

**HISTORY 415: Precontact and Colonial Latin America**  
**Fall Semester 2003**  
**T Th 9:30-10:45, Hepner Hall #213**

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**Goals of the Course:**

This course explores the history of the area we call "Latin America" from just prior to Columbus's landing in the Caribbean in 1492 to the achievement of Independence by most colonies in the 1820s. The geographical focus of the course is wide, spanning much of North America, Mesoamerica, and the South American continent as well as the islands of the Caribbean. The information we will cover concerning this period is also wide-ranging, both chronologically and thematically. We will explore change and continuity in a number of contexts -- political and economic as well as social and cultural -- and we will focus on issues of continuities in indigenous cultures over time, thus complicating the meanings of "conquest" and "colonialism." At the same time, we will examine the various structures put in place by Spanish and Portuguese colonists and the ways and mechanisms by which they did dramatically impact Latin America's development over time.

This course has a series of goals. They are:

- **To teach you about colonial Latin American history.** This is an obvious point, but it bears explanation. By the end of the semester, you should know the basic geography of Latin America, the themes, chronology, and different periods of colonial Latin American history, the major historical figures of this period, and the major historiographical debates in the field. Most importantly, you should be able to connect these people, periods, and places within a broad, sweeping "story" of Latin American history.
- **To teach you to think like a historian.** History has a reputation for being little more than a compilation of "facts and dates." Those of you with a degree of exposure to the study of history, however, know that it is anything but that. The history we learn is in fact based on scholars' interpretation of past events. These interpretations can be balanced and fair, but they are invariably influenced by the author's particular point of view. What we think of as "objective" history, therefore, is actually the way that a particular author has interpreted the materials available to him or her. In this course, I would like you not only to recognize that history is subjective, but to also build the critical thinking skills necessary to develop your own interpretation and your own "reading" of colonial Latin American history.
- **To help you become a better writer.** Although this is not an English composition class, your writing style, organization, and ability to make an argument are crucial factors in determining your grade and overall success in this class. More importantly, having good writing skills will serve you well for the rest of your life -- in finishing your degree at SDSU, in succeeding at whatever career you choose, and in advocating for yourself in general. I will evaluate your writing throughout the course through weekly assignments, essay examinations, and a formal paper assignment. In class, we will discuss at length how to write a good paper (with thesis, argument, and evidence) and what it means to write well.
- **To help you become more reflective about Latin American culture and the society you live in.** This course centers around the fundamental issue of what happens when people of radically different cultures come into contact with each other. It explores the impact of such encounters with regard to gender relations, power relations, cultural assumptions of superiority and inferiority, justification of actions, etc. I argue that these dynamics are fundamental to human interactions and are present in today's world as much as they were evident in the past. By studying

native American and European interactions in the colonial period, therefore, you can also gain insight into race, class, and gender relations in modern-day San Diego.

### **Course Format:**

This course meets twice a week in 75-minute sessions. I will lecture for a certain amount of that time, but this is not a typical lecture course. In class, we will also discuss your reactions to reading materials, examine and discuss images and videos, and listen to and comment on presentations. In this way, everyone contributes to what we learn throughout the semester, so **the success of the course depends on all of us**. It is important as well to remember that your responsibilities go beyond reading the material and coming to class prepared. They also include listening to and respecting your colleagues' comments in order to create an atmosphere in the classroom where everyone feels comfortable speaking.

### **Office Hours:**

My office hours are Wednesdays from 1 to 3pm. If you are not able to come at that time, I will be happy to make separate appointments with you. Individual meetings are often very helpful, especially if you find you are having trouble with some aspect of the course. Therefore, I strongly encourage you to come and see me outside of class. I am also available for short questions after class.

