

**LAH 3130**  
**Colonial Latin America**  
Fall 2017

117 Keene-Flint – MWF 6 (12:50pm-1:40pm)

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Office hours: MW 11:30am-12:30pm, F 10:30am-11:30am, and by appointment

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**Course overview:**

In this course, we will examine the history of the Americas under Spanish and Portuguese imperial rule, that is, since the arrival of Iberian conquerors and colonizers in the late fifteenth century until the end of the Iberian dominion in the region during the nineteenth century. This period was characterized by a series of social, political, cultural, and economic factors that, in many ways, have shaped the culture and identity of Latin American societies. Classes are designed for students with some background in the history of the region or those interested in learning more about the early modern past of Latin America.

This class will concentrate on the changes and transformations that took place in the Americas from 1500 to 1800. We will start by discussing the state of the American (Aztec, Inca, Maya) and Iberian (Spanish, Portuguese) civilizations at the time of the arrival of Europeans in the Americas. Then, we will move to explain the encounters and confrontations taking place between both groups in American soil during the first half of the sixteenth century. Later, we will examine the formation of the political, social, cultural, and economic foundations of the Spanish American societies from the sixteenth to the seventeenth centuries, with a particular emphasis on Mexico and Peru, the two most important territories of the Spanish Empire in the Americas. Next, we will dedicate a discussion on the special case of colonial Brazil, which was under Portuguese rule. Finally, we will study the eighteenth century, characterized by the establishment of political and economic reforms that sought to recover and improve the Iberian prowess in the region. These reforms led to a series of local mobilizations and revolts by the end of that century that, in many respects, paved the way for the independent movements that arose throughout Spanish and Portuguese American territories in the nineteenth century.

**Goals and Objectives:**

1. To study the societies and cultures of Spanish and Portuguese America in early modern times.
2. To understand the connections between the current Latin American cultures and societies and the confrontations and negotiations taking place between indigenous Americans and Europeans from 1500 to 1800.

3. To foster an interpretative and knowledgeable analysis of primary and secondary sources to have a better grasp about the past.

### **Course Requirements:**

1. Class attendance: Attendance is required and will be taken every class (starting in **Aug. 28<sup>th</sup>**). You will be allowed three unexcused absences for which no documentation or excuse is required. After the third unexcused absence, one percentage point per absence will be deducted from your final grade. Three late arrivals and/or early departures will count as one absence.

In the case of absence, you must provide official documentation to your instructor within one calendar week of the absence in order to be excused. If you do not do so, the absence will be unexcused.

2. Classroom participation (30%): All students are welcome to participate with questions or comments related to the topic discussed in our class sessions.

Besides your voluntary participation, there will be 13 discussion sessions throughout the semester based on assigned readings that are uploaded on Canvas (see course schedule below). Students are expected to complete the readings and write a short (250 words) reflection on the readings before each discussion session. This short reflection must include at least one question that will be debated in class. You must email to your instructor the short reflection and question by 10:00am on the day of each discussion session.

Your classroom participation grade will be calculated at the instructor's discretion based on the quality and quantity of the student's engagement in the classroom (50%) and the punctual submission of your short reflection and question for each discussion session (50%)

3. Examinations (10%+10%+10%=30%): Students must take 3 blue-book exams throughout the semester (**Sep. 22, Oct. 27, and Dec. 6**). Exams are not cumulative. Exams will be graded for critical thinking and synthesis, and may combine multiple choice, identification questions, and short essays.
4. Historiographical essay (40%): Students will also write a historiographical essay as their term paper based on one of the three assigned books (see reading responsibilities below). This essay is aimed at training students to read history more critically (both secondary and primary sources). Students must also select two secondary sources (journal articles, book chapters, etc.) related to the title of their choice. The book and two secondary sources must be agreed upon in consultation with the instructor **by Sep. 22**. Students will be assisted in their search for appropriate sources; therefore it is very important for all to meet with the instructor as early as possible. Since students may be unfamiliar with this type of paper, to improve their chances of doing well, the essay will be written in three stages:

- Stage 1: Read the first secondary source recommended by the instructor and write an analytical paper (2 pages) – due on **Sep. 29**.
- Stage 2: In light of the comments on the first essay, read the second secondary source and write a second analytical paper (2 pages) – due on **Oct. 20**.
- Stage 3: Revise the previous two papers and incorporate them into your final historiographical essay on the book of your choice (8 pages) – due on **Dec. 13**.

The two analytical papers and the final historiographical essay must be submitted electronically (to the instructor’s email) and have the following format: Times New Roman, 12 font size, 1-inch margins, and double-line spacing. Regarding citations, you can choose either Chicago, MLA, or APA formats—just be consistent throughout your essay. The purpose of writing a historiographical essay is to allow students to compare and contrast different historiographical approaches to a shared topic. Note that students must complete all three stages on time in order to get a full historiographical essay grade. Missing the September and October deadlines will impact your final grade with the reduction of half of a letter grade per day. The due date of the final historiographical essay will be strictly enforced.

