Course Description and Goals:

This semester’s course will concentrate on the pre-Columbian background of the Americas, the conquest period, and the three centuries of Spanish and (to a much more limited extent) Portuguese colonial rule. It is intended to help students achieve a better understanding of historical approaches and historical methodologies, as well as gaining skills in information literacy, writing, image analysis, critical thinking, and the ability to work collaboratively. Among the specific learning goals are the following:

To introduce students to some important chronologies, geographies, terms, and dynamics of pre-Columbian and colonial Spanish (and to a lesser extent) Portuguese and Caribbean America.

To enable students to think critically and imaginatively about a number of conceptual issues through which one can approach the history of this region:

- Practice, power, encounter, exchange.
- The basic frameworks of “Hispanic” culture, as well as some organizing principles of various Mesoamerican and Andean cultures.
- The material frameworks of conquest and colonization, including the organization of labor systems, the nature of material production and consumption, and the structures of mercantile capitalism.
• Spanish, Mesoamerican, Andean, and (later) mestizo ideological practices, including religion and spiritual beliefs, and how they are shaped by patriarchy, hierarchy, community, language, race and ethnicity.
• The affective experiences which influence individual and community identity and which give rise to ideologies of difference.
• The functioning of systems of power as seen through the perspectives of Iberian logic and subaltern resistance, including colonial political organization, structures of colonial power, and an understanding of accommodation, reform, resistance, and rebellion.

To help students understand how historians work, and to become more familiar with the basic parameters of historical approaches, including:

• How to identify, closely read, and analyze primary sources.
• How to work with and evaluate useful secondary sources, specifically identifying and evaluating their central arguments.
• How to work with non-written sources (including images and artifacts).
• How to craft interpretations in the absence of sources: how to listen for the voice of the voiceless, how to hear silences, how to read "across the grain."
• How to put arguments in appropriate historical frameworks.
• To understand and appreciate ambiguity in historical argument and presentation.
• To develop a sense of historical empathy: while the “past is a foreign country,” it is intimately connected to the present through the work of the historian. Your task is to understand that the past is not the same as the present, but that the work of historians means that the questions we now ask of the past will be different than those asked by previous generations, for a variety of reasons.

To help students pose productive questions:

• All good historical work begins with good questions. Without good questions, there is no serious intellectual engagement.

To further students’ abilities to work collaboratively in shaping and answering questions and in solving problems.

To understand the rich complexity of human lives by appreciating how others have lived, and how humans share a series of common objectives and desires even though these have been mediated by unequal access to material goods and systems of power.

Course Organization:

I have reorganized the course to be more discussion-intensive and interactive, to be what I call a “community of practice” This is grounded in my understanding that co-participation provides the matrix to learning. (OK, read this again...and once more, and think about it.) To accomplish this objective, you will be required to complete the required readings before
each class, as well as some general reading for the week that will cover the basic historical evidence that you need in order to form historical interpretations. I have also prepared more traditional lectures using PowerPoint slides and an audio track as video lectures which you will be expected to view before the corresponding class discussions. Be forewarned: this is not a class where you can sit quietly in the back of the class listening (or not) to a lecture. Here, you will view the lecture before class in order to share in a community of learning in the few hours we have together each week.

Accessing Course Materials:

You can access the course texts in a variety of ways: (1) Required texts are on sale at the bookstore; can be purchased on-line; and are on reserve at the library. Some are also available through OBIIS as electronic texts. (2) All required articles are on Blackboard (not EREs) under “Readings”. (3) Texts can also be obtained through OHIO LINK. (5) Finally, some articles are available in full-text editions via JSTOR, an impressive electronic collection of major history journals. Please let me know if you are having any difficulties accessing any materials. Required podcast/video lectures are all accessed via Blackboard>Video Lectures, or by clicking on the appropriate link in the electronic syllabus.

SOURCES ON LATIN AMERICA:

I have compiled a number of internet sources and resources on Latin America at Sources and Resources on Latin America. This resource, unfortunately now with too many broken links, includes a variety of materials from the history of Latin America to organizations and publications of interest to activists working on Latin American issues.

ASSIGNMENTS & GRADING POLICY

You will receive further instructions on each of the assignments outlined here.