### **Course Requirements and Grading:**

Your grade is based on the following components:

1. **Attendance:** You need to come to every class. **Important:** Every third absence you have lowers your grade one full point. This means that if you have 3 or 4 absences, I will lower your final grade one full point (for example, from a B+ to a C+). If you have 5 or 6 absences, your final grade will be lowered two full points, etc. I will accept written proof for legitimate reasons for missing class, and if you have special circumstances, come and meet with me to discuss them.
2. **Participation (10%):** Participation is a key part of this course, and it does not simply mean showing up for class. I will assume that you will be in class every day, and that you will come prepared. Being prepared means the following:
  - that you do not come late to class
  - that you are alert and paying attention throughout the entire period
  - that you take notes during lectures, videos, and discussion
  - that you have done the reading(s) we are to discuss and bring them to class
  - that you are prepared to participate in class discussion
  - that you add meaningful and knowledgeable comments to class discussion

More general behavior guidelines are listed in the *California Code of Regulations*, Section 4101, included in the San Diego State University General Catalogue. Also take into account that **I will call on you at random** to answer questions in class. This means that you need to be prepared at all times. The degree to which you fulfill these requirements will determine your participation grade. Also be aware that **your participation grade is closely linked to your grade for discussion papers**, as meaningful participation in class discussion is dependent on doing course readings.

3. **Discussion Papers (15%):** Each week you will be required to answer questions from the reading. They are due every Tuesday (except for the weeks of the midterm examination) and must be typed and double-spaced. There is no page minimum or page limit for this assignment, but I expect well-done answers to take between 2 and 3 pages altogether. These questions are attached to the syllabus. I will grade these papers with a plus (+) for full credit, a check-plus for  $\frac{3}{4}$  credit, or a check for  $\frac{1}{2}$  credit depending on the quality and thoughtfulness of your answers. I will grade on both **grammar** and **content**, and I will not accept hastily written answers, answers with excessive grammatical errors, answers that do not directly engage the readings, or answers that have been copied or paraphrased from the reading. These answers will take thought and care, and I want to see them written **in your own words**. I want you to also be aware **that there are not always right answers**. Many of these questions are designed to develop your analytical ability. In these

- cases it is up to you to decide what is "right," and whatever you come up with is valid, as long as you can give reasons for your position and back it up with evidence. **Late papers will not be accepted.** If you have extenuating circumstances, you must notify me ahead of time.
4. Group Presentation and Discussion Leading (5%): Every Thursday (excluding the weeks marked in the schedule), we will have group presentations, with each group assigned to a particular week. You will sign up to be part of a group in the first week of class. Your group will be responsible for two things: 1) to prepare a 10-minute presentation on a particular historical figure or place (identified in the sign-up sheet) and 2) to prepare discussion questions and lead the class in discussion of the **non-textbook** reading materials (i.e., all readings except for Bakewell). In order to do a good job on your presentation, you will need to:
- coordinate with group members and designate responsibilities ahead of time
  - conduct outside research (go to the library and find reading materials outside the course readings) on your historical figure. You may use **one** reputable website, but I want to see evidence of books and/or articles.
  - use visual aides in your presentation on the historical figure
  - for discussion, read the week's readings carefully. This part of the presentation does not require outside research, but I recommend that you meet with me ahead of time to go over them
  - think of at least 5 interesting, thoughtful, analytical and (preferably) controversial questions that will initiate and provoke discussion
  - have each group member participate in your presentation – though how you organize it is up to you
- I reserve the right in the first two weeks to move people into different groups if there are not enough signed up for a particular week, or if a number of students drop and the list has to be "re-balanced." (This does not apply to people who have to present in Week 3).
5. Midterm Exam (20%), Thursday, October 23: You will take a midterm examination on Thursday, October 24 that will last the entire period. You will need to bring an examination "blue book" to class on that day. I will go over test-taking strategies with you beforehand, and I will discuss what the exam will look like and how I will grade it. The exam will have essay questions, the answers to which must incorporate specific course readings, as well as vocabulary terms to identify. The examination will cover material from course readings, discussions, videos and images presented in class up through the week prior to the examination. The best way to prepare for the exam is to keep up with readings, answer discussion questions carefully and thoughtfully, take careful notes in class and on readings, and actively engage in class discussions. Then when it comes time to study for the exam, you've already done all the background work.
6. Formal Paper (25%), due Tuesday, December 2: In addition to your reaction papers, you will turn in a formal paper of approximately 5 pages. I will hand out the paper assignment to you within the first four weeks of class, and at that time we will go over specifics about how to write the paper and how I will grade it. I will read rough drafts of the paper, but they must be **complete** and **turned in at least a week prior** to the paper's due date. You must also let me know ahead of time and meet with me if you would like me to read the rough draft in order to improve on the paper. **Late papers will not be accepted.** If you have extenuating circumstances, you must notify me ahead of time.
7. Final Exam (25%) Thursday, December 18, 10:30am-12:30pm: You will also take a two-hour final examination worth 25% of your grade. The exam will be cumulative, covering all materials throughout the semester, but the emphasis will be on material covered following the midterm exam. The format will be similar to that of the midterm, with essay questions and vocabulary and image identifications. You can stay prepared for the final exam in the same way you did for the midterm.

