

Colonial Latin America

History 362 Fall 2009
MW 3:30-4:45 LA1-309

Dr. Emily Berquist

Department of History, F02-115
Office hours: Wednesday 10-12
and by appointment: eberquis@csulb.edu



Spaniards admire an American tipi erected on the busy docks of seventeenth-century Sevilla, Spain.

Course Description: This course introduces students to the cultural history of Latin America from the first contact with Europeans until final independence from Spain in 1826. We will consider such themes such as: who reports history, and how do their views affect what we think of as “historical truths” today? In which spaces and in what ways did Europeans, Indigenous Americans, and Africans interact in the New World? How did the lives of the indigenous peoples of the Americas change (or stay the same) after the arrival of the Europeans and Africans? How did Latin America experience the intellectual revolution of the eighteenth century, and what was the nature of the resulting changes in politics and government? We will work throughout the semester from a variety of source material. In addition to historical works, the class material includes non-traditional texts such as films, maps and illustrations, and first-hand accounts of life in colonial Latin America. The goal of the course is to provide students with a venue in which to hone their reading, thinking, writing, and persuasive speaking skills. Our discussions, readings, and assignments will naturally focus on Colonial Latin America. However, students will find that the skills they will practice in this course will serve them throughout their education and their professional life.

Course Materials

Books: (available at College Store and on 3 hour reserve)

Kate L. Turabian, ed. *A Manual for Writers of Term Papers, Theses, and Dissertations*

Peter Bakewell, *Silver and Entrepreneurship in Seventeenth-Century Potosí: The Life and Times of Antonio López de Quiroga* (not yet available on reserve)

Robert Cope, *The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720*

Charles Walker, *Shaky Colonialism: The 1746 Earthquake-Tsunami in Lima, Peru, and its Long Aftermath*

Juan Pablo Viscardo y Gúzman, *Letter to the Spanish Americans*

Film: *The Mission* (U.S.A., Roland Joffé, 1986) (on reserve at library, available at Netflix)

Course Packet: Available at Copy Co, 2155 North Bellflower, 961-1123

Optional Textbook: Mark Burkholder and Lyman Johnson, *Colonial Latin America*

Grading:

Class Participation:

20% final grade

Grading is based on active classroom participation. This means that you must do all assigned readings by the due date, with no exceptions. If it appears that all students are not completing the assignments, we will have pop quizzes, and even the students who are doing well in the course will have to take these quizzes (i.e. if you do not do the reading you will be responsible for inflicting this displeasure on all of your classmates.) Active classroom participation also means participating at least once in every discussion session, and being readily involved in the mini-discussions we will have during lecture. It also means attending every class session.

Attendance:

possible negative points

You must attend each class, arriving in the classroom by 3:30 exactly. Arrival after 3:35 will be considered absence, even if you remain for the entire class. Students with special circumstances affecting their attendance must discuss them with the professor *in advance or as soon as possible* noting the circumstances in a written document. *Each unexcused absence will count for one point off your total final grade in the course.*

Quizzes:

possible negative points

Determined as needed, will be given with increasing degrees of severity if students are not doing the reading or participating in class.

Critical Analysis Papers 1-5:

each is 10% final grade

Each week students will be responsible for completing the reading assigned in the syllabus on the day it is listed. On the day listed in the syllabus, students must turn in a 2-page original critical analysis paper (double-spaced, 12 point font). This paper is to have a clear introduction and historical thesis, and it will demonstrate your use of knowledge from the reading and class materials in order to answer the question posed by the professor on the syllabus.

As this is an upper division history course, all response papers must use proper historical citation (Chicago style.) This is outlined in the Kate Turabian book required for this course. Any papers that do not follow this format will automatically lose ½ letter grade.

All papers must be submitted through turnitin.com and submitted in hard copy in class. If you do not attend class the day a paper is due, please email it to me.

Papers that do not adequately convey having read the book or materials will automatically earn a "D." These papers must not be plagiarized in any form (see section on academic dishonesty below.) Those

that are turned in late will lose an entire letter grade for each day in which they are not turned in. (i.e. a paper that would have earned a B if it were turned in on Monday during class but is turned in anytime after class on Monday will earn a C. If it is turned in after class period on Tuesday it will earn a D, so on and so forth.

Final Paper:

30% final grade

This paper is due on the last day of class. Prompt will be given in advance. All the other rules apply.

