

History 261
Colonial Latin America
Gustavus Adolphus College
MWF 11:30 – 12:20
SSC 107

Sujay Rao
Social Science Center 216
Office Hrs: MWF 1:30 – 2:30
Telephone: x7434
Email: srao@gustavus.edu

COURSE SYLLABUS – Spring 2008

Overview: Columbus' arrival in the Americas set in motion a violent fusion of European, African, and indigenous civilizations, a fusion that would create a uniquely Latin American society. This course will examine the economic, social, political, and cultural evolution of that society up to the eve of independence at the beginning of the nineteenth century, discussing the contributions of Spaniards, mestizos, indigenous peoples, and Africans. Topics include Pre-Columbian societies; the conquest; the imposition of the colonial order; indigenous, slave, and urban societies; and the imperial reforms of the late eighteenth century.

Assignments:

- Attendance and informed participation, 20%
- Document Analysis #1 (due in class, Friday, February 29), 5%
- 5-page Paper (due in class, Wednesday, March 19), 15%
- Midterm exam (in class, Monday, April 14), 10%
- Document Analysis #2 (due in class, Monday, April 28), 5%
- Source Report (due in class, Wednesday, April 30), 5%
- Oral Presentation (in class, May 9 – May 21), 10%
- Research Paper (due by Tuesday, May 27), 15%
- Final Exam (Tuesday, May 27, 8AM – 10AM), 15%

Readings: The following books are available for purchase at the Book Mark:

- Mark Burkholder and Lyman Johnson, *Colonial Latin America*, 6th edition (required)
- Bernal Diaz, *The Conquest of New Spain* (required)
- Kenneth Andrien, *Andean Worlds* (required)

Grading Policies and Late Work: You may *request* an extension for *either* the 5-page Paper *or* the Source Report provided that you make the request at least one week before the due date. Any other late work will be penalized at the rate of 1/6 of a letter grade per day (for example, an A- paper turned in two days late would receive a B+) with exceptions for documented illnesses and other emergencies. If you cannot avoid turning an assignment in late, please talk to Sujay *in advance*.

Attendance and Participation: Attendance at all meetings is mandatory and will be recorded. Please make every effort to ensure that other activities do not interfere with regular attendance. If an absence is absolutely unavoidable, please talk to Sujay *in advance*. 2 or more unexcused absences will certainly not help your grade, *4 or more unexcused absences will lead to an automatic reduction of your overall course grade by 1/3 of a letter grade for each additional absence*. Participation is not entirely voluntary – at times students will be called on to contribute to discussions.

Week 1:

Monday, February 11: Welcome to History 261 – Colonial Latin America

- Handout: Syllabus

Wednesday, February 13: Pre-Columbian Civilizations – Background

- Reading due: Burkholder and Johnson, *Colonial Latin America*, “Amerindian Civilizations,” pp. 1-23.
- Handout: Instructions for e-reserves.
- Handout: Perspectives.

Friday, February 15: NO CLASS

Week 2:

Monday, February 18: NO CLASS

Wednesday, February 20: The Incas and the Aztecs

- Discussion: The many ways to participate in a discussion
- Discussion of the video *The Incas* (to be viewed prior to class).
- Reading due: Townsend, *The Aztecs*, Chapters 3-4, pp. 44-78 (on e-reserve).

Friday, February 22: The Aztecs

- Reading due: Townsend, *The Aztecs*, Chapters 5-6, pp. 80-114 (on e-reserve).

Week 3:

Monday, February 25: The Caribbean

- Reading due: David Watts, *The West Indies*, Chapter 2 “Aboriginal Peoples: Settlement and Culture,” pp. 41-77 (on e-reserve).

Wednesday, February 27: Spain’s Encounter with the New World – Background

- Reading due: Burkholder and Johnson, *Colonial Latin America*, remainder of Ch. 1, pp. 23-47.
- Discussion: Note-taking strategies
- Handout: Document Analysis #1
- Handout: The Paper Proposal

Friday, February 29: Spain's Encounter with the New World – First Voyages & Early Government

- Reading due: “Letter of Columbus to Various Persons Describing the Results of his First Voyage and Written on the Return Journey,” pp. 115-123 (on e-reserve).
- Reading due: “Royal Instructions to Ovando,” pp. 55-57 (on e-reserve).
- Reading due: “Requerimiento,” pp. 58-60 (on e-reserve).
- Reading due: “Laws of Burgos,” pp. 61-82 (on e-reserve).
- Reading due: “A Grant of Encomienda,” pp. 83-84 (on e-reserve).
- Handout: Study questions for Díaz, *The Conquest of New Spain*
- Handout: The 5-page Paper
- **Document Analysis #1 due**

Week 4:

Monday, March 3: The Conquest of New Spain – The First Voyages

- Reading due: Burkholder and Johnson, *Colonial Latin America*, “The Conquest of Mexico,” pp. 52-60.
- Reading due: Bernal Díaz, *The Conquest of New Spain*, pp. 7-84.

