp. 188-90.

DUE: Essay 2

6) Th, 9/17: The Conquest of Peru and Beyond; Black Participation [20 pp.]

RDG: Burkholder & Johnson, Ch. 2, "The Age of Conquest," pp. 58-78.

7) Tu, 9/22: The Columbian Exchange & Historiographic Debates: Great Men, Disease, and Indian Allies [43 pp.]

RDG: Burkholder & Johnson, Ch. 2, "Conundrums & the Columbian Exchange," pp. 78-88.

Crosby, "Conquistador y Pestilencia," pp. 35-63.

Restall, "The Spanish Conquest Revisited," pp. 2-5.

DUE: Essay 3

8) Th, 9/24: Exploitation, Struggles for Justice, & the Making of the Black Legend [36 pp.]

RDG: Burkholder & Johnson, "Conundrums," pp. 78-80 [reread]

"Indian Labor," pp. 130-39

"Early Settlements," pp. 42-44. [reread]

Hanke, "Introduction" to *The Spanish Struggle for Justice*, pp. 1-13

Lunenfeld, "The Dominican Advent Sermons" (Montecino), pp. 201-04.

"Las Casas," pp. 205-211.

- 9) Tu, 9/29: Governance in the Colonial World [26 pp.]**
RDG: Burkholder & Johnson, Ch. 3, "Imperial Organization," pp. 91-104.
Keen, "Government and Church," pp. 95-108.
DUE: Essay 4
- 10) Th, 10/1: The Church in the Colonial World [52 pp.]**
RDG: Burkholder & Johnson, Ch. 3, "The Colonial Church," pp. 104-17; 284-87.
Chasteen, Ch. 3, "Colonial Crucible," pp. 63-91.
Hahner, "Sor Juana Ines de la Cruz," pp. 21-28.
MAP QUIZ
- 11) Tu, 10/6: Population, Labor, and Production [32 pp.]**
RDG: Burkholder & Johnson, Ch. 4, "Population & Labor," pp. 119-39; and Ch. 5,
"Production," pp. 152-57.
DUE: Essay 5
- 12) Th, 10/8: The Mita Rotational Labor System [36 pp.]**
RDG: Stern, "Viceroy Toledo's Reforms," pp. 76-79; and Ch. 4, "The Political Economy
of Colonialism," pp. 80-113.
- 13) Tu, 10/13: FILM: When Worlds Collide (1 hr, 26 mins) [15 pp.]**
RDG: Restall, "Gaspar Antonio Chi," pp. 6-20.
DUE: Essay 6
- 14) Th, 10/15: Catch-up & Review**
- 15) Tu, 10/20: MIDTERM EXAM**
- 16) Th, 10/22: 16th Century Modes of Indian Accommodation and Resistance**
RDG: Restall, "Gaspar Antonio Chi," pp. 6-20. [RE-READ]
Stern, Ch. 5, "The Indians and Spanish Justice," pp. 114-37.
- 17) Tu, 10/27: Atlantic World Political Economy: Production, Trade & Defense [35 pp.]**
RDG: Burkholder & Johnson, Ch. 5, "Production, Exchange, and Defense," pp. 161-88.
DUE: Essay 7
- 18) Th, 10/29: The Atlantic Slave Trade and Africans in the Americas [26 pp.]**
RDG: Burkholder & Johnson, Ch. 4, "Slavery and the Slave Trade," pp. 139-49; and Ch.
5, "Sugar," pp. 157-61.
Karasch, "Zumbi of Palmares," in Adrien, ed., pp. 104-121.
- 19) Tu, 11/3: Social Structures & Norms: Caste and Class [28+ pp.]**
RDG: Burkholder & Johnson, Ch. 6, "The Social Economy: Societies of Caste and
Class," pp. 190-218.
"Casta" article in Wikipedia: <http://en.wikipedia.org/wiki/Casta>
DUE: Essay 8
- 20) Th, 11/5: Women, Children, and Families [36 pp.]**
RDG: Burkholder & Johnson, Ch. 7, "The Family and Society," pp. 221-43.
Socolow, "Women and Crime, Buenos Aires, 1757-97," pp. 1-15.

- 21) Tu, 11/10: Living in the Colonies: Cities & Campo, Institutions & Culture [62 pp.]**
 RDG: Burkholder & Johnson, Ch. 8, "Living in an Empire," pp. 245-91.
 Borchart de Moreno, "Victorina Loza," in Adrien, ed., pp. 211-28.
 DUE: Essay 9
- 22) Th, 11/12: Imperial Expansion & The Bourbon Reforms [54 pp.]**
 RDG: Burkholder & Johnson, Ch. 9, "Imperial Expansion," pp. 296-318 (SKIM); and
 Ch. 10, "Era of Caroline Reforms," pp. 320-50.
- 23) Tu, 11/17: Legal Battles over "Calidad" in the late Bourbon Era [25 pp.]**
 RDG: Twinam, "Pedro de Ayarza," in Adrien, ed., pp. 194-210.
 Buschges, "Don Manuel Valdivieso," in Boyer & Spurling, pp. 224-233.
 DUE: Essay 10
- 24) Th, 11/19: A Closer Look at Radical Resistance: Andean Revolts [38 pp.]**
 RDG: Flores Galindo & de Areche, from Starn, ed., pp. 147-161.
 Brown, Ch. 11, "Rebellion in the Andes," pp. 339-50.
 Walker, Charles F., "Introduction," pp. xxiii-xxxv. [13 pp.]
- 25) Tu, 11/24: Plantation Slavery, 18th – 19th centuries [24 pp.]**
 RDG: Schwartz, "Sugar Plantation Labor," pp. 39-63.
 DUE: Essay 11
- *** Th, 11/26: THANKSGIVING (no class)**
- 26) Tu, 12/1: The Haitian Revolution [50+ pp.]**
 RDG: Burkholder & Johnson, "The Haitian Revolution," pp. 352-54.
 Dubois, "Prologue," pp. 1-7.
 Brown, Ch. 13, "The Haitian Social Revolution," pp. 387-405.
 Trouillot, "An Unthinkable History," pp. 70-107.
 DUE: Essay 12
- 27) Th, 12/3: Battles for Independence I**
 RDG: Burkholder & Johnson, Ch. 11, "Crisis and Political Revolution," pp. 352-67.
- 28) Tu, 12/8: Battles for Independence II [39 pp.]**
 RDG: Burkholder & Johnson, Ch. 12, "From Empire to Independence," pp. 368-89.
 DUE: Essay 13
- 29) Th, 12/10: The Colonial Legacy, Catch-up, and Review**
 RDG: Burkholder & Johnson, Ch. 13, "Epilogue," pp. 391-401.
- FINAL EXAM: Th, December 17 (10:10-12:10)**