

Northern Arizona University/College of Arts & Letters
Department of History
History 280/Fall 2015

COLONIAL LATIN AMERICA

MWF 9:10 -10:00 a.m.

Liberal Arts 204

Office hours: LA 320 Tue. and Thurs. 2-4

TA Office hours: Bio 209 Mon. and Wed. 10-11

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DESCRIPTION

This course provides an overview of Spanish and Portuguese colonies in the Americas from the late-fifteenth to the early-nineteenth century. We begin with an introduction to societies in the Americas, West Africa, and Iberia and conclude in roughly 1830. The course moves chronologically, but emphasis is placed on thematic continuity and change throughout time and space. We will focus on several broad geographic areas within Latin America: the Andean zone, New Spain, the Caribbean, and Brazil. Uniting these regions are a set of common historical themes which we will explore, including labor and production, sexuality, gender, trade and exchange, religion, and politics.

A wide range of primary and secondary texts will contribute to our understanding of political, economic, intellectual, social, and cultural history in colonial Latin America. In doing so, the class meets the requirement designation of Cultural Understanding in Global Liberal Studies. The essential skills gained from the class include critical thinking. This course qualifies for the student's fulfillment of NAU's **Global Diversity** curriculum requirement.

STRUCTURE

Class will consist of lecture, primary document analysis, and discussion of assigned readings. Lecture topics are presented next to the date of each class. Students should complete the assigned reading beneath each class where applicable. Pages in the textbook are assigned for the week as a whole. Fridays will be discussion focused. Special classes will include digital collaboration to analyze primary texts, visits to the library, and an in-class debate.

Weekly questions are provided to guide reading and discussion. Each exam will include a choice of three essay questions, two of which will be drawn from the weekly discussion questions.

DIGITAL HUMANITIES

This course uses tools from the field of digital humanities to encourage collaboration in and outside the classroom. In small groups, students will use free, digital tools to conduct in-class assignments and share their ideas with the class. These tools will include the Trans-Atlantic Slave Trade Database, which will allow us to identify individual Africans by name and place of enslavement; Prism, a tool for crowd-sourced textual analysis; and Google Maps, which we will use to show the persistence of colonial places and their transformation over time.

LIBERAL STUDIES

History 280 supports the **mission of the Liberal Studies Program** by providing students with a learning experience in which they will:

Gain a deeper understanding of the world's peoples and their diversity through an exploration of the many facets and complexities of Latin American history from the pre-Columbian period to the early 19th century when most of the Latin American countries gained their independence.

Analyze aspects of the Latin American experience that are common to all human societies, including religion, gender, ethnicity, identity, and technology.

Learn from the past to develop an ethos of living responsible, productive, and creative lives in their communities and in a globalizing world.

Liberal Studies Distribution Block: Cultural Understanding.

History 280 supports the goals of the **Cultural Understanding** block by:

Engaging students in the study of the history of Latin America's many cultures and evolving societies from several centuries BCE to the early 19th century.

Engaging students in learning how different ethnic cultures have evolved in Latin America from the pre-Columbian period through 300 years of colonial encounters between indigenous peoples, Spaniards, and Africans, as well as how diverse and mixed ethnic and cultural influences have shaped the trajectory of Latin American social, economic, and political history.

Enhancing students' comprehension of cultural development, including frameworks for understanding belief systems, social organization and labor mobilization, social mobility, environmental exchanges, gender, class, ethnic identity, and cultural diversity.

Liberal Studies Essential Skills: Critical Thinking

The reading, writing, and discussion requirements for History 280 are designed to foster skills in **Critical Thinking**. The course will engage students in critical reflection and appreciation of differences and similarities across Latin America's many cultural and ethnic groups. The assignments listed below will help students acquire a broad range of knowledge as well as essential skills they will use beyond graduation. The course will cultivate critical thinking through reading, class discussions, exams, and papers designed to develop their ability to interpret qualitative historical data and fashion well-reasoned arguments and analysis.

Student Learning Outcomes:

By the end of the course, students will have achieved the following:

Through reading, attending class and taking notes, and participating in class discussions, students will have gained an understanding of key themes and issues in the historical experience of the diverse peoples of Latin America in the pre-Columbian and colonial periods, as well as various theoretical perspectives that have come to shape our understanding of that past. Students will have developed an awareness not only of the ways in which Iberians imposed colonial rule, but also of how indigenous peoples and African slaves contributed to shaping colonial society.

