Latin American History: Conquest and Colony

Fall 2015
HIST 109
MWF, 11-11:50AM
Room:
Professor Terrazas Williams

Office Hours: Monday 2-3pm
Office: Rice 309
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Course Description:
This introductory course presents the fraught history of conquest and colonization in Latin America. As both the Spanish and Portuguese crowns struggled to govern their vast territories, the increasingly diverse populations of indigenous communities, slaves, and free subjects negotiated their own spaces both within and outside of colonial rule. The course examines the economic and political development of colonial Latin America and the complex relationships of people who challenged colonialism through culture and conflict.

In four units, this course offers the broad narrative of more than four hundred years of history with the required text. We will also explore a number of important specialty topics through primary and secondary sources that will deepen our understanding of pre-conquest and colonial life. Unit 1 introduces the principal kingdoms of contact: diverse and complex indigenous empires, and the Spanish, Portuguese, and West and West Central African kingdoms that would shape the future of the colonies. Unit 2 explores the conquest era in which diverse subjects struggled with collaboration, exploitation, and, later, administration of the empire. Unit 3 takes on the daily life and development of the empires, including works on labor regimes, resistance struggles, family and community-making, and religious negotiation. Finally, Unit 4 sets the scene for independence across the colonial landscape, examining early revolutionaries and late movements towards freedom from European imperial power. No prior knowledge of Latin American history is required.

Course Objectives:

1. Introduce students to the history of Spanish and Portuguese America.
2. Challenge students to interrogate the meanings of conquest, colonization, and colony-making.
3. Enhance students’ ability to identify, comprehend, and critique historical arguments.
4. Introduce students to methodological approaches to written and visual primary sources.
5. Improve students’ research, oral presentation, and writing skills.
6. Expose students to relevant theoretical and historiographical developments.

Learning Activities:

Below is the breakdown of the weight of your final grade:

Attendance & Participation: 10%
Map Quizzes - 10%
Short Paper - 15%
Midterm – 20%
2 In-class Responses: 20% (10% each)
Final - 25%

***Friendly Reminder of the Honor Code: You are expected to write/type and sign the Honor Pledge on all graded academic exercises. The new pledge reads: “I have adhered to the Honor Code in this assignment.” I will not evaluate work that does not include the pledge.

Participation & Attendance are keys aspects of your evaluation, so please be mindful that active engagement in class discussions will significantly affect your final grade. You cannot expect to do well if you do not attend class regularly and participate in the discussions. Please see me if you are having difficulty contributing to class discussions so that we may discuss class preparation strategies.

The map quiz comprises contemporary delineations of countries in Latin America and the Caribbean. It will be periodically administered.

For the short paper (2-3 pages), you will write a letter to the King of Spain embracing the perspective of one colonial subject. The letter must include relevant details and circumstances that we have reviewed in the literature for the diverse population of the Spanish colonies. A detailed prompt will be available on Blackboard. The penalty for a late paper is one half step down in grade for each day late (ie. B+ to a B for 1 day late, B+ to B- for two days).

The mid-term will include the identification of key terms and short answers relating to the first half of the semester.

The two in-class responses will allow for a brief (1-page) analysis of a primary source.

The final will include identification of key terms, short answers relating to the second half of the semester, and one cumulative essay.

Attendance & Participation:

Attendance and participation are REQUIRED. Excused absences include family emergences, religious holidays, and illness with doctor’s note. Five unexcused absences will result in a FAIL FOR THE ENTIRE COURSE.

General Course Policies:

You are responsible for participating in a supportive and stimulating communication dynamic with your classmates and professor. In addition to adhering to the college standards for student conduct and honor code, you are also expected to become aware of the ways in which your participation (or lack thereof) affects the classroom. Students are responsible for fostering a generous and supportive intellectual community where others are able to explore their ideas and engage with them in intellectual dialogue and debate.

The highest standards involve actively fostering respectful dialogue and debate in the pursuit of academic goals and to participate in creating an academic community within our classroom throughout the term where all students are free to share and explore their ideas as part of engagement with course materials.
Other Policies:

I respect the decision of students to observe religious holidays, but please send me an email notifying me of your absence. I respect and uphold college guidelines that prohibit discrimination and harassment based on sexual orientation, race, gender, or religious affiliation. For students who require accommodations for enhanced accessibility, please make an appointment with me to discuss the College’s options.

The audio and/or video recording of lectures (in whole or in part) is strictly prohibited without the professor’s express, written consent.

Academic Integrity:

Plagiarism is a serious academic offense. You are responsible for understanding what constitutes plagiarism. Oberlin College’s Honor Code outlines plagiarism and other forms of academic dishonesty. Please review the following site: http://www.oberlin.edu/studentpolicies/honorcode/concepts.html

Examples of plagiarism include (but are NOT limited to): copying from published or unpublished materials or electronic sources without proper citations, paraphrasing someone else’s work without proper citations, buying and using a paper that is already written, recycling your own work (wholly or in part) from another class without previous permission granted from both me and the other instructor, and citing materials you have not reviewed. For a more detailed explanation of plagiarism and its consequences, please consult the Honor Code. Violators will face sanctions in accordance with the college’s protocol.

Please review information on avoiding plagiarism: http://www.oberlin.edu/library/avoiding-plagiarism.html

Reading Schedule:

Please bring assigned reading materials to class. All readings are to be completed the day they are assigned in order to actively participate in class discussions. All articles and book chapters assigned in part are located on Blackboard.