Wednesday, March 5: The Conquest of New Spain – Veracruz

- Reading due: Bernal Díaz, *The Conquest of New Spain*, pp. 85-165.

Friday, March 7: The Conquest of New Spain – The March to Tenochtitlán

- Reading due: Bernal Díaz, *The Conquest of New Spain*, pp. 166-244.

Week 5:

Monday, March 10: The Conquest of New Spain – Cortés in Tenochtitlán

- Reading due: Bernal Díaz, *The Conquest of New Spain*, pp. 245-325.
- Discussion: Making arguments

Wednesday, March 12: The Conquest of New Spain – The Fall of Tenochtitlán

- Reading due: Bernal Díaz, *The Conquest of New Spain*, pp. 326-413.
- Discussion: Writing with sources
- Handout: Critical Thinking exercise

Friday, March 14: Las Casas

- Reading due: Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, pp. 3-13 and 42-56 (on e-reserve).
- Discussion of the film *The Other Conquest* (to be viewed prior to class)

Week 6:

Monday, March 17: The Church and the Conquest

- Reading due: Burkholder and Johnson, *Colonial Latin America*, Ch. 3, pp. 93-119.
- Reading due: “The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524,” pp. 19-22 (on e-reserve).
- Reading due: Motolinía, “Of How Some of the Indians Began to Come to be Baptized,” pp. 51-57 (on e-reserve).
- Reading due: Fray Diego Durán, *Book of the Gods and Rites*, pp. 51-56 (on e-reserve).
- Reading due: “Paul III: Indians are Men,” pp. 104-105 (on e-reserve).
- Reading due: “New Laws,” pp. 109-112 (on e-reserve).
- Reading due: “Sepúlveda: Just War Against Barbarians,” pp. 113-120 (on e-reserve).

Wednesday, March 19: Social and Demographic Change after the Conquest

- Reading due: Burkholder and Johnson, *Colonial Latin America*, “Changes in the Colonial Population,” pp. 123-134.
- Reading due: “Congregación: Tlanchinol,” pp. 160-168 (on e-reserve).
- **5-page Paper due**

Friday, March 21: NO CLASS

SPRING BREAK – ENJOY!

Week 7:

Monday, March 31: The Challenge of Sustainability

- Reading due: Jared Diamond, *Collapse*, Chapter 14 “Why Do Some Societies Make Disastrous Decisions?,” pp. 419-440 (on e-reserve).

Wednesday, April 2: Environmental Consequences of the Conquest

- Reading due: Elinor Melville, *A Plague of Sheep*, Chapters 1 and 2, pp. 1-59 (on e-reserve).
- Handout: Midterm exam study questions

Friday, April 4: Indigenous Society in the Andes, Part I

- Reading due: Andrien, *Andean Worlds*, Chapters 1-3, pp. 1-71.
- Chapter presentations

Week 8:

Monday, April 7: Indigenous Society in the Andes, Part II

- Reading due: Andrien, *Andean Worlds*, Chapters 4-5, pp. 73-152.
- Chapter presentations

Wednesday, April 9: Indigenous Society in the Andes, Part III

- Reading due: Andrien, *Andean Worlds*, Chapters 6-8, pp. 153-243.
- Chapter presentations

Friday, April 11: Spain's New World Empire – Background

- Reading due: Burkholder and Johnson, *Colonial Latin America*, Ch. 5, pp. 156-191.

Week 9:

Monday, April 14: MIDTERM EXAM

Wednesday, April 16: The Slave Trade

- Reading due: *The Atlantic Slave Trade*, Part I “Why Were Africans Enslaved?” pp. 1-29 (on e-reserve).
- Handout: The Source Report
- **Paper Proposal due**

Friday, April 18: The Beginnings of African Slavery in the Americas

- Reading due: Burkholder and Johnson, *Colonial Latin America*, “Slavery and the Slave Trade,” pp. 144-153.
- Reading due: Stuart Schwartz, “Indian Labor and New World Plantations: European Demands and Indian Response in Northeast Brazil,” in *American Historical Review*, Volume 83 (1978), pp. 43-79 (on e-reserve).