First Paper (Sept. 19): Based on your reading of Phillips and Münkler, please discuss the categories which European voyagers in the late 15th and early 16th century would likely have in mind as they were poised on the edge of their explorations of the “New World” and Africa. What aspects of the “Other” would most likely capture their attention? What would be “strange” to these late Medieval Europeans? (3-5 pages).


Third Paper (Nov. 14): Colonial Relations in Spanish America 50-100 Years after the Conquest: Land Use and Occupation. (3-5 pages).
Final Paper (Dec. 17, 4:00 PM): Your final paper will require that you complete a substantial analysis and synthesis of the colonization process using both primary and secondary sources to discuss the (incomplete) process of colonization in Spanish America (7-10 pages).

Assignments are to be turned in on (or before) the due date noted in the syllabus. Late papers turned in without prior permission - you must request an extension before the due date of the paper - will be reduced by one grade-step for each day that the assignment is late. For example, a paper due on Monday, September 19 which is turned in on September 20 will get a "B-" instead of the "B" that it merited; if it is turned in on September 21, it will get a "C+", etc.

Your first three assignments must be turned in by the last day of the Reading Period, December 16, or they won't be counted. I will not grant an "Incomplete" in the course to allow you to finish those assignments. Your final papers are due no later than 4:00 PM on December 17. Any paper turned in after that time will not be read unless you have applied for a formal Incomplete in the course (which requires my signature) or receive an Emergency Incomplete from the Dean of Studies office. No exceptions.

Your final grade will be determined as follows:

First Paper: 20%
Second Paper: 20%
Third Paper: 30%
Final Paper: 30%

Attendance: I take attendance every class as a way of getting to know your names, but there is no "participation" grade for this course. This is your education, and if you miss classes, you won't learn as much (did I mention co-participation??). On the other hand, since group work is so important for the class, I will take into account excessive absence from the class when determining your final grade.

Plagiarism and the Honor Code: "The word plagiarism derives from Latin roots: plagiarius, an abductor, and plagiare, to steal. The expropriation of another author’s work, and the presentation of it as one’s own, constitutes plagiarism and is a serious violation of the ethics of scholarship." [American Historical Association, Statement on Standards of Professional Conduct]. Copying the work of others goes against everything that a liberal education is about. It is a serious affront to the other students in the course, to me as a member of the course, and to the plagiarizer him/herself. The college requires that students sign an "Honor Code" for all assignments. This pledge states that "I affirm that I have adhered to the Honor Code in this assignment." For further information, see the student Honor Code which you can access via Blackboard>Honor System. If you have questions about what constitutes plagiarism, particularly in the context of joint or collaborative projects, please see me or raise it in class.
Students with Disabilities:

Appropriate accommodations will always be granted to students with documented disabilities. Any questions about the necessary process of documenting disabilities should be addressed to Jane Boomer, Coordinator of Services for Students with Disabilities (Peters G27-28; x5588). If you have a documented disability, please see me early in the semester.

Research help:

If you need help finding information or conducting library research, you may wish to schedule an appointment with a reference librarian. Librarians can help you plan a research strategy, search databases effectively, and locate books, articles, quality web sites, data, and other resources for any type of research project. Fill out the form on the library’s web site to get started. Drop-in research assistance is also available in all campus libraries.

FINAL NOTE: If you are having problems with the readings, the lectures, or just want to discuss further any aspect of the course (from content to class dynamics), I strongly encourage you to see me during office hours or to make an appointment. Please don’t wait until late in the semester to express these concerns.

BOOKS RECOMMENDED FOR PURCHASE:


**SYLLABUS**

**Sept 7, 9, 12: The European Imagination**

*Podcast viewing* for week: Lecture 1: "European Background" (45 min.)

**Sept. 7: Introduction**

**Sept 9, 12: Imagining a World Without the Western Hemisphere**

Mark A. Burkholder & Lyman L. Johnson, *Colonial Latin America*, 6th ed. (New York: Oxford University Press, 2008) [Hereafter CLA; pp. 23-32. [NOTE: Page numbers in this book are based on the 6th edition; if you have a different edition, please find the logically appropriate set of pages or chapters.]


**Sept 9: Where Are We? Maps and Location**


**Sept 12: The Strangeness of Other People**


May 1985: 44-89. [Backboard and online at 15.1.0.]