Required Books:
***YOU MUST HAVE THE 9TH EDITION as older editions do not have the same materials.
***YOU MUST HAVE THE 2ND EDITION as the first edition does not have the same materials.

UNIT 1: DIVERSIFYING WORLDS

Week 1: Introduction and Pre-Columbian Cultures and Civilization
M, Aug 31
Review Syllabus, Handout Map Quiz Geography
Week 2: continued, Pre-Columbian Cultures and Civilization

M, Sept 7: LABOR DAY, No classes

W, Sept 9

F, Sept 11
Patricia Anawalt, “Costume and Control: Aztec Sumptuary Laws,” pp. 33-43
Cathy Lynne Costin and Timothy Earle, “Status Distinction and Legitimation of Power as Reflected in Changing Patterns of Consumption in Late Prehispanic Peru,” pp. 691-714

Week 3: The Iberian Peninsula & West and West Central Africa

M, Sept 14
Colonial Latin America, pp. 23-40

W, Sept 16
Ruth Pike, Sevillian Society in the Sixteenth Century: Slaves and Freedmen, pp. 344-359

F, Sept 18

UNIT 2: CONQUEST & COLONY-MAKING

Week 4: First Encounters and Conquest

M, Sept 21
Colonial Latin America, pp. 40-47, 50-68
The Mexico Reader, “Omens Foretelling the Conquest,” pp. 92-94
The Mexico Reader, “Conquest and Colony,” pp. 95-96
W, Sept 23: YOM KIPPUR, no classes

F, Sept 25
*The Mexico Reader*, “The Spaniards’ Entry into Tenochtitlan,” pp. 97-104
*The Mexico Reader*, “Cortés and Montezuma,” pp. 105-108
Bernal Diaz del Castillo, *The True History of the Conquest of New Spain*: Intro, pp. 3-5
*The True History of the Conquest of New Spain*, Doña Marina’s Story, pp. 66-68
*The True History of the Conquest of New Spain*, The Siege and Fall of Mexico, pp. 444-454

***In-class Response Paper***

**Week 5: Conquest, continued**

M, Sept 28
*Colonial Latin America*, pp. 68-88

W, Sept 30
Matthew Restall, “Black Conquistadors: Armed Africans in Early Spanish America,” pp. 171-205

F, Oct 2
Map Quiz

**Week 6: SPECIAL INTERVENTION, Sex and Sexuality**

M, Oct 5

W, Oct 7
Zeb Tortorici, “Masturbation, Salvation, and Desire,” pp. 355-372

F, Oct 9
Pete Sigal, “Latin America and the Challenge of Globalizing the History of Sexuality,” pp. 1340-1353
Midterm Review

**Week 7: Administration of an Empire and Religion’s Place**

M, Oct 12: MIDTERM

W, Oct 14
*Colonial Latin America*, pp. 91-119

F, Oct 16
Viewing of “The Mission” (1986, 126 minutes)

FALL BREAK, OCT 17-25

UNIT 3: COLONIAL LIFE

Week 8: cont. Religion’s Place and Shifting Demographics
M, Oct 26

W, Oct 28
Document: “Sor Juana Inez de la Cruz’s Letter to Sor Filotea,” Colonial Latin America: A Documentary History, pp. 203-210
In-class examination of Sor Juana’s Poetry

F, Oct 30
Colonial Latin America, pp. 122-151

Week 9: Economies and Labor
M, Nov 2
Colonial Latin America, pp. 154-189
Map Quiz

W, Nov 4
The Women of Colonial Latin America, Chapter 8 “Women and Work,” pp. 120-139

F, Nov 6

Week 10: Slavery
M, Nov 9
Herbert S. Klein and Ben Vinson, African Slavery in Latin America and the Caribbean, Chapters 1 and 2 (“Origins of the American Slave System,” and “The Establishment of African Slavery in Latin America in the 16th Century”), pp. 1-44

W, Nov 11
Rachel S. O’Toole, “‘In a War Against the Spanish’: Andean Protection and African Resistance on the Northern Peruvian Coast,” pp. 19-52


**Week 11: Making Family and Community**
M, Nov 16
*Colonial Latin America*, pp. 216-236

W, Nov 18

F, Nov 20
Quantitative exercise with data about legitimacy and free African-descended families
***Short Paper DUE***

**Week 12: Imperial Expansion**
M, Nov 23

W, Nov 25: NO CLASS
F, Nov 27: NO CLASS

**THANKSGIVING BREAK, NOV 26-29**

**UNIT 4: EMPIRES IN CRISIS**

**Week 13: Eighteenth-Century Reforms**
M, Nov 30

W, Dec 2
David Garrett, “‘His Majesty’s Most Loyal Vassals’: The Indian Nobility and Túpac Amaru,” pp. 575-617

F, Dec 4
Ilona Katzew, “‘A Marvelous Variety of Colors?’: Racial ideology and el sistema de castas,” *Casta Paintings: Images of Race in Eighteenth-Century Mexico*, pp. 39-62
***In-class Response Paper***
Week 14: Era of Revolution & Independence

M, Dec 7
*Colonial Latin America*, pp. 339-375
Haitian Declaration of Independence

W, Dec 9
Simon Bolivar, “The Jamaica Letter”
Map Quiz

F, Dec 11: LAST DAY OF CLASSES, Review for Final