Students will demonstrate through class discussions their understanding of the readings and participate in critical discussions of the sources. They will show awareness of the difference between primary and secondary sources and of the complexity and subjectivity of historical interpretation.

Students will demonstrate through writing assignments their ability to synthesize and critically analyze secondary texts and to develop well-reasoned arguments about various aspects of Latin American colonial history. Students will demonstrate their ability to highlight historical causation, actions, and outcomes in reference to specific events as well as diverse ethnic, cultural, and social groups.

Students will demonstrate their knowledge and understanding of content through exams which cover the basic course texts and class lectures.

Assessment of Learning Outcomes:

A variety of instruments will be used to help you meet the objectives of the course and to assess student achievements.

ATTENDANCE AND PARTICIPATION

Students are required to attend every class.

Bring questions and thoughts about the readings to class and participate in class discussions.

Each Friday, students will turn in a **printed paragraph** about the Weekly Question. These paragraphs will assist with small group discussions. This weekly assignment is part of the participation grade.

On the evening of November 9, Professor José Carlos de la Puente (Texas State) will give a **public lecture** called “To See the Things of Spain: Indigenous Travelers to the Hapsburg Court.” All students are required to attend. Details to be announced. Participation accounts for **20%** of the grade.

ASSIGNMENTS

Assignment 1: A **short essay due September 18 online by midnight**. This paper will be 2-3 pages in length and be a document-based analysis. Topics will be distributed September 11 on BBLearn.

Assignment 2: In-class **midterm exam on October 9**. The midterm will consist of one short essay of at least four pages in the exam book, five definitions or short answers, and a map quiz (based on Map 1 in textbook). Students will have the entire class period to complete the exam.

Assignment 3: An interactive **map**. The purpose of this assignment is to explore the persistence of colonial places in Latin America. Use Google Maps to create your own map of colonial places, complete with relationships between these places. You may choose a town, city, country, or region of any size. For each place, you must note its significance and why you chose it. Group work is acceptable, provided that each of you completes the minimum number of places, thus creating a more detailed map. This assignment is creative and may be as simple or complex as you like. However, you must convey enough material to cover a minimum of 10 and a maximum of 15 places. Your map is **due October 16**.

Assignment 4: In-class **debate on November 6** will count for 10% of the grade. Students will argue in two teams for or against a topic. The basic question will be, “Was colonial governance effective before the eighteenth century?”

Assignment 5: Take-home **final essay**. The final will consist of three possible **essay** choices; choose one. The essay should cite a minimum of five sources and be 5-7 pages in length. Students will have from December 2 until the scheduled exam date from the Registrar to complete the essay. Therefore the essay is **due on December 16 by 9:30 a.m.** While you may consult the Writing Center for help structuring your paper, this work should reflect your own ideas, argument, and understanding of the material. Plagiarism is not acceptable. Use the conventions of The Chicago Manual available online at chicagomanualofstyle.org and in print.

COURSE ABSENCE AND EXTRA CREDIT POLICY

Attendance is mandatory. Excused absences will be granted for family emergencies or illness confirmed with a note from a doctor or dean. Unexcused absences can be made up by attending on-campus events. To receive **extra credit** or make up an absence, simply attend an on-campus event and email the professor. Possible events include, but are not limited to, programming in Latin American, Ethnic, or Applied Indigenous Studies. Relevant events in History, Anthropology, Music, Global Languages & Cultures, Comparative Cultural Studies, English, Museum Studies, and other departments.

GRADING

Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F. Each assignment is worth the following percentage of the grade:

Participation: 20%
Short paper: 10%
Midterm Exam: 20%
Map: 10%
In-class debate: 10%
Final Essay: 30%

ACADEMIC RESOURCES

The BBLearn site contains links and materials for your final projects, ranging from printed books online to image banks. You will also find grading rubrics, instructions, and the syllabus. Please email the professor with any concerns or to schedule an appointment outside of Office Hours. The Cline Library staff is available to help you via chat or in person with research questions. If you are having trouble, try going to the Writing Lab staffed by History graduate students on MWF between 10 a.m. and 3 p.m. on the 2nd floor of Liberal Arts.

