

HIST 2140 A01
COLONIAL LATIN AMERICA

Fall 2017

244

University
College

M-W-F,
9:30 -10:20



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Office Hours: M, F
1:30 - 2:30 pm or by
appointment.

-"Six animals that poor Indians fear in this kingdom: the *corregidor*, a reptile; the Spaniard, a tiger; the *encomendero*, a lion; the missionary priest, a fox; the notary, a cat; and the *cacique principal*, a mouse."

Source: Felipe Huaman Poma de Ayala, *New Chronicle and Good Government* (1615)

Satisfies "Written English Requirement"

I- Course description

This course provides an overview of the social, political, and economic development of Latin America under Iberian imperialism. Organized along chronological lines, the course first explores the period 1492-1550, which covers Indigenous and European societies before Columbus, the arrival of the Europeans to the New World, and the conquest of America by Spain and Portugal. It then focuses on 1550-1700, dealing with the political, economic, labor, and social structures set up by the colonial powers, Spain and Portugal, in America. Finally, the course covers the years 1700-1824, analyzing the reforms and crisis of the Iberian empires in America and the independence of Latin American countries.

In exploring these periods, we will discuss scholarly works, primary documents, and films, focusing on some major issues and problems:

- How Spain and Portugal built the first overseas empires and, in doing so, they brought together Europeans, indigenous peoples, and Africans in new multiracial societies.
- The conflictive relationship between imperial goals and structures, their actual consequences, and the reactions they generated in different social groups.
- The intrinsic relationship of the colonies to the international political and economic system.
- The role of religion and the Catholic Church in the colonial experience.

II- Assignments and evaluation

In a regular week, two sessions will be devoted for lectures, which will provide students with the broader framework regarding a particular subject or period. They will be followed by another session, in which the whole class will discuss materials – textbook, documents, and articles – specifically assigned for the week. ***Active participation in lectures is expected and attendance for discussion sessions is mandatory.*** Make sure to carefully read and follow the schedule of meetings and assignments indicated below in order to find out when lectures and discussions are going to be held. **Please note** that due to holidays and other specific events noted in the schedule, not every discussion will happen on Fridays.

Students' overall performance in the course will be evaluated as follows:

- Three short papers (4 double-spaced pages, min. 1000 words each), based on questions distributed one week in advance, worth 48% of the final mark (16% each)
- A final exam, worth 35% of the final mark.
- Attendance and participation, worth 17% of the final mark.

Important: Since this is a course that meets the University Senate's W (written) requirement, **students must complete all essay assignments (the three short papers) with a passing grade (D or above) to pass the course.**

In addition to handing in a hard-copy of all written assignments, students are required to submit a copy of the paper electronically through UMLearn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 2140

Please note that **late papers will not be accepted**, unless very specific circumstances that will be discussed and considered case by case. Also, I will strictly enforce the University's regulations regarding plagiarism, cheating, and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar and Catalog, and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html), which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most

serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Evaluation of work will be provided by the voluntary withdrawal (VW) date, November 17, 2017. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

III-Assignment schedule and marking scale

-First 4-page paper: question distributed on September 22nd, assignment due on September 29th

-Second 4-page paper: question distributed on October 18th, assignment due on October 25th

-Third 4-page paper: question distributed on Wednesday, November 8th, assignment due on Friday, November 17th

-Final exam: to be scheduled by the university during the final exam period, Dec. 11th – Dec. 21st

Marking Scale

A+= 4.1- 4.5

C+ = 2.3- 2.7

A = 3.8- 4

C = 1.6 – 2.2

B+= 3.3 - 3.7

D = 1 - 1.5

B = 2.8 - 3.2

F = 0

IV-Readings

There is one required textbook for this course, available for purchase at the bookstore and on reserve at the Dafoe library:

-Mark Burkholder and Lyman Johnson, *Colonial Latin America*. 9th edition. Oxford University Press, 2015.

-Additional material (primary documents, articles, etc.) will be available online through UM Learn.

V-Schedule of meeting, readings, and assignments

Fr., Sept. 8: *Introduction*

America before Columbus

Lectures on Monday, Sept. 11 and Wed., Sept. 13

Discussion on Fr., Sept. 15

READINGS: Burkholder and Johnson [B&J], 1-23

UM Learn: "Garcilaso [de la Vega] on the origins of the Incas," Parry and Keith [P&K], vol. 1, pp. 134-139.

Spain and Portugal before 1492

Lectures on Monday, Sept. 18 and Wed., Sept. 20,

Discussion on **Fr., Sept. 22** → **Assignment 1 distributed today**

READINGS: B&J, 23-32.

UM Learn: "The Requirement" (1510), P&K, vol. 1, pp. 288-290.

European voyages of exploration- Columbus, 1492

Lectures on Monday, Sept. 25 and Wed., Sept. 27

Discussion on **Fr., Sept. 29** → **Assignment 1 due today**

READINGS: B&J, 32-34, 40-49.

UM Learn: selections, Columbus' Journal, P&K, vol. 2, 22-23, 29-33

European conquest of America

Lectures on European conquest, Monday, October 2 and Wed. Oct. 4

No classes: Fall Term break (Oct. 6) and Thanksgiving (Monday, Oct. 9)

Discussion on Wed., Oct. 11

READINGS: B&J, 52-78.

