

## History 127

### Questioning the Colonial Latin-American Past, 1450-1850

**Dr. Kym Morrison**

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**Office Hours:**

Tuesday 2:30-4:00 p.m.

Wednesday 10:30-12:00 p.m.

and by appointment

**Course Description:**

This course prompts students to understand the experiences fostered by the Spanish and Portuguese colonial rule in the Americas. Students are encouraged to examine the lives and political behaviors of the African-American, European-American, indigenous, and mestizo peoples who created the societies of colonial Latin America between 1492 and 1823. In many cases, they lived in constant negotiation amongst the intentional policies of various colonial authorities, conflicting cultural expectations, and the personal goals of individuals. Beyond the traditional boundaries of Latin America, the course gives special consideration to the legacy of Spanish America in the formation of the United States. Class time will be divided between lectures, student discussion, and small group exercises. Memorization is only a small aspect of this course. Instead, students are required to develop their own critical understanding of this history based on the evaluation and synthesis of supporting evidence.

**Course Objectives:**

In conjunction with the LinC M1 requirement, students are encouraged

- \* to understand "history" as the ideas or beliefs that have been "constructed" or created through the interpretation of the remnants of the past;
- \* to understand the academic discipline of history as defined by its inquisitive, interpretative, expository, and argumentative elements;
- \* to become familiar with the fundamentals of colonial Latin American geography and understand the shifting boundaries between the Hispanic and English-oriented regions of the Americas;
- \* to develop clarity of professional expression when writing or speaking about the major events and people in Latin American socio-political history; and
- \* to consider AGENCY and CAUSALITY in historical change and continuity within colonial Latin America.

**Required Texts:**

Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*. 2nd edition.

Ramón Gutiérrez, *When Jesus Came, the Corn Mothers Went Away*.

Kenneth Mills, William Taylor, and Sandra Lauderdale Graham, *Colonial Latin America*.

These works will be supplemented by several short articles on reserve in the library or given as handouts. Reading assignments will be approximately 80 pages per week. Several films are also assigned and should be viewed prior to class on their respective due dates. Students are expected to commit approximately eight (8) hours per week to this course beyond the time spent in class. Please keep in mind that some weeks may require more effort and some may require less.

**Requirements and Evaluation:**

10% Participation. The student's mere attendance counts for very little of this grade. Students are expected to come to class prepared to respond to the discussion questions provided by Professor Morrison. This grade also is based on the quality and quantity of the student's provocative debate, insight, and questioning, and his or her ability to respectfully allow others to do the same, and reflects the student's comprehension of the information associated with the readings, lectures, and films.

15% Unannounced quizzes (6)

30% Written assignments (3).

20% Midterm – October 13.

30% Final Examination (date and time to be announced by the College administration).

**Attendance Policy:** Attendance is each student's individual responsibility. However, success in this course will be closely linked to comprehension of the lecture material, in addition to the assigned readings and films. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform the instructor in advance and arrive in a non-disruptive manner. Illness on a quiz date will be excused only with a doctor's note.

**Health Center notes are not acceptable.**

Also, as a courtesy, please set all personal communication devices to silent mode.

**Paper Submission Formats and Late Policy** - All submissions should be typewritten, with one-inch margins on all sides. The bibliographies should be single-spaced. All other submissions should be double spaced. **All papers should follow Chicago-style documentation.**

See <http://www.dianahacker.com/resdoc/history/bibliography.html> with footnotes. The font should be between 11 and 12 points. The student's name, course number, assignment number, and submission date should be typed in the upper left corner of the first page. After this header, one blank line should appear before the assignment title, which should be centered between the left and right margins. This title should be followed by one blank line before beginning the assignment. A hard copy of all submissions is required and electronic versions will be accepted only with prior approval by Professor Morrison.

All papers are due at the beginning of class on their respective due dates. Five points will be deducted from the paper's grade if it is submitted more than ten minutes after the start of class and this deduction will be repeated for each consecutive late day after the assigned due date.

