

HIST 109 - Latin American History: Conquest and Colony

King 337, M/W/F, 9-9:50am (Fall 2013)

Professor Melanie Huska

Office Hours: Mondays 4-5:30 and Fridays 10:15-12 and by appointment, Rice 309

Email: mhuska@oberlin.edu



Mural by Diego Rivera, *The Arrival of Cortés*, Palacio Nacional de Mexico, 1951 ; Guaman Poma, "Man with Quipu," 1615-1616.

Course Description

This course surveys the diverse histories of Latin American nations from the eve of encounter, the conquest period, and three centuries of colonial rule (by Spain and Portugal) to its collapse after three centuries. The broad geographical and temporal scope of the class makes exhaustive coverage impossible. Instead, we will focus on a balance of broad political, social, economic, and cultural transformations, with insight into the daily lives of ordinary people. Throughout the course we will examine the persistence of hierarchies based in class, race, ethnicity, and gender.

In this class we will all be historians; we will focus on learning the skills that historians use to interpret and analyze primary and secondary documents and to craft arguments. Writing is central to this endeavor. Writing is a process as well as a product and proficiency is best achieved through focused and repeated practice; therefore, this course will offer many opportunities for you to develop your written communication skills while also introducing you to many of the key concepts, expectations, and assumptions essential to the field of history.

Course Objectives/Learning Goals

By the course's end, students should be able to:

1. Identify the broad contours of colonial Latin American history
2. Understand the political and social systems of colonial power, how they vary across time, space, and experience, as well as how they were resisted and subverted

3. Evaluate primary sources and consider the author's influences and positionality
4. Evaluate the strengths and weaknesses of historical argumentation and understand how different types of primary sources influence analysis
5. Communicate effectively, particularly in the written format, by presenting clear, reasoned arguments supported with evidence

Required Texts

Kenneth J. Andrien (ed), *The Human Tradition in Colonial Latin America* (New York: SR Books, 2002).

Linda A Curcio-Nagy, *The Great Festivals of Colonial Mexico City: Performing Power and Identity* (Albuquerque: University of New Mexico Press, 2004).

Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (Boston: Beacon Press, 1996).

Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston: Bedford/St. Martins, 2000).

*****All additional readings will be posted on our Blackboard site.**

Course Requirements

1. Informed class participation: Though this is a relatively large class (by Oberlin standards), participation will play a key role in the success of this class. This means that attendance and preparation is paramount. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. The course is structured with frequent group discussions. I will periodically collect worksheets from these groups as well as individual in-class writing assignments in order to assess your attendance and participation. Please email me if you plan to be absent for a session or have been absent. If you have a planned excused absence, assignments and responses are still due on time, so plan your time accordingly.

When reading and preparing for class, consider these questions:

- What are the differences and similarities between different national contexts and approaches?
- What is the major argument of each article, chapter, or book?
- What sources did the author use?
- What is the historiographical context of the book? For example: Where do the authors place themselves within the literature? What key concepts, conversations and arguments do they draw upon?
- What did you like and dislike? Think about this in terms of the questions the authors ask, the theoretical and methodological approach, the sources used, and your critical response.

2. Three short papers of 4-6 pgs: For the first paper you will be required to compare different accounts of the Noche Triste, a battle in the conquest of Tenochtitlan. The second paper requires you to draw on the work of Guaman Poma to explore a facet of life in colonial Peru. Suggested topics will be provided. The final short paper is a book review of *The Great Festivals of Colonial Mexico City: Performing Power and Identity*. More detailed assignment instructions will be distributed closer to the due date.

3. Final Exam: This is a take-home exam that I will give you on the last day of classes. It will be a synthetic paper of approximately 3 pages that will require you to draw on both primary and secondary sources from the class to answer a question about the process of colonization in Latin America.

Grades for the course will be apportioned as follows:

Participation	15%
Short papers	
Primary Source paper	20%
Guaman Poma paper	25%
Book Review	20%
Final exam	20%

* All assignments must be completed to receive credit for the course.

** All work is governed by the Honor Code and must state, “I affirm that I have adhered to the Honor Code in this assignment” at the top of the first page of all written work. For more information, see http://www.oberlin.edu/students/student_pages/honor_code.html.

Late Work: Assignments are due at the beginning of the class period on their due date. No assignments will be accepted electronically. Late work will be graded as submitted and penalized 1/3 letter grade for each day late. For example, a B paper handed in 1 day late would earn a B-.