Sep 16: Understanding Distinct Cultures

1. "Quetzalcoatl appears as Venus and rises up the sky," pp. 159-62.

2. Quetzalcoatl brings bones from Dead Land and makes man, pp. 157-59.

3. Quetzalcoatl becomes himself and becomes Venus, pp. 155-56.

4. The present and past ages of the world, pp. 153-55.


Translated portions: Kiche, Spanish, and English. Use the electronic syllabary for the link.

Anon. 1992. [NOTE: A digital photographic copy of the original surviving manuscript is held at the University of Chicago. A copy can be found online via Ohio State University Libraries.}


Pre-Columbian Mesoamerica (31 min.) and Lecture 4: "The Rise of the Aztecs" (24 min.)

Podcast Viewing for Week: Lecture 2: "New World Pops" (15 min.) Lecture 3: "Pre-


**FIRST PAPER ("STRANGENESS") DUE AT START OF CLASS, SEPT. 19**

| Sept. 19, 21, 23: Imagining a World without Europe. The Material World of the Pre-Columbian Andes |

**Reading** for week: *CLA*: pp. 18-23.

Podcast viewing for the week: Lecture 5 (Andean Environment); and Lecture 6 (The Rise of the Incas, 41:30 min.)

**Sept. 19: Background, Texts, Reading Subaltern Identity**


**Sept 21: The Material Landscape of Pre-Columbian America**


**Sept. 23: Environment and History**

**Sept. 26, 28, 30: The Early Encounter**

**Reading** for week: *CLA*: pp. 40-47.

**Podcast viewing** for the week: Lecture 7: Columbus Heads West (19 min, 20 sec); Lecture 8: Hello Columbus! (29 min.)

**Sept 26: Why Spain/Portugal? What Were They Looking For?**

Overview lecture and questions

**Sept 28 and 30: Reading Columbus**

*The Journal of Christopher Columbus (During His First Voyage, 1492-93), and Documents Relating to the Voyages of John Cabot and Gaspar Corte Real*, trans. With notes and introduction by Clements R. Markham (London: Hakluyt Society), 1893. [Blackboard and on-line]

**Read** Oct. 11-17 (p. 35-51); Oct 24-30 (p. 57-63); Nov. 3-12 (67-76); Nov. 25-27 (p. 85-91); Dec. 16 (p. 111-114); Dec. 21 (p. 122-126); Dec. 26 (p. 135-39).


Palacios Rubios, "The Requirement" (Requerimiento):

**Spanish:** [http://www.ciudadseva.com/,textos/otros/requerimiento.htm](http://www.ciudadseva.com/,textos/otros/requerimiento.htm)

**English translation in Wikipedia:**

“The Laughter of Doctor Palacios Rubios,” Gonzalo Fernández de Oviedo y Valdés, *Historia general y natural de las Indias*, selection from Benjamín Keen,
Oct. 3, 5, 7: The Conquest – Nahua Perspectives

**Reading** for week: *CLA*: Chapter 2 (pp. 52-92).

**Podcast Viewing** for the week: Lecture 9: By What Right? (24:51); and Lecture 10: Cortes and the Conquest of Mexico (25:53)

Oct. 3, 5: Omens and Early Encounters


Oct. 7: Tenochtitlan to the Noche Triste

In class screening of the "La Otra Conquista" (The Other Conquest), David Carrasco, dir. (2000), first half.


SECOND PAPER (ASSESSING PRIMARY SOURCES: THE CONQUEST OF MEXICO) DUE AT START OF CLASS, OCT. 10

Oct. 10, 12, 14: Colonial Bodies
Reading for week: CLA: Chapter 3 (pp. 93-122).


Oct. 10: Disease


Oct. 12: Food


Rebecca Earle, "If You Eat Their Food...": Diets and Bodies in Early Colonial Spanish America," The American Historical Review 115:3 (June 2010): 688-713.

Oct. 14: Sex


Oct. 17, 19, 21: Colonial Minds – Religion

Podcase Viewing for the week: Lecture 13: Spanish Interests in the New World (18:18); Lecture 14: Hapsburg Rule in Spain (11:28 min); Lecture 15: The Church, The Devil, and Evangelization in the Early Colony (31:01).