UM Learn: selections, Bernardino de Sahagún, "General History of the Things of New Spain," in Alfred Andrea and James Overfield, *The Human Record. Sources of World History. Volume 2: since 1500*. 6th ed. (Boston and New York: Houghton Mifflin Company, 2009), pp. 111-115; "Poma de Ayala on Cajamarca," P&K, vol. 4, pp. 84-86.

The human and ecological consequences of the European conquest

Lectures on Fr., Oct 13 and Monday, Oct 16

Discussion on **Wed., Oct. 18** → **Assignment 2 distributed today**

READINGS: B&J, 78-90, 122-129

UM Learn: J.R. McNeill, "The Ecological Atlantic," in *The Oxford Handbook of the Atlantic World, c. 1450- c. 1850*, edited by Nicholas Canny and Philip Morgan, Oxford University Press, 2011, pp. 289-304.

Ruling the empire

Lectures on Friday, Oct. 20 and Monday, Oct. 23



Discussion on **Wed., Oct. 25** → **Assignment 2 due today**

READINGS: B&J, 91-121

UM Learn: “Poma de Ayala on Indians and corregidores,” P&K, vol. 4, pp. 326-328; Susan Ramírez, “Don Melchior Caruarayco. A *Kuraka* of Cajamarca in Sixteenth-Century Peru,” in Kenneth Andrien, ed. *The Human Tradition in Colonial Latin America* (Wilmington, Delaware: SR Books, 2002), pp. 22-34.

The economic structures of the empire

Lecture on Friday, Oct. 27 and Monday, Oct., 30

Discussion on Wed., Nov. 1 READINGS: B&J, 154-190

UM Learn: Antonio Vazquez de Espinosa, “Compendium and Description of the West Indies” (1620s), in Andrea and Overfield, *Human Record*, pp. 124-8; “The Evils of Cochineal (Tlaxcala, 1535), in Kenneth Mills and William Taylor, eds, *Colonial Spanish America. A documentary history* (Wilmington, Del: SR Books, 1998), pp. 90-93.

Labor in the Empire I: Indigenous Peoples

Lectures on Friday, Nov. 3 and Monday, Nov. 6

Discussion on **Wednesday, Nov. 8** → **Assignment 3 distributed today**

READINGS: B&J, 122-142

UM Learn: “The Indian town council of Huejotzingo to the King”, P&K, vol. 3, pp. 470-3; Alonso de Zorita, “The Brief and Summary Relation of the Lords of New Spain” (excerpts), in Andrea and Overfield, *Human Record*, pp. 118-124; see also 211-212

No classes, Monday, Nov. 13

Labor in the Empire II: Africans

Lectures on Friday, Nov. 10 (**no class, Monday, Nov. 13**) and Wed., Nov. 15

Discussion on **Friday, Nov. 17** → **Assignment 3 due today, also VW deadline**

READINGS: B&J, 39-40, 142-153

UM Learn: Mary Karasch, “Zumbi of Palmares: Challenging the Portuguese Colonial Order,” in Andrien, *Human Tradition*, pp. 104-120; Father Antônio Vieira, “Children of God’s fire”, in Robert Conrad, ed., *Children of God’s Fire. A Documentary History of Black Slavery in Brazil*, pp. 163-174; see also 206-211

The colonial society: castas and gender

Lectures on Monday, Nov. 20, Wed., Nov. 22, and Fr., Nov. 24

Discussion on Monday, Nov. 27

READINGS: B&J, 191-238; see also 245-281

UM Learn: John C. Supper, “Miguel Hernandez, Master of Mule Trains,” pp. 125-131, and Solange Alberro, “Beatriz de Padilla, Mulatta Mistress and Mother,” pp. 178-184, in Kenneth Mills and William Taylor, eds, *Colonial Spanish America. A documentary history*. (Wilmington, Del: SR Books, 1998).

Imperial changes in 18th century: The Bourbon Reforms

Lecture on Wed., Nov. 29 and Friday, Dec. 1



Discussion on Monday, Dec., 4

READINGS: B&J, 282-338

UM Learn: Alberto Flores Galindo, “The Rebellion of Tupac Amaru” and José Antonio de Areche, “All must die!”, in O. Starn, C. Degregori, and R. Kirk, eds. *The Peru Reader. History, Culture, and Politics* (Durham: Duke University Press, 1995), pp. 147-161.

American responses: Independence (early 19th century)

Lectures on Wed., Dec. 6 and Friday, Dec. 8

READINGS: B&J, 339-389

UM Learn: José María Morelos, “Sentiments of a Nation” (1813), in Gilbert K. Joseph and Timothy J. Hendersen, eds, *The Mexican Reader. History, Culture, Politics* (Durham: Duke University Press, 2002), pp. 189-191; Toussaint L’Ouverture, speeches and letters on the Haitian revolution (1793-1800), in Thomas Sanders et al, *Encounters in World History. Sources and Themes from the Global Past- Volume Two: From 1500* (New York: McGraw Hill, 2006), pp. 186-191.

Final exam during university’s final exam period, Dec. 11th – Dec. 21st

Student Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.