The Student Learning Centers (Tutoring, Peer Jacks Mentoring and Transfer and Commuter Connections), TRIO Outreach programs (Upward Bound, Upward Bound/Math Science, Educational Talent Search and Educational Opportunity Center) and Educational Support Services main office are back in the University Union, second floor! Specific room locations are below:

- Tutoring-room 201
- Transfer and Commuter Connections office/lounge-room 247
- Peer Jacks lounge and staff-room 201
- Educational Support Services main office-room 260
- Educational Talent Search (ETS)/Educational Opportunity Center (EOC)-room 241

EMERGENCY TEXTBOOK LOAN

To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS FOR COURSE SYLLABI

See these policies online at http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/

COURSE SCHEDULE

REQUIRED TEXT

Mark Burkholder and Lyman Johnson, *Colonial Latin America*, 9th edition (Oxford, 2014)

READINGS

Each week, students should expect 30-40 pages of reading from the textbook. Other materials will be available through online reserve.

Week 1 *Atlantic Worlds*

Textbook reading, Part 1, “America, Iberia, and Africa before the Conquest” 23-49

8/31 Introduction

9/2 Atlantic Africa and Iberia

9/4 Discussion Section

Discuss Philip Morgan, "Africa and the Atlantic, c. 1450 to c. 1820" in *Atlantic History: A Critical Appraisal* eds. Jack P. Greene and Philip D. Morgan (Oxford, 2008) 223-249. [e-book]

1) Weekly Question: How did Africans change the Atlantic world of the early modern era?

Week 2 *Native Societies of the Americas*

Textbook reading, Part 1, "America, Iberia, and Africa before the Conquest" 1-23

9/7 NO CLASS

9/9 Mesoamerican Chronicles

Meet in Cline Library Room 200

In class, see facsimiles of the Codex Nuttall and Codex Borbonicus

Use World Digital Library to examine Dresden Codex and Florentine Codex

9/11 Library resources

Meet in Cline Library Room 200

In class, discuss library resources and research tools available at Cline

2) Weekly Question: Were the Aztec, Inca, and Maya civilizations also empires?

Week 3 *Conquests and Contacts*

Textbook reading, Part 2, "The Age of Conquest" 50-90

9/14 Spaniards in Mexico and Peru

9/16 Exploration of South America

In class, Aguirre, the Wrath of God (1972) [Watch remaining portion on BBLearn]

9/18, Discussion section **SHORT PAPER DUE**

Discuss Aguirre, the Wrath of God (1972)

In class, Map Worksheet

3) Weekly Question: What factors aided the Spanish conquests of Mexico and Peru?

Week 4 *Religious Difference*

Textbook reading, Part 3, "Ruling New World Empires" 91-118

9/21 Meanings of Conversion

In class, Robert Edgar Conrad "Children of God's Fire" in *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Penn State, 1994) 163-174.

9/23 Inquisitions

9/25 Discussion section

Discuss Stuart Schwartz, "American Propositions: Body and Soul in the Indies" in *All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic World* (Yale, 2008) 121-150.

4) Weekly Question: How did heterodoxy change the religious landscape?

Week 5 *Labor*

Textbook reading, Part 4, “Population and Labor” 119-151

9/28 Slavery and Slave Trading

Activity using the Trans-Atlantic Slave Trade Database

9/30 Coerced Labor Systems

Guaman Poma de Ayala *The First New, Chronicle and Good Government* (1615). “How the *corregidores* and priests abuse the poor Indians of this realm” (drawing 336) and “How the Spaniards abuse their African slaves” (drawing 337). Accessible online through The Royal Library in Copenhagen at <http://www.kb.dk/en/nb/tema/poma>

10/2 Discussion section

Discuss Susan Socolow, “Women and Work” in *The Women of Colonial Latin America* (Cambridge, 2000) 112-129.

5) Weekly Question: What factors affected women’s economic participation?

Week 6 *Colonial Economies*

Textbook reading, Part 5, “Production, Exchange, and Defense” 152-189

10/5 Black Slavery STUDY SESSION WITH TA 7 p.m.-8:30 p.m., LA 204

10/7 Colonial Tax Regimes

10/9 MIDTERM ADMINISTERED IN CLASS

6) Weekly Question: How did Black slavery shape colonial Latin American economies?