Oct. 17: Evangelization

8. Orders Given to ‘the Twelve’ (1523), pp. 59-64;

3. The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524 (1564), pp. 19-22.


13. The Jesuit and the Bishop, Bahia, Brazil (1552-53), pp. 93-103;


Oct. 21: Discipline

In class: Screening of the second half of "La Otra Conquista" (The Other Conquest)


Oct. 24-30: FALL BREAK

Oct. 31, Nov. 2, 4: Struggle and Daily Existence of Colonial Subjects

Podcast Viewing for the week: Lecture 16: How Spanish Rule Reaches the People: Obebedzco pero no Cumplio (26:55); Lecture 17: Landed Systems in Colonial Spanish America (23:04)
Oct. 31: Establishing Colonial Rule


Nov. 2: Struggles over Land and its Production


Nov. 4: Environment and Colonialism

Stavig, *The World of Túpac Amaru*, Chs. 6 (129-161).


The Evils of Cochineal, Tlaxcala, Mexico (1553), pp. 113-116.


Nov. 7, 9, 11: Labor and Community

Reading for week: CLA: Chapter 4 & 5 (pp. 123-194).


Nov. 7: The Market Economy


Nov. 9: The Mining Mita


No. 15. Tupac Amaru Protests the *Mita* to the *Audiencia* of Lima (pp. 20-24).

No. 16: Three Documents Related to the Potosí *Mita* (pp. 24-28).

No. 17: A Communal Strategy to Maintain Compliance with the *Mita* and Other Demands (pp. 28-30).

**RECOMMENDED:** Stavig, *The World of Túpac Amaru*, Chs. 7 (162-207).

**Nov. 11: Coca, Work, and Community**


**THIRD PAPER (Race Thinking in Colonial Spanish America) DUE NOV. 14, AT START OF CLASS**

**Nov. 14, 16: State and Society in the Spanish Colonies (NOTE: No class Nov. 18)**
Reading for week: CLA: Chapters 6 & 7 (pp. 195-248).

Podcast Viewing for the week: Lecture 20: Colonial Dialogues (21:43); Lecture 21: New World Slavery (24:23)

Nov. 14: An Early 17th Century Snapshot: Guaman Poma de Ayala


Nov. 16: “Race Thinking” and Colonial Identity


Nov. 18: NO CLASS – continue with the Silverblatt reading on your own

Silverblatt, Modern Inquisitions, Chs. 1-3 (pp. 29-97).

Nov. 21, 23: Race & Identity

Podcast Viewing for the week: Lecture 22: Colonial Dialogues - Resistance (29:44)

Nov. 21: Magical Race Thinking: Making Spaniards

Silverblatt, Modern Inquisitions, Chs. 4-6 (pp. 101-160).

Nov. 23: Becoming Indian

Silverblatt, Modern Inquisitions, Chs. 7-8, Afterword (pp. 163-227).

Nov. 25: Thanksgiving Break

Nov. 28, 30, Dec. 2: Gender and the Spanish American World

Podcast Viewing for the week: Lecture 23: The Construction of Hispanic Patriarchy (41:05)

Nov. 28: Lo Femenino/Lo Domestico


Nov. 30: Sor Juana Ines de la Cruz


Dec. 2: Putting it Together: Casta Paintings

No readings.


**Reading** for week: *CLA*: Chapter 9 (pp. 298-356).


Dec. 5: Urban Rioting


Dec. 7: Rebellion in Mexican Villages


Dec. 9: Andean Rebellions: Túpac Amaru

Stavig, *The World of Túpac Amaru*, Chs. 8-9 (pp. 207-262).

**Dec. 12: The Coming of Independence**

*Podcast Viewing* for the week: Lecture 26: Great Rebellions of the Andes (Juan Santos Atahualpa and Tupac Amaru II) (25:42)

**Dec. 12: Displacing Discontent: Criollos and Independence**

*CLA*: Chapter 10 (357-406).


**Reading period, Dec. 14-16**

**FINAL PAPER (The Process of Colonization) DUE NO LATER THAN SATURDAY, DECEMBER 17 AT 4:00 PM.**

(Meeting between Simón Bolívar and José de San Martín in Guayaquil, Ecuador, 1822)