Support for Student Writing: I strongly encourage you to visit the Writing Center and to meet with their writing associates to hone your skills. For more information, see <http://new.oberlin.edu/arts-and-sciences/departments/rhetoric/writing-associates-program/writing-center.dot>

Disabilities: I am committed to working with students with disabilities to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. In order to establish a plan for assistance, contact Jane Boomer, Coordinator of Disability Services, Room G27 Peters Hall, ext. 55588.

Classroom Conduct: It is our responsibility to foster a safe classroom environment which is conducive to learning. Although lively discussion and disagreement with your colleagues can and should be part of the learning process, students who create a hostile environment for others

through discourteous, threatening, harassing, or aggressive behavior will be asked to leave and counted absent. Nor will students be permitted to sleep in class, read non-class materials, dispute grades, talk or text message on cell phones, listen to iPods, or surf the internet. During class, please do not engage with your phone in any manner. If this policy is violated, I will ask you to leave for the class period. You may use a laptop computer to take notes, provided that it is not used for Facebook, etc. However, if you abuse this privilege by surfing the internet, checking your email, or engaging in any non-class related activities, all computer privileges will be withdrawn for the rest of the semester.

Contacting me: I am delighted to be teaching this course, and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please email me or speak to me following class to set up an alternate meeting time. Please note that I will not be checking my email after 6 pm and on the weekends, so plan accordingly.

I am happy to discuss your assignments or review papers with you. However, I will not review any assignment within 24 hours of the due date, so plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss.



Aztec Sun Stone

SCHEDULE

Week 1 – Introductions and Spain on the Eve of Conquest

Wed, Sep 04 - Introduction: What is Latin America?

Fri, Sep 06 – Miguel Angel Ladero Quesada, “Spain, circa 1492: Social Values and Structures,” in *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters Between*

Europeans and Other Peoples in the Early Modern Era, ed. Stuart Schwartz (New York: Cambridge University Press, 1994), 96-133.

Week 2 – Mesoamerica and the Andes before Spanish Conquest/Early Encounters

Mon, Sep 09: Jeffrey Pilcher, “The People of Corn: Native American Cuisine,” *!Que vivan los tamales! Food and the Making of Mexican Identity* (Albuquerque: University of New Mexico Press, 1998), 7-24.

Wed, Sep 11: Kenneth J. Andrien, “Tawantinsuyu in 1532,” *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825* (Albuquerque: University of New Mexico Press, 2001), 11-36.

Fri, Sep 13: John Hemming, “Atahualpa and Pizarro,” in *The Peru Reader: History, Culture, Politics* (Durham: Duke University Press, 1995), 84-106.

Week 3 - Comparing Accounts of the Conquest

Mon, Sep 16: Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston: Bedford/St. Martins, 2000), 79-99.

Wed, Sep 18: Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston: Bedford/St. Martins, 2000), Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston: Bedford/St. Martins, 2000), 127-155.

Film: selections from *La otra conquista* (The Other Conquest)

Fri, Sep 20: Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Boston: Bedford/St. Martins, 2000), 156-177.

Week 4 – Conquest in Myth and Memory

Mon, Sep 23: Matthew Restall, “A Handful of Adventurers,” *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2003), 1-26.

Wed, Sep 25: Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico,” *American Historical Review*, 108.3 (June 2003): 659-87.

Fri, Sep 27: Peer editing – Bring a hard copy of paper #1 draft

Week 5 - Spiritual Conquests and Conversions

Mon, Sep 30: Dot Tuer, “Old Bones and Beautiful Worlds: The Spiritual Contestation between Shaman and Jesuit in the Guarani Missions,” *Colonial Saints: Discovering the Holy in the Americas*, eds. Allan Greer and Jodi Bilinkoff, (New York: Routledge, 2003), 77-98.

Film: The Mission

Wed, Oct 02: No readings - The Mission Continued

PAPER #1 DUE

Fri, Oct 04: Rolena Adorno, “Felipe Guaman Poma de Ayala: Native Writer and Litigant in Early Colonial Peru,” *The Human Tradition: Colonial Latin America*, ed. Kenneth J. Andrien (New York: Scholarly Resources, 2002), 140-165.

Week 6– Gender in Conquest and Colony

Mon, Oct 07: Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (Boston: Beacon Press, 1996), vii-xlvi.

Wed, Oct 09: Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (Boston: Beacon Press, 1996), 3-38.

LIBRARY WORKSHOP (in-class)

Fri, Oct 11: Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* (Boston: Beacon Press, 1996), 39-80.