**Course Grades:** Students’ grades will be based on three elements:

- Classroom Participation 30%
- 3 examinations (Sep. 22, Oct. 27, and Dec. 6) 30%
- Historiographical Essay (Sep. 29, Oct. 20, and Dec. 13) 40%

**Reading Responsibilities:** Students are expected to read the text noted below.

Benjamin Keen and Keith Haynes. *A History of Latin America*, vol. 1, *Ancient America to 1910*, 9<sup>th</sup> ed. Boston: Wadsworth, Cengage Learning, 2013. [This will be the general textbook for this course.]

For the historiographical essay, students will have to choose only one of the following titles:

- Alvar Núñez Cabeza de Vaca. *Castaways: The Narrative of Alvar Núñez Cabeza de Vaca*. Edited by Enrique Pupo-Walker and translated by Frances M. López-Morillas. Berkeley: University of California Press, 1993.
- Catalina de Erauso. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Translated by Michele Stepto, and Gabriel Stepto. Boston: Beacon Press, 1996.
- Carlos de Sigüenza y Góngora. “The Misfortunes of Alonso Ramírez.” In: Fabio T. López Lázaro, *The Misfortunes of Alonso Ramírez: The True Adventures of a*

*Spanish American with 17<sup>th</sup>-century Pirates*. Austin: University of Texas Press, 2011.

\*\*If you cannot obtain a copy of your book, contact your instructor as soon as possible. The failure to obtain a book does not excuse you from any related assignment. These books are also available online at UF Libraries website and/or on Course Reserve at Library West.

### **Course Schedule:**

Week 1: Introduction to the course: Why is important to understand the early modern history of Latin America? (Aug. 21-23-25)

\*Discussion 1 (Fri., Aug. 25):

- James Brooke, "Conquistador Statue Stirs Hispanic Pride and Indian Rage." *New York Times*, February 9, 1998.
- Juan Carlos Callirgos. *Reinventing the City of the Kings: Postcolonial Modernizations of Lima, 1845-1930*. (Chapter 1: Introduction: "Dismounting Pizarro: Postcolonial Anxieties over History.") Ph.D. diss., University of Florida, 2007, pp. 12-20, 60.

Week 2: Ancient America – The Mayas, the Aztecs, and the Incas (Aug. 28-30, Sep. 1)

Keen and Haynes, *A History of Latin America*, chapter 1 (pp. 7-36)

\*Discussion 2 (Fri., Sep. 1): Johanna Broda, "Political Expansion and Creation of Ritual Landscapes: A Comparative Study of Inca and Aztec Cosmovision." *Cambridge Archaeological Journal* 25:1 (2015): 219-238.

Week 3: The Hispanic Background – Late Medieval Iberia, the Catholic Kings, and the Hapsburg Era (Sep. 6-8)

Keen and Haynes, *A History of Latin America*, chapter 2 (pp. 37-52)

\*Discussion 3 (Fri., Sep. 8): Felipe Fernández-Armesto. *Before Columbus: Exploration and Colonization from the Mediterranean to the Atlantic, 1229-1492*. (Chapter 9: "The Mental Horizon.") Philadelphia: University of Pennsylvania Press, 1987. Pp. 223-252.

Week 4: The Conquest of America 1 – The Great Voyages, Columbus, and the Conquest of Mexico (Sep. 11-13-15)

Keen and Haynes, *A History of Latin America*, chapter 3 (pp. 53-68)

\*Discussion 4 (Fri., Sep. 15): James Lockhart. "Sightings: Initial Nahua Reactions to Spanish Culture." In: *Implicit Understandings: Observing, Reporting, and*

*Reflecting on the Encounters Between Europeans and Other Peoples in the Early Modern Era.* Edited by Stuart B. Schwartz. Cambridge: Cambridge University Press, 1994. Pp. 218-248.

Week 5: The Conquest of America 2 – The Conquest of Peru and the Quest for El Dorado (Sep. 18-20-22)

Keen and Haynes *A History of Latin America*, chapter 3 (pp. 68-78).

\*Discussion 5 (Wed., Sep. 20): Gonzalo Lamana, “On Books, Popes, and Huacas; or, the Dilemmas of Being Christian.” In: *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires.* Edited by Margaret R. Greer, Walter D. Mignolo, and Maureen Quilligan. Chicago: University of Chicago Press, 2007. Pp. 117-149.

**\*\*Exam 1** (Fri., Sep. 22)

Week 6: The Economic Foundations of Early Modern Spanish America 1 – Tribute, labor, slavery, and the hacienda system (Sep. 25-27-29)

Keen and Haynes, *A History of Latin America*, chapter 4 (pp. 79-92)

**\*Historiographical Essay – Stage 1** (Fri., Sep. 29)

Week 7: The Economic Foundations of Early Modern Spanish America 2 – Mining, industry, commerce, and smuggling (Oct. 2-4)

Keen and Haynes, *A History of Latin America*, chapter 4 (pp. 92-98)

\*Discussion 6 (Wed., Oct. 4): Marcy Norton. “Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics.” *American Historical Review* 111:3 (2006): 660-691.

