

LAH 3130: Colonial Latin America

Prof. Max Deardorff

(deardorff.max@ufl.edu)

Class Meetings: MWF 10:40 – 11:30 am (Little Hall 0221)

Office Hours: Tues. 10-11am & Weds. 2-4pm (339 Grinter)



Oaxtepec (México) – *Relaciones Geográficas*, 1580. Colección Nettie Lee Benson, Austin (TX).

COURSE DESCRIPTION:

From a young age, you are likely to have learned that in 1492, Columbus sailed the ocean blue, and that the world changed because of it. While simplistic, there is some truth to that adage. In this course, we will explore the astonishing complexity of one of the world's great human transformations, which brought together millions of natives, Africans, and Europeans on two continents that in 1492 had no name, but would eventually be known as "America." Starting with Columbus' footfall in the Caribbean, and continuing with the Aztecs and Incas, we will discuss what "conquest" meant, and to whom it belonged. Afterward, the course will lay out the development of the colonial economy, as well as the social relationships that evolved because of it. I stress now, as I will later, the notion that none of these relationships were static; they changed over time.

In order to gain a sense for the actors in this long-form drama, we will read original documents representing the worldviews of native Andeans and Mesoamericans, free and enslaved Africans, and Spanish conquistadors, merchants, priests, and colonial administrators. Presented with an array of facts and viewpoints, you will be able to decide for yourself whether to characterize the great population collapse in the sixteenth-century Americas as the ravages of disease and warfare or as genocide. While considering the Atlantic slave trade, you will use documents about individual Africans to parse human detail out of that ignominious commerce. And you will learn to question the inevitability of any of these world developments, seeing instead the development of Latin America as the complex product of a wide myriad of individuals and states seeking alliances and pursuing their best interests. You will be introduced to much of this material through lecture, but you will also take ownership of the information by learning the historian's trade. Each week you will analyze original (translated) primary sources that you will discuss in sections at the end of the week. Finally, you will rehearse critical writing skills through the development of a series of short essays, in which you will analyze historical documents in order to harness an argument about the development of certain features of colonial Latin America.

Required Texts:

Boyer, Richard and Geoffrey Spurling. *Colonial Lives: Documents on Latin American History 1550-1800* (Oxford, 2000) ISBN-10: **0195125126** | ISBN-13: **978-0195125122**

Dubois, Laurent and John Garrigus, *Slave Revolution in the Caribbean 1789-1804* (Bedford/St. Martin's 2nd ed., 2016) ISBN-10: **1319048781** | ISBN-13: **978-1319048785**

Mills, Kenneth, William B. Taylor, and Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History* (Scholarly Resources, 2002) ISBN-10: **0842029974** | ISBN-13: **978-0842029971**

Pané, Fray Ramón, *An Account of the Antiquities of the Indies* (Duke, 1999) ISBN-10: **0822323478** | ISBN-13: **978-0822323471** [*also available FREE online via UF library website*]

Schwartz, Stuart, *Victors and Vanquished. Spanish and Nahua Views of the Conquest of Mexico* (Bedford, 2000) ISBN-10: **0312393555** | ISBN-13: **978-0312393557**

Yupanqui, Titu Cusi. *History of How the Spaniards Arrived in Peru* (Hackett, 2006) ISBN-10: **0872208281** | ISBN-13: **978-0872208285**

Course Reserves: One copy of "Required Texts" listed above will be available at Library Desk for consultation.

Optional Text

Your required reading is from documentary readers, with colonial-era documents and short introductions by historians. Class lectures will provide the narrative connection between the themes of each week of the semester. If you prefer to have a textbook for your own personal reference, I suggest any of the last three editions of Burkholder and Johnson's *Colonial Latin America* (7th – 9th editions), which is readable and covers much of the material in the course.

Course goals:

(1) Students will come away with both big-picture and fine-detailed knowledge of the Iberian conquests of the Americas, and the societies that emerged from imperial rule and the imposition of African slavery on the colonies. In particular, students will try and grasp what life was actually like in the early modern colonial world rather than amass a set of facts about that world.

(2) Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and how they were read and received by their contemporary audiences as well as by modern historians.

(3) Students will improve their writing and communication skills, by writing short and medium-length essays that ask historical questions and muster evidence from primary sources to support their theses. All papers will be graded and returned with significant feedback so as to encourage better performance on future papers.

(4) Students will engage in critical conversation with their professor and peers about the work of doing history.

Attendance and Participation: Attendance at lectures and discussions is mandatory. **Fridays (unless otherwise noted) will be devoted to discussion of the week's readings.** Please attend

section having read the week's materials and bring a copy with you. Spotty attendance, unpreparedness, or failure to bring readings to discussion section will certainly lower your grade and poor attendance is grounds for failing the course; excellent attendance and especially energetic and informed participation will raise final grades.

Excused Absences: One absence will automatically be excused without question. That said, students who will not be able to take an exam at the scheduled time or need an extension of the due date for a paper must provide medical documentation of their condition at the time. The same holds true for any course meetings beyond the first that students might miss because of extended illness. Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) must notify the professor in advance.