**If you are confused about anything in the course, do not hesitate to ask about it!**

**Books and Readings:**

The following is a list of the books that are required for the course that you can buy at KB Books. If you run into problems with availability, please let me know.

Bakewell, Peter. *A History of Latin America: Empires and Sequels, 1450-1930*. 2<sup>nd</sup> Edition. Malden, MA: Blackwell Publishers, 2003.

Schwartz, Stuart B., ed. *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Boston: Bedford/St. Martin's Press, 2000.

There are also **two readers** (photocopies of articles and chapters of books) for the course, and it is available for purchase at KB Books. Please note that the reader is also on two-hour reserve in the Reserve Reading Room at Love Library. For information on the Reserve Reading Room, go to <http://libpac.sdsu.edu/screens/rbr.html>. Several of the articles are also available for download on JSTOR at <http://www.jstor.org>.

The first reader, called **Reader #1**, contains the following **primary sources**, listed in the order in which they are assigned:

1. Mills, Kenneth and William B. Taylor, eds. *Colonial Spanish America: A Documentary History*. Wilmington, Delaware: Scholarly Resources, Inc., 1998. Selection #2, "The Inca's Tunic," pp. 14-18.
2. Mills and Taylor, *Colonial Spanish America*, #4, "The Aztec Stone of the Five Eras," pp. 23-26.
3. Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, 2nd Edition Volume I: To 1700*. Boston: Houghton Mifflin Company, 1994. Selection #90 "Pedro Cieza de Leon: Chronicles," pp. 337-341.
4. Mills and Taylor, *Colonial Spanish America*, #5 "Coexistence in the Medieval Spanish Kingdoms," pp. 27-33.
5. Christopher Columbus, excerpts from "Letter to Santangel" Parry and Keith, *New Iberian World, Volume II*, pp. 58-62.
6. El Inca Garcilaso de la Vega, *Royal Commentaries of the Incas*, Part 2, trans. Harold V. Livermore. Austin: University of Texas Press, 1966, pp. 687-695 and 706-712.
7. Mills and Taylor, *Colonial Spanish America*, #9, "Two Woodcuts..." pp. 65-70.
8. "1511. The Advent sermons of Fray Antonio Montesinos" and "1512. The Royal Response to the Sermons," in Parry and Keith, *New Iberian World, Volume II: The Caribbean*, pp. 308-313.
9. "1547. Sepulveda on the justice of conquest" and "Las Casas on the justice of conquest," reprinted in Parry and Keith, *New Iberian World, Volume I: The Conquerors and the Conquered*, pp. 323-332.
10. Mills and Taylor, *Colonial Spanish America*, #3 "The Lords and Holy Men..." pp. 19-22.
11. Mills and Taylor, *Colonial Spanish America*, #7 "Orders Given to 'The Twelve,'" pp. 46-51.
12. Mills and Taylor, *Colonial Spanish America*, #12 "Fray Pedro de Gante's Letter," pp. 81-89.
13. Mills and Taylor, *Colonial Spanish America*, #18 "Jose de Acosta..." pp. 115-124.
14. J. Michael Francis, "'In the Service of God, I Order These Temples of Idolatrous Worship Razed to the Ground': Extirpation of Idolatry and the Search for the *Santuario Grande* of Iguaque" in Boyer and Spurling, eds. *Colonial Lives: Documents on Latin American History, 1550-1850*. Oxford: Oxford University Press, 2000, pp. 39-53.
15. Mills and Taylor, *Colonial Spanish America*, #13 "The Evils of Cochineal," pp. 90-93.
16. Mills and Taylor, *Colonial Spanish America*, #31 "Sor Juana Ines de la Cruz's Letter to Sor Filotea," pp. 203-210.
17. Mills and Taylor, *Colonial Spanish America*, #32 "Portraits of Santa Rosa and Sor Juana," pp. 211-213.
18. Mills and Taylor, *Colonial Spanish America*, #36 "Crossing and Dome of the Rosary Chapel, Church of Santo Domingo, Puebla," pp. 250-252.
19. Mills and Taylor, *Colonial Spanish America*, #45 "Two *Castas* Paintings..." pp. 322-327.
20. Mills and Taylor, *Colonial Spanish America*, #48 "America Nursing Spanish Noble Boys," pp. 339-340.
21. Mills and Taylor, *Colonial Spanish America*, #46 "Late 18<sup>th</sup>-Century Inscriptions..." pp. 328-333.