Class Schedule

Monday, Aug 31: Welcome & Class Introduction

I. The Early Colonial Period: Contact and Conquest

(all reading in packet)

Wednesday, Sep 2:

Reading: "Letter of Columbus to Various Persons Describing the Results of His First Voyage and Written on the Return Journey" (course packet)

Assignment: Prepare these questions for discussion: What is Columbus's view of the people he encountered? What sort of information is he reporting to the Spanish monarchs? Do you think he is honest about all of it, or that he might be trying to make his own efforts look more successful in order to secure future funding?

NO CLASS MON SEP 7 – LABOR DAY

Wed, Sep 9: Mexico and the "Heroic" vision of Conquest

Reading: Excerpts from William Prescott, *The Conquest of Mexico* (course packet)

Mon, Sep 14: Peru and the Contact Portrait

Reading: Start Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico." (course packet)

Assignment: begin response paper 1

Wed, Sep 16: Furlough Day – No Class

Mon, Sep 21: Discussion of Conquest Versus Contact

Critical Analysis #1 on Contact Versus Conquest due today at start of class.

II. The Middle Colonial Period: Building the Colonial State

Reading: *Silver and Entrepreneurship in Seventeenth-Century Potosí*, by Peter Bakewell

Wed, Sep 23: Colonial Cities and Political Administration

Reading: Bakewell Preface, Prologue, Chapter 1

Mon, Sep 28: Colonial Economies

Reading: Bakewell chapters 2 & 3

Wed, Sep 30: Colonial Legalities

Reading: Bakewell chapter 4 & conclusion

Mon, Oct 5: discussion

Critical Analysis #2 on Building the Colonial State due today at start of class.

III. Inhabiting the Colonial State from the Periphery

Reading: *The Limits of Racial Domination*, by R. Douglas Cope

Wed, Oct 7: Africans, Slave and Free

Reading: Cope Introduction, Chapters 1 & 2

Mon, Oct 12: Indigenous People in the Hispanic Universe

Reading: Cope Chapters 3, 4, & 5

Wed, Oct 14: Women in a Gentleman's World

Reading: Cope Chapters 6, 7, & conclusion

Mon, Oct 19: Discussion.

Critical Analysis #3 due today at the start of class.

IV. The Catholic Church in Colonial Latin America

Assignment: Film: *The Mission*, watch at home or at library (it is on reserve.) We will not watch it together in class.

Wed, Oct 21: Furlough Day - NO CLASS

Mon, Oct 26: The Catholic Church in Colonial Latin America

Reading: "Brazilian Slavers and Jesuit Missionaries"

Wed, Oct 28: Discussion.

Critical Analysis #4 on *The Mission* due today at start of class.

V. The Late Colonial Period: The Bourbons and the Eighteenth Century

Reading: *Shaky Colonialism*, by Charles Walker

Mon, Nov 2: CAMPUS CLOSED – FURLOUGH DAY

Wed, Nov 4: Eighteenth-Century Spain

Reading: Walker Chs. 1-3

Mon, Nov 9: Furlough day – NO CLASS

NO CLASS WED, NOV 11 – VETERAN'S DAY

Mon, Nov 16: Eighteenth-Century Spanish America

Reading: Walker Chs. 4, 5, & 6

Wed, Nov 18: The Hispanic Enlightenment

Reading: Walker Chs. 7, 8, & Epilogue

Mon, Nov 23: Discussion

Critical Analysis #5 on *Shaky Colonialism* due today at start of class.

PLEASE NOTE: THE UNIT ON COLONIAL BRAZIL WHICH IS NORMALLY A PART OF THIS CLASS HAS BEEN REMOVED FROM THE SYLLABUS DUE TO FURLOUGH CUTS.

NO CLASS WED, NOV 25 – FALL BREAK

VI. The End of the Empire: Independence in Spanish America

Reading: *Letter to the Spanish Americans*, Juan Pablo Viscardo y Guzmán
Simon Bolívar, "The Jamaica Letter" (course packet)

Mon, Nov 30: The End of Hegemony: The Tupac Amaru Rebellion

Reading: Viscardo y Guzmán, *Letter to the Spanish Americans*

Wed, Dec 2: Independence

Reading: Simon Bolívar, "The Jamaica Letter" (course packet)

Mon, Dec 7: discussion

FINAL RESPONSE PAPER due today at the start of class.

WE WILL NOT MEET ON WED, DEC 9, DUE TO A FURLOUGH DAY.

A T.B.A. assignment will be due during the regularly scheduled final exam period.