Map quiz: There will be a short, in-class map quiz on Wednesday, September 5. Prep materials will be available on online.

Source Analysis: During the early weeks of the course, you will be asked to assess one of your readings for each week. You should be prepared to answer these questions: 1) What kind of document is it? 2) Who produced it? 3) Who was the intended recipient? 4) Did its creator manipulate the information for any intended purpose? How? 5) This document reflects events at a certain place and time. What can it tell us about larger-scale historical processes?

Film Review: You are required to write a short (3 page) review of the film, *La otra conquista*. We will have a screening of it in class during the fourth week of the semester. Your reviews will be due in discussion section in class on Monday, September 24.

Essays: Three 4-6 page essays will be due in class throughout the semester. Questions will be distributed a week in advance. These essays will involve critical analyses of primary documents that we will have studied in class. **No outside sources should be consulted without justification to the instructor.** See discussion on grading and my policy on **plagiarism** at the end of this syllabus.

Grading:

Source Analyses (x3):	15%
Map quiz:	10%
Film review:	15%
Essays (x3):	60%

You cannot pass this course without passing all component parts, including attendance. If you miss too many sections or fail to attend lecture regularly (as determined by the professor and/or teaching assistant) you will fail the course.

If you have any concerns, including disabilities or other issues that might affect your performance, please let me know as soon as possible so that we can make any accommodations necessary.

Personal Technology Policies: All cell phones must be turned to vibrate at the beginning of class. Internet websurfing, texting, checking of email, or other tasks unrelated to note-taking during lecture, discussion or other classroom activities is not permitted. For this reason, laptops are not

allowed in class except in the case of express, written consent from Professor Deardorff, provided beforehand. Any student found engaging in these activities during class may be asked to leave the classroom. A second violation will result in disciplinary sanction.

Schedule of Readings: Please note that readings will be posted in CANVAS under "Files." This syllabus and any handouts or assignments will also appear on CANVAS.

Holidays: Sept. 3 Labor Day, Nov. 2-3 Homecoming, Nov. 12 Veterans Day, Nov. 21-24 Thanksgiving

1. Introduction: The Iberian View of the World and Contact

Wed 8/22, Fri 8/24

Columbus, "The Letter to Luis de Santangel" [**available on CANVAS**]

Mills et al., 6: "A Pope Rewards So Salutary and Laudable a Work, Romanus Pontifex of Pope Nicholas V, January 8, 1455"

Mills et al., 7: "There Can Easily Be Stamped Upon Them Whatever Belief We Wish to Give Them"

2. The Early Caribbean

Mon 8/27, Wed 8/29, Fri 8/31

Pané, *An Account of the Antiquities of the Indians*

"The Requirimiento" [**available on CANVAS**]

Keen: "The Strange Sermon of Father Montesinos" [**available on CANVAS**]

**1-page source analysis due in class, Fri. 8/31 (see instructions above)*

3. The Conquest of Mexico

~~Mon 9/3 LABOR DAY~~, Wed 9/5, Fri 9/7

Schwartz, *Victors and Vanquished*

- Part II, section 1, pages 29-33
- Part II, section 3, pages 79-99
- Part II, sections 5, pages 127-155

**Map Quiz (9/5) in class.*

4. Inventing Indians

Mon 9/10, Wed 9/12, Fri 9/14

Schwartz, *Victors and Vanquished*

- Part II, sections 6 & 7, pages 156-199
- Part II, section 8, pages 233-240

FILM SCREENING THIS WEEK: La Otra Conquista

**1-page source analysis due in class, Fri. 9/14 (comment on one of the authors from the Schwartz collection)*

5. The Conquest of Perú

Mon 9/17, Wed 9/19, Fri 9/21

Yupanqui, *History of How the Spaniards Arrived in Peru*

6. The Christianization Campaign

Mon 9/24, Wed 9/26, Fri 9/28

Boyer & Spurling, 5: "In the Service of God..."

Mills et al., 9: Francisco de Vitoria, "On the Evangelization of Unbelievers"

Mills et al., 13: "The Jesuit and the Bishop, Bahia, Brazil"

Mills et al., 19: José de Acosta, "On the salvation of the Indians"

Mills et al., 35: "Francisco de Ávila's Christmas Eve Sermon"

**FILM REVIEW DUE Monday 9/24 (see instructions above)*

7. Merging Spanish and Indigenous Social Structures (1500-1650)

Mon 10/1, Wed 10/3, Fri 10/5

Boyer & Spurling, 1: "The Indians of Tejupan Want to Raise Silk on Their Own"

Boyer & Spurling, 4: "*Directorio para confesores*: "Lords who Hold Temporal Government Over Vassals"

Mills et al.: 15, "The Evils of Cochineal, Tlaxcala, Mexico (1553)"

**1-page source analysis due in class, Fri. 10/5*

8. Land, Labor, and Urban Settlements (1550-1700)

Mon 10/8, Wed 10/19, Fri 10/12

James Lockhart and Enrique Otte, "Two letters from Mexican immigrants back to relatives in Spain" [**available on CANVAS**]

Rachel O'Toole, "The Making of a Free Lucumí Household" [**available on CANVAS**]

Mills et al., 16: "The Indian Pueblo of Texupa in Sixteenth-century Mexico"

Boyer & Spurling, 8: "Spaniards in the Nahua Countryside..."