Week 7 – Labor and Political Structures

Mon, Oct 14: Robert Buffington and Lila Caimari, “Colonial Political and Religious Institutions,” *Keen’s Latin American Civilization: History and Society, 1492 to the Present* (Boulder: Westview Press, 2009), 125-189.

Wed, Oct 16: Felipe Guaman Poma de Ayala, *The First New Chronicle and Good Government, abridged* (Indianapolis/Cambridge: Hackett Publishing Company, 2006), 179-186.

Fri, Oct 18: Thesis Workshop
Thursday at 4pm

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for Paper #2 – email thesis by

Week 8 - Fall Break

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Week 9 – Brazil: Comparing Colonial Experiences

Mon, Oct 28: Alida C. Metcalf, "Domingos Gernandes Nobre: 'Tomacauna,' a Go-Between in Sixteenth-Century Brazil," *The Human Tradition: Colonial Latin America*, ed. Kenneth J. Andrien (New York: Scholarly Resources, 2002), 51-63.

Wed, Oct 30: Peer Editing of Paper #2 – Bring hard copy to class

Fri, Nov 01: Katia M. de Queirós Mattoso, *To Be a Slave in Brazil, 1550-1888* (New Brunswick: Rutgers University Press, 2004), 85-106

PAPER #2 DUE

Week 10 – Gender in the Colonial Order: A Comparative Perspective

Mon, Nov 04: Ann Twinam, "Honor, Sexuality, and Illegitimacy in Colonial Spanish America," *Sexuality and Marriage in Colonial Latin America*, ed., Asunción Lavrin (Lincoln: University of Nebraska Press, 1989), 118-155.

Wed, Nov 06: Ana Maria Presta, "Doña Isabel Sisa: A Sixteenth-Century Indian Woman resisting Gender Inequalities in *The Human Tradition*, 35-50.

Fri, Nov 08: María Beatriz Nizza da Silva, "Divorce in Colonial Brazil: The Case of São Paulo," *Sexuality and Marriage in Colonial Latin America*, ed., Asunción Lavrin (Lincoln: University of Nebraska Press, 1989), 313-340.

Week 11 - Colonial Racial Hierarchies

Mon, Nov 11: Ann Twinam, "Pedro de Ayarza: The Purchase of Whiteness," in *The Human Tradition: Colonial Latin America*, ed. Kenneth J. Andrien (New York: Scholarly Resources, 2002), 194-210.

Wed, Nov 13: Magali Carrera, "Locating Race in Late Colonial Mexico," *Art Journal* (Fall 1998): 37-45.

Fri, Nov 15: Susan Kellogg, "Depicting Mestizaje: Gendered Images of Ethnorace in Colonial Mexican Texts," *Journal of Women's History*, 12.3 (2000): 69-92.

MUSEUM VISIT - TBA

Week 12 - Colonial Social Structures

Mon, Nov 18: Linda A Curcio-Nagy, *The Great Festivals of Colonial Mexico City: Performing Power and Identity* (Albuquerque: University of New Mexico Press, 2004), 1-40.

Wed, Nov 20: *The Great Festivals of Colonial Mexico City*, 41-66.

Fri, Nov 22: *The Great Festivals of Colonial Mexico City*, 66-96.

Week 13 – The Bourbon Reforms and Creole Discontent

Mon, Nov 25: *The Great Festivals of Colonial Mexico City*, 97-119 **AND** Robert Buffington and Lila Caimari, "The Bourbon Reforms," *Keen's Latin American Civilization: History and Society, 1492 to the Present* (Boulder: Westview Press, 2009), 203-5.

Wed, Nov 27: *The Great Festivals of Colonial Mexico City*, 121-154.

Fri, Nov 29: Thanksgiving Holiday

Week 14 – Creole Discontent

Mon, Dec 02: George Reid Andrews, "Spanish American Independence," *Latin American Perspectives* 12:1 (Winter, 1985), 105-132.

Wed, Dec 04: Peer review of Paper #3 (Book Review)

Fri, Dec 06: Ward Stavig, "Eugenio Sinanyuca: Militant, Nonrevolutionary *Kuraka*, and Community Defender," *The Human Tradition*, 241-258.

PAPER # 3 DUE (BOOK REVIEW)

Week 15 – Colonial Collapse

Mon, Dec 09: "Bolivar's Vision of an Orderly Republic: The Angostura Address" **AND** José María Morelos, "Sentiments of the Nation," **AND** Agustín de Iturbide, "Plan of Iguala"

Wed, Dec 11: Wrap-up

TAKE-HOME FINAL EXAM DUE: Friday, Dec. 20th by NOON