

Northern Arizona University/College of Arts & Letters
Department of History
History 580/Fall 2015

Readings in Ibero-American History, 1500-1850

Thursday 4:00 -6:30 p.m.

Liberal Arts 203

Office hours: LA 320 Mon. and Wed. 2-4

Professor Norah Andrews

Email: Norah.Andrews@nau.edu

Twitter: @NorahLAndrews

DESCRIPTION

This graduate readings course covers the colonial period in Spanish and Portuguese America from roughly 1500-1850. Major themes will include slavery and freedom, Indigenous responses to Iberian rule, gender and sexuality, Catholicism, trade and commerce, and governance. The course engages with major historiographical debates in the Anglophone literature of the last three decades with respect to legal, social, and cultural history. Geographically, the weeks will be divided between Mesoamerica, the Andes, the Caribbean, and the Southern Cone. Emphasis is placed on Atlantic and Pacific diasporas as well as internal migrations.

READINGS

This readings course is based on required texts as well as student-chosen materials. We will choose topics as a class through collaboration and consensus. See the course schedule below for the six weeks that we will choose topics as a class. The following books are required for purchase and will be on reserve at the library. Print and electronic materials are available through the library.

Sherwin K. Bryant, *Rivers of Gold, Lives of Bondage*

Kathryn Burns, *Colonial Habits*

María Elena Díaz, *The Virgin, the King, and Royal Slaves of El Cobre*

Hal Langfur, *The Forbidden Lands*

María Elena Martínez, *Genealogical Fictions*

Laura Mello y Souza, *The Devil in the Land of the Holy Cross*

ASSIGNMENTS

All assignments should be submitted online before midnight on the due date through BBLearn.

PARTICIPATION

Participation is critical to the success of this seminar. Absences must be discussed with the professor in advance. Each unexcused absence will result in the deduction of two percentage points from the overall grade. If you will be absent or late, email the discussion leader with comments and questions to add.

We will use a discussion board to facilitate seminar. Post a question or comment for use in class by 4 p.m. on the Wednesday before class.

LEADING SEMINAR

Each student will lead the class twice. This exercise will prepare students to talk about the argument of an academic text and facilitate an open discussion with peers and the professor. This assignment consists of bringing prepared questions and passages to the class to start the discussion. Other students will also prepare questions for each class, but the leader should be ready to keep the discussion going in the event of a lag in participation.

ANNOTATED BIBLIOGRAPHY

This assignment will prepare students, along with the historiographical essay, to pursue a final paper project that is grounded in historiographical trends. Choose 8-10 works and provide a paragraph summary of their importance and content. The bibliography counts for 10 percent of the grade and is due **October 22 by midnight**.

HISTORIOGRAPHICAL ESSAY

A historiographical essay will count for 20 percent of the overall grade. Note that this is not the same as an annotated bibliography and should not contain identical text to the previous assignment. This essay will use texts from the course and others of the student's choosing to explore a particular theme in the literature. The length of this paper will be 10-15 pages. Pick a topic that has resulted in some kind of debate or disagreement that has produced different trends. Appropriate topics could include: the early-colonial Church, Black participation in Independence movements, sexuality and the Inquisition, etc. Topics can be broad or specific, depending on the number of works associated with the theme. At least ten works (books, articles, and chapters) should be chosen from this list course and beyond. Due **November 12 by midnight**.

PROPOSAL

The final assignment will demonstrate your understanding of a specific theme in Latin American history and present a plan for undertaking a major research project. This proposal should cover why this research is important, how you would complete it, and what it means for the rest of the field. Reference specific primary source collections you would use to carry out this project. You should integrate content from your historiographical essay and annotated bibliography to provide context for your research. Knowledge of languages other than English is not necessary. The essay is due to BBLearn on the appointed exam day, **December 16, by 5 p.m.**

GRADING

Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

Participation: 30%

Leading Seminar: 20%

Annotated Bibliography: 10% DUE 10/22

Historiographical Essay: 20% DUE 11/12

Proposal: 20% DUE 12/16

Part I: Building Institutions

9/3 Week 1 Build the Syllabus

9/10 Week 2 Women in the Church

Kathryn Burns, *Colonial Habits*

9/17 Week 3 Establishing a Regime: Open topic

Susan Kellogg, Ch. 3 "Law and the Transformation of Women's Roles," in *Law and Transformation of Aztec Culture 1500-1700* [e-book]

Pete Sigal, "Queer Nahuatl: Sahagún's Faggots and Sodomites, Lesbians and Hermaphrodites," *Ethnohistory* 54 (2007) 9-34.

9/24 Week 4 Colonizing Souls

Laura de Mello e Souza, *Devil in the Land of the Holy Cross*

Part II: Slavery

10/1 Week 5 Early Black Slavery

Sherwin K. Bryant, *Rivers of Gold, Lives of Bondage*

10/8 Week 6 Borderlands

James Brooks, *Captives and Cousins*

10/15 Week 7 Black Slavery and Monarchy

María Elena Díaz, *The Virgin, the King, and Royal Slaves of El Cobre*

10/22 Week 8 Family and Gender in Brazil ANNOTATED BIBLIOGRAPHY DUE

Alida C. Metcalf, "Women and Means: Women and Family Property in Colonial Brazil" *Journal of Social History* Vol. 24, No. 2 (Winter, 1990), pp. 277-298

Kathleen J. Higgins, Introduction and Chapters 2 and 3, other chapters optional, "*Licentious Liberty*" in a *Brazilian Gold-Mining Region*

Part III: Late-Colonial Meanings of Race and Identity

10/29 Week 9 The Rise of Caste

María Elena Martínez, *Genealogical Fictions*

11/5 Week 10 Changing Castes

Twinam, *Purchasing Whiteness: Pardos, Mulattos, and the Quest for Social Mobility in the Spanish Indies*

11/12 Week 11 Indian Identities HISTORIOGRAPHICAL ESSAY DUE

Matthew, Laura, "Mexicanos and the Meanings of Ladino in Colonial Guatemala"

Sean McEnroe, "A Sleeping Army: Diplomatic and Civic Structures on the Nahua-Chichimec Frontier," *Ethnohistory* 59:1 (2012)

Part V: Approaching Independence

11/19 Week 12 Black Politics in the Circum-Caribbean

Helg, *Liberty and Equality in Caribbean Colombia, 1770-1835*

Marcela Echeverri, "Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809-1819." *Hispanic American Historical Review* 91, no. 2 (2011), pp. 237-269.

11/26 Week 13 No class

12/3 Week 14 Brazilian Empire

Hal Langfur, *The Forbidden Lands*

12/10 Week 15 Travel Writing

Mary Louise Pratt. *Imperial Eyes: Studies in Travel Writing and Transculturation*.

Final project due to BBLearn by 5 p.m. on December 16