**College Policies**

A. Students with any physical, psychological, medical, or learning disability should privately contact me and Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodation for full participation in the course. Ms. Roth can be reached at 610-861-1510 or by email, [melmr01@moravian.edu](mailto:melmr01@moravian.edu). Please make these arrangements within the first few weeks of the course.

B. Moravian College expects its students and faculty to maintain a high level of academic honesty. Questions of academic honesty and plagiarism are addressed in the Student Handbook under the Academic Standards section. Professor Morrison will penalize any deviation from these standards in accordance with the policies outlined there.

## Course Schedule:

### Week 1: Setting the Scene

Aug. 30 Introduction to the course. What is history? Why and how do we study it? What is Latin America? What does the term "colonial" mean?

Sept. 1 Readings: **Handout** Rampolla, "Why Study History?", pp. 1-12, and Mills, "Introduction," pp. xxi-xxxiii; Bring the Brown book to class.

Discussion: Come to class prepared to describe the types of sources that might be used to conduct historical research. Also discuss the question of what should be included or excluded from the term "American history," especially if one thinks about the colonial period before 1776. Describe at least one type of connection between U.S. history and L.A. history.

### Week 2: The Various Contributors to Latin American Societies: Indians, Europeans, and Africans before 1492

Sept. 6 Contact period social patterns of the peoples who created colonial Latin America. Readings: Brown, chapter 1, pp. 3-35; and Gutiérrez, "Introduction," xvii-xxxii.

Sept. 8 Reading: Mills, "The Aztec Stone of the Five Eras," pp. 23-26, and Gutiérrez, "The Pueblo Indian World in the Sixteenth Century," pp. 3-36.

Film - *Chaco Legacy*, 1988 58 min (on reserve) and *Inca: Secrets of the Ancestors* 60 min (on reserve)

### Week 3: The Various Contributors (continued)

Sept. 13 Readings: Brown, Chapter 2 "Ancient South Americans," and Mills, "The Ancestors of the People Called Indians," "Inka Tunics," pp. 3-18, and a brief description of archeology of pre-contact Dominican Republic

<http://www.indiana.edu/~r317doc/dr/potiza.html>

Sept. 15 Reading: Leo Africanus's 1526 description of Timbuktu, at

[http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/leo\\_africanus.html](http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/leo_africanus.html)

and Mills "A Pope Rewards 'So Salutary and Laudable a Work,'" pp. 34-42; and Brown, pp. 77-82.

Film - *Africa: A Voyage of Discovery* - volumes "Caravans of gold" and "The King and the city" each 60 minutes.

**Writing Assignment #1:** Using the course materials, write a four to five-page essay that describes expressions of power in pre-Contact societies in the Americas. Be sure to create your own thesis and present evidence that defends it.

### Week 4: The Various Contributors (continued)

Sept. 20 - Gutierre Diaz de Gamez - Definition of a Proper Knight

[http://www.yorku.ca/inpar/gamez\\_evans.pdf](http://www.yorku.ca/inpar/gamez_evans.pdf), read only the first twelve pages.

and Catholic Kings 1492 Grant to Christopher Columbus

<http://www.yale.edu/lawweb/avalon/colum.htm>

Sept. 22 - (**handout**) TBA and the first letter from Columbus to Queen Isabel and King Fernando of Spain, at <http://www.usm.maine.edu/~maps/columbus/toc.html>

Quickly review the various links and then read the translation.

<http://www.usm.maine.edu/~maps/columbus/translation.html>

Film - *1492, Conquest of Paradise* 1993, 1992 150 min

#### Week 5: Contact

Sept. 27 - First Encounters on the North American Mainland. Brown, pp. 77-95; Mills, "The Lord and Holy Men of Tenochtitlan Reply to the Franciscans," pp. 19-22, and "The Requirement, 1513," <http://www.dickinson.edu/%7Eborges/Resources-Requerimiento.htm>

Sept. 29 - Film - *Battle of the Gods* 2001 66 mins and Brown, pp. 95-115.

#### Week 6 Contact (continued)

Oct. 4 - Núñez Cabeza de Vaca ,

<http://www.pbs.org/weta/thewest/resources/archives/one/cabeza.htm>

Film *Cabeza de Vaca* 108 min.