9. Atlantic Trade, Piracy, and Imperial Competition (1550-1700)

Mon 10/15, Wed 10/17, Fri 10/19

Leo Garofalo, "Afro-Iberian Sailors, Soldiers, Traders, and Thieves on the Spanish Main" [**available on CANVAS**]

David Wheat, "A Spanish Caribbean Captivity Narrative" [**available on CANVAS**]

Stuart Schwartz, "Corsairs: French Interlopers at Bahia (1614)" [**available on CANVAS**]

TBA reading

ESSAY 1 DUE IN CLASS MONDAY 10/15

10. Slaves and the Castas: Hierarchy and Mobility in Colonial Society

Mon 10/22, Wed 10/24, Fri 10/26

Boyer & Spurling, 20: "Felipe Edimboro Sues for Manumission..."

Boyer & Spurling, 22: "Urban Slavery in Salvador, Bahia, Brazil..."

Mills et al., 48: "Two Castas Paintings from Eighteenth-century Mexico"

Nicole von Germeten, "Juan Roque's Donation of a House to the Zape Confraternity, Mexico City, 1623" [**available on CANVAS**]

Keen: "Class and Caste in the Spanish Colonies" [**available on CANVAS**]

11. Brazil: Sugar, Gold, and Slavery

Mon 10/29, Wed 10/31, (Fri 11/2 NO CLASS)

Boyer & Spurling, 11: "Favored Women, Subjected Indians: The Settlement of Pero d'Araujo's Estate in São Paulo (1637-1640)"

Mills et al., 33: "Two Slaveryes—The Sermons of Padre Antonio de Vieira..."

Mills et al., 39: "A Black *Irmandade* in Bahia, Brazil (1699)"

Anonymous, "Minas Uprising of 1720" [available on CANVAS]

12. American Catholicism and its Discontents (1580-1740)

Mon 11/5, Wed 11/7, Fri 11/9

Mills et al., 26: "Making an Image and a Shrine, Copacabana, Peru"

Mills et al., 27: "Felipe Guaman Poma de Ayala's Appeal Concerning the Priests, Peru"

Boyer & Spurling, 3: "The Telling of Tales: A Spanish Priest and his Maya Parishioners"

Boyer & Spurling, 13: "On Her Deathbed, María de la Candelaria Accuses Michaela de Molina of Casting Spells"

13. Family, Gender, and Honor in Colonial Latin America

Mon 11/12, Wed 11/14, Fri 11/16

Mills et al., 31: "Sor Juana Inés de la Cruz's Letter to Sor Filotea"

Mills et al., 50: "Brazilian Slaves who Marry"

Boyer & Spurling, 6: "Affairs of the Courtroom: Fernando de Medina Confesses to Killing His Wife"

Boyer & Spurling, 10: "Wife of My Soul and Heart, and All My Solace..."

Boyer & Spurling, 17: "Scandal at the Church..."

ESSAY 2 DUE IN CLASS WED, 11/14

14. Reforms and Rebellion in Late Colonial Society (1750-1790)

Mon 11/19, (Wed 11/21 & Fri 11/23 NO CLASS FOR THANKSGIVING BREAK)

Boyer & Spurling, 16: "Letters of Insurrection..."

Mills et al., 40: "As for the Spaniards, their time is up"

Mills et al., "José de Gálvez's Decrees for the King's Subjects in Mexico"

Ward Stavig, *Túpac Amaru, Part II* [available on CANVAS]

15. The Caribbean as Center: Sugar, Slavery and Revolution

Mon 11/26, Wed 11/28, Fri 11/30

Dubois & Garrigus, *Slave Revolution in the Caribbean*, read:

- "Introduction: Revolution, Emancipation, and Independence"
- documents 3-10; 13-17; 25; 28-29; 38-39.

16. The End of Empire

Mon 12/3, Wed 12/5

Simón Bolívar, "Jamaica Letter" [available on CANVAS]

Mills et al., 55: "José María Morelo's "Sentiments of the Nation..."

Mills et al., 56: "The Argentine Declaration of Independence..."

ESSAY 3 DUE IN PROF'S MAILBOX BY 4 PM on TUES, DEC 11 [Formal Exam Period Tuesday Dec. 11, 12:30-2:30pm]

Essays

All three required papers (plus the film review) are analytic essays: they will answer a question that requires you to read and think through a set of readings and formulate a thesis. They should **not** be summaries of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). They should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings. I will give plenty of feedback where necessary, and expect to see improvements over the semester.

Grading Criteria:

If you believe an error has been made in grading your work, please bring it to the instructor's attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Plagiarism policy

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an “F” for the paper. Intentional plagiarism results in an “F” for the course, or worse. All plagiarism charges will be reported to the University administration.

The University of Florida Honor Pledge: 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 Student 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.”

How to avoid the (unintentional) appearance of plagiarism

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation).

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

Accommodations for Students with Disabilities: 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. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: 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>