Week 10:

Monday, April 21: To Be a Slave in Brazil

- Reading due: Katia M. de Queirós Mattoso, *To Be a Slave in Brazil*, Chapters 4 and 5, pp. 85-124 (on e-reserve).

Wednesday, April 23: Society in the Seventeenth Century – Background

- Reading due: Burkholder and Johnson, *Colonial Latin America*, Ch. 7, pp. 225-247.

Friday, April 25: Convents and the “Spiritual Economy”

- Reading due: Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru*, Part II, pp. 99-154 (on e-reserve).
- Handout: Document Analysis #2

Week 11:

Monday, April 28: Santa Rosa and Sor Juana

- Reading due: Kenneth Mills and William B. Taylor, *Colonial Spanish America: A Documentary History*, “Santa Rosa of Lima According to a Pious Accountant,” pp. 194-202 (on e-reserve).
- Reading due: Mills and Taylor, *Colonial Spanish America*, “Sor Juana Inés de la Cruz’s Letter to Sor Filotea,” pp. 203-210 (on e-reserve).
- Reading due: Mills and Taylor, *Colonial Spanish America*, “Portraits of Santa Rosa and Sor Juana,” pp. 211-213 (on e-reserve).
- **Document Analysis #2 due**

Wednesday, April 30: Imperial Reform – Background

- **NOTE: Shortened class due to MayDay**
- Reading due: Burkholder and Johnson, *Colonial Latin America*, Ch. 9, pp. 298-351.
- Reading due: “Wickedness of Government,” pp. 219-224 (on e-reserve).
- **Source Report due**

Friday, May 2: The Reformers and Indigenous Peoples

- Reading due: Concolorcorvo, *El Lazarillo: A Guide for Inexperienced Travelers between Buenos Aires and Lima, 1773*, Chapters XVI-XX, pp. 203-258 (on e-reserve).
- Handout: The Oral Presentation

Week 12:

Monday, May 5: Reaction to Reform – Background

- Reading due: Burkholder and Johnson, *Colonial Latin America*, Ch. 10, pp. 357-406.

Wednesday, May 7: Indigenous Revolt in the Andes

- Reading due: Ward Stavig, “Ethnic Conflict, Moral Economy, and Population in Rural Cuzco on the Eve of the Thupa Amaro II Rebellion,” in *Hispanic-American Historical Review*, Volume 68 (1988), pp. 737-770 (on e-reserve).
- Handout: Final exam study questions
- Handout: Guidelines for Research Paper

Friday, May 9: Oral Presentations

Weeks 13 and 14:

Monday, May 12: Oral Presentations

Wednesday, May 14: Oral Presentations

Friday, May 16: Oral Presentations

Monday, May 19: Oral Presentations

Wednesday, May 21: Oral Presentations

The Research Paper will be due no later than 5PM on Tuesday, May 27.

ACADEMIC HONESTY POLICY

Every Gustavus Adolphus College student now agrees to abide by the academic honesty policy and honor code as a condition for enrollment. The honesty policy stipulates:

In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In addition, the policy states "a student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work had been submitted in a previous semester."

In this course, any violation of the academic honesty policy will carry the following penalty: failure of the assignment and, at the discretion of Dr. Rao, failure of the course. Students who dispute an allegation of academic dishonesty may request a hearing before a joint student/faculty honor board.

As your instructor I will attempt to clearly define the level of authorized aid appropriate to a particular assignment. However, you are responsible to ask questions about any reasonable doubt you have regarding my definition of authorized aid.

Under the honor code policy, the proctoring of exams is at the discretion of the instructor. I do intend to proctor exams in this course.

Finally, an integral part of the honor code is non-tolerance of violations. Under our code students are not expected to police others' actions. Rather, you agree to report violations of which you become aware. Failure to do so will constitute an honor code violation in this class.

DISABILITY SERVICES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990) work together to ensure 'reasonable accommodation' and non-discrimination for students with disabilities in higher education. A student who has a physical, psychiatric/emotional, medical, learning, or attentional disability that may have an effect on the student's ability to complete assigned course work should contact the Disability Services Coordinator in the Advising Center, who will review the concerns and decide with the student what accommodations are necessary.