Oct. 6 - Gutiérrez, "The Spanish Conquest of New Mexico," pp. 39-94, and Mills, "The First Letter from Brazil," pp. 43-58. Film *The Mission* 127 min.

#### Week 7

Oct. 11 - Fall Recess

Oct. 13 - **Midterm**

#### Week 8: Political Structures

Oct. 18 Brown, "Colonial Institutions," pp. 117-158, Mills, "The Indian Pueblo of Texupa in Sixteenth-Century Mexico," pp. 117-123, and pottery description,

<http://www.indiana.edu/~r424park/dr/describe/pot.html>

Oct. 20 Gutiérrez, "Seventeenth-Century Politics," pp. 95-140.

#### Week 9: The Personal Becomes the Political

Oct. 25 Gutiérrez, "Honor and Social Status," pp. 176-206, and Handout "Affairs of the Courtroom: Fernando de Medina Confesses to Killing His Wife."

Oct. 27 Film *I, The Worst of All* 107 min.

#### Week 10 Social Groups

Nov. 1 Gutiérrez, "Honor and Social Status," pp. 176-206, and Mills, "The Mulatto Gentlemen...," pp. 159-161, and "Two Castas Paintings...," pp. 360-365.

Nov. 3 Gutiérrez, "Honor and Virtue," pp. 207-226, Mills, "The Foundation of Nuestra Señora...." and discussion of slave trade.

<http://www.latinamericanstudies.org/slavery/atlantic-trade.htm>

**Writing Assignment #2:** Submit a statistical breakdown by color and status of the population of Brazil, Mexico, or Peru for two separate dates in the colonial period and one in the twentieth century. Also submit a three to four-page essay speculating on the reasons of those changes. Again be sure to create a thesis and defend it with evidence. Document that evidence with Chicago-style citations.

#### Week 11: Economics and Social Positioning

Nov. 8 Readings: Brown, "Economic and Social Change in Spanish North America," pp. 257-283.

Nov. 10 Brazil - Reading Mills, "Jeremiah in the Stocks" pp. 356-359 and Film *Xica* 109 min.

Week 12: Challenges to Empire

Nov. 15 Skim Brown, Chapter 10, "The Emergence of Spanish South America" and read Brown, Chapter 11, "Rebellion in the Andes," and Mills, "Pedro de León's Portocarrero's Description of Lima, Peru," pp. 185-195.

Nov. 17 **Handout** TBA and Mills, "Nicolás Ñenguirú's Letter," pp. 309-315.

Week 13: Challenges to Empire (continued)

Nov. 22 Brown, "The Failure to Avert the Colonial Crisis," pp. 409-437 and Mills, "'As for the Spaniards, their time is up,' Jauja, Peru," pp. 299-308, and "Tupac Amaru I, Remembered," pp. 390-394.

Nov. 23, 24, 25 Thanksgiving Break

Week 14: The Limits of Empire

Nov. 29 Gutiérrez, "Bourbon Reforms," pp. 298-336, Mills, "José Gálvez's Decrees," pp. 316-319.

**Writing Assignment #3:** In a five to six-page essay, describe the contrast between the societies that the monarchies of Spain and Portuguese had hoped to create and those that actually emerged in the Americas by the end of the eighteenth century. Offer some explanation of the differences. Create a central thesis and defend it with evidence. You should use at least two independent sources beyond the class readings. Document your sources with Chicago-style citations.

Dec. 1 **Reserve reading** Weber, "Forging a Transcontinental Empire," pp. 236-270, and **handouts**, "The Peoples of Texas in 1767" and "The Interior Provinces in 1772."

Week 15: Napoleon, Nationalism, and Independence

Dec. 6 Brown, "Revolution and Independence," pp. 419-451. Film *Manuela Saenz* 97 min

Dec. 8 **Reserve reading:** Weber, "The Spanish Legacy and the Historical Imagination," pp. 335-360.

Final Exam (to be announced)

The instructor reserves the right to modify this syllabus with appropriate notification in class.