Week 7 *Societies of Caste and Class*

Textbook reading, Part 6, “The Social Economy” 190-220

10/12 Class Divisions

10/14 Music, Art, and Entertainment

10/16 Discussion Section MAP ASSIGNMENT DUE

Read Jane Mangan, “A Market of Identities: Women, Trade, and Ethnic Labels in Colonial Potosí” in Andrew B. Fisher and Matthew D. O’Hara, eds., *Imperial Subjects: Race and Identity in Colonial Latin America* (Duke, 2009) 61-80.

7) Weekly Question: Which was more important in determining position, caste or class?

Week 8 *Patriarchy*

Textbook reading, Part 7, “The Family and Society” 221-244

10/19 Family, Property, and Colonial Law

10/21 Honor

In class, Sonia Lipsett-Rivera, "Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His Castiza Wife, Josefa Cadena (Mexico, 1782)," in *Colonial Lives: Documents in Latin American History, 1550-1850* (Oxford, 2000), 216-23.

10/23 Discussion Section

Discuss Asunción Lavrin and Edith Couturier, "Dowries and Wills: A View of Women's Socio-economic Power in Colonial Guadalajara and Puebla, 1640-1790" *HAHR* 59 (1979) 280-304.

8) Weekly Question: How powerful was patriarchy?

Week 9 *Differing Impressions of Empire*

Textbook reading, Part 8, "Living in an Empire" 245-295

10/26 What Did People Do All Day?

10/28 Sexual Violence

In class, use Prism to analyze the themes in a primary source. Richard A. Gordon, "Confessing Sodomy, Accusing a Master: The Lisbon Trial of Pernambuco's Luiz da Costa, 1743" in Kathryn McKnight and Leo Garofalo, eds., *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812* (Hackett, 2009) 274-283.

NOTE: ANYONE UNABLE TO ATTEND MAY NOTIFY THE PROFESSOR

10/30 Discussion Section

Discuss María Elena Martínez, "The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico" *The William and Mary Quarterly* 61, no. 3 (Jul., 2004).

9) Weekly Question: What do violence and punishment tell us about Empire?

Week 10 *Fraying Edges or Integral Peripheries?*

Textbook reading, Part 9, "Imperial Expansion" 296-319

11/2 Territorial Changes to the Iberian Empires

11/4 Overlapping Empires Guest lecture with Jack Reid

11/6 IN-CLASS DEBATE

10) Weekly Question: Was colonial governance effective before the eighteenth century?

Week 11 *Enlightened Reforms in Local Contexts*

Textbook reading, Part 10, "The Era of Caroline Reforms" 320-351

11/9 Successes of Bourbon Reforms

11/11 NO CLASS

11/13 Imperial Control and Frontier Societies

11) Weekly Question: How did reforms affect individuals and the regime?

Week 12 *Resistance in the Eighteenth Century*

Film on BBLearn, La última cena (Cuba, 1976)

11/16 The Limits of Bourbon Reform

11/18 Rebellions in South America

11/20 Discussion Section

Discuss film, La última cena (Cuba, 1976)

Ward Stavig, "Ethnic Conflict, Moral Economy, and Population in Rural Cuzco on the Eve of the Thupa Amaro II Rebellion" *The Hispanic American Historical Review*, Vol. 68, No. 4 (Nov., 1988), pp. 737-770

12) Weekly Question: What limited the implementation of policies in the era of Bourbon Reform?

Week 13 *Imperial Crises and Atlantic Revolutions*

Textbook reading, Part 11, "Crisis and Political Revolution" 352-367

11/23 Atlantic Revolutions

11/25 NO CLASS

11/27 NO CLASS

13) Weekly Question: What sparked different independence movements in Latin America? (turn in on Monday 11/30)

Week 14 *Subjects, Citizens, and Everyone Else*

Textbook reading, Part 12, "From Empire to Independence" 368-390

11/30 Independence in Mexico

12/2 Independence in South America

12/4 Empires in Mexico and Brazil

In class, "The Plan of Iguala" of Agustín de Iturbide, reproduced widely and available online

14) Weekly Question: Who benefitted from independence?

Week 15 *The Persistence of Slavery*

Textbook reading, Part 13, "Epilogue" 391-402

12/7 Brazil in the Nineteenth Century

In class, excerpts from "Last Will and Testament of Anna de São Jozé da Trindade, Salvador, Bahia, 1823 in *Colonial Latin America: A Documentary History* 379-383

12/9 Caribbean Slavery

12/11 Review ESSAY TOPICS DISTRIBUTED IN CLASS

15) Weekly Question: How did urban and rural slavery differ?