Week 8: Political Institutions of the Spanish Empire in the Americas – Administration and Colonial Law (Oct. 9-11-13)

Keen and Haynes, *A History of Latin America*, chapter 5 (pp. 99-105)

\*Discussion 7 (Fri., Oct. 13): Karen B. Graubart. “Learning from the Qadi: The Jurisdiction of Local Rule in the Early Colonial Andes.” *Hispanic American Historical Review* 95:2 (2015): 195-228.

Week 9: The Church in Colonial Latin America: Secular and regular clergy, the Inquisition, and science and education (Oct. 16-18-20)

Keen and Haynes, *A History of Latin America*, chapter 5 (pp. 105-114)

**\*Historiographical Essay – Stage 2 (Fri., Oct. 20)**

Week 10: Classes and castes in Early Modern Latin America – Spaniards, indigenous peoples, mestizos, Africans; gender and sex (Oct. 23-25-27)

Keen and Haynes, *A History of Latin America*, chapter 5 (pp. 114-126)

\*Discussion 8 (Wed., Oct. 25): María Elena Martínez. “Sex and the Colonial Archive: The Case of ‘Mariano’ Aguilera.” *Hispanic American Historical Review* 96:3 (2016): 421-443.

**\*\*Exam 2 (Fri., Oct. 27)**

Week 11: Colonial Brazil – Early colonization, local administration, the church, and classes, castes, and slavery (Oct. 30, Nov. 1-3)

Keen and Haynes, *A History of Latin America*, chapter 6 (pp. 127-140)

\*Discussion 9 (Fri., Nov. 3): Neil L. Whitehead. “Hans Staden and Cultural Politics of Cannibalism.” *Hispanic American Historical Review* 80:4 (2000): 721-752.

Week 12: The Bourbon Reforms – The “Second Conquest” of America? (Nov. 6-8)

Keen and Haynes, *A History of Latin America*, chapter 7 (pp. 141-153)

\*Discussion 10 (Wed., Nov. 8): Charles F. Walker. “The Upper Classes and their Upper Stories: Architecture and the Aftermath of the Lima Earthquake of 1746.” *Hispanic American Historical Review* 83:1 (2003): 53-82.

Week 13: Late Colonial Culture – Spanish Enlightenment, Science, and Creole Nationalism (Nov. 13-15-17)

Keen and Haynes, *A History of Latin America*, chapter 7 (pp. 153-158)

\*Discussion 11 (Fri., Nov. 17): Jorge Cañizares-Esguerra, “Postcolonialism avant la lettre?: Travelers and Clerics in Eighteenth-Century Spanish America.” In: *After Spanish Rule: Postcolonial Predicaments of the Americas*. Edited by Mark Thurner and Andrés Guerrero. Durham: Duke University Press, 2003. Pp. 89-110.

Week 14: The Revolt of the Masses 1 – The Rebellion of Tupac Amaru II (Nov. 20)

Keen and Haynes, *A History of Latin America*, chapter 7 (pp. 158-163)

Week 15: The Revolt of the Masses 2 -- The Katarista Rebellions and the Move toward Independence (Nov. 27-29, Dec. 1)

Keen and Haynes, *A History of Latin America*, chapters 7 (pp. 163-164) and 8 (pp. 165-170)

\*Discussion 12 (Fri., Dec. 1): Sinclair Thomson. "Sovereignty Disavowed: the Tupac Amaru Revolution in the Atlantic World." *Atlantic Studies* 13:3 (2016): 407-431.

Week 16: How "Colonial" is Colonial Latin America? (Dec. 4-6)

\*Discussion 13 (Mon., Dec. 4): Mark A. Burkholder. "Spain's America: From Kingdoms to Colonies." *Colonial Latin American Review* 25:2 (2016): 125-153.

\***Exam 3** (Wed., Dec. 6)

Week 17: **Final Historiographical Essay – Stage 3** (Wed., Dec. 13)

### **Class Demeanor and Warnings**

Students are expected to behave in a respectful and responsible manner at all times. Cell phones should be switched off in class. **Academic dishonesty and plagiarism will not be tolerated** (a clear description of plagiarism and ways to avoid it can be found at <http://guides.uflib.ufl.edu/content.php?pid=32772&sid=1805502>)

The UF Student Conduct & Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment'." For the entire University Policy please refer to <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

There is **no extra credit** option in this course.

### **ACADEMIC INTEGRITY**

Academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Violations of the honor code include, but are not limited to: plagiarism, cheating, bribery, misrepresentation, fabrication, and conspiracy. Such violations may result in the following: lowering of grades, mandatory 0 on assignments, redoing assignments, a final failing grade in the course, expulsion from the course, referral to the student-run Honor Court. The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor

received unauthorized aid in doing this assignment. For more information, refer to: [http://www.dso.ufl.edu/Academic\\_Honesty.html](http://www.dso.ufl.edu/Academic_Honesty.html) and <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

### **ACCOMODATIONS**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

### **COURSE EVALUATIONS**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **COUNSELING AND WELLNESS**

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

### **IMPORTANT NOTICE**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **PROCEDURE FOR CONFLICT RESOLUTION**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).