22. Mills and Taylor, *Colonial Spanish America*, #49 "Jose Maria Morelos's 'Sentiments'," pp. 341-344.

The second reader, called **Reader #2**, contains the following **secondary sources**, listed in the order in which they are assigned:

1. John Edward, "A Conquistador Society? The Spain Columbus Left," *History Today* 42(May, 1992), pp. 10-16.
2. Solange Alberro, "Juan de Morga and Gertrudis de Escobar: Rebellious Slaves," in Sweet and Nash, eds., *Struggle and Survival in Colonial Latin America*. Berkeley: University of California Press, 1981, pp. 165-188.
3. Donald Chipman, "Isabel Moctezuma: Pioneer of Mestizaje" in Sweet and Nash, eds., *Struggle and Survival*, pp. 214-227.
4. Ann Wightman, "Diego Vasuciuo: Native Priest," in Sweet and Nash, eds., *Struggle and Survival*, pp. 38-48.
5. Alfred Crosby, "Old World Plants and Animals in the New World" in *The Columbian Exchange*. Westport, CT: Greenwood Press, 1972, pp. 64-121.
6. Stuart Schwartz, "Sugar Plantation Labor and Slave Life" in *Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery*. Urbana: University of Illinois Press, 1992, pp. 39-65.
7. Curcio-Nagy, "Giants and Gypsies: Corpus Christi in Colonial Mexico City," in Beezeley, ed. *Rituals of Rule, Rituals of Resistance*. Wilmington, DE: Scholarly Resources, Inc., 1994, pp. 1-26.
8. John C. Super, "Miguel Hernandez: Master of Mule Trains," in Sweet and Nash, eds., *Struggle and Survival*, pp. 298-310.
9. Solange Alberro, "Beatriz de Padilla: Mistress and Mother," in Sweet and Nash, eds., *Struggle and Survival*, pp. 247-256.
10. Douglas Cope, "The Riot of 1692" in *The Limits of Racial Domination*. Madison: University of Wisconsin Press, 1994, pp. 125-160.
11. John D. Browning, "Cornelius de Pauw and Exiled Jesuits: The Development of Nationalism in Spanish America," *Eighteenth-Century Studies*, Volume 11, Issue 3 (Spring, 1978), pp. 289-307.
12. Pamela Voekel, "Peeing on the Palace: Bodily Resistance to Bourbon Reforms in Mexico City" *Journal of Historical Sociology* Vol. 5, No. 2 (June, 1992), pp. 183-208.
13. Mario Vargas Llosa, "Questions of Conquest: What Columbus Wrought and What He Did Not," *Harper's* (December 1990), pp. 45-53.

### Videos:

We will watch several videos and excerpts of videos throughout the semester. Unless the excerpt is very short, I will hand out questions to be answered about the video presentation. Questions are due the class period after we have concluded watching the video and will count as part of your grade for discussion papers. Please note, however, that video questions do **not** substitute for weekly discussion papers. If you have missed class for a legitimate reason on the day or days that we watch a video, you may watch it in the Media Center at Love Library, or if the Center does not have a copy of the video, I will lend it to you and you may turn the questions in within the following week. Here is a list of the videos we will watch throughout the semester, though I reserve the right to change this list or eliminate certain videos if we run into time constraints.

- Week 1 Video: "The Buried Mirror: The Conflict of the Gods," Sogetel, S.A., 1991
- Week 2 Video: "Inca Mummies: Secrets of a Lost World," National Geographic, 2002
- Week 4 Video: "Conquistadors, Part I: The fall of the Aztecs," PBS Home Video, 2001
- Week 5 Video: "Conquistadors, Part I: The Conquest of the Incas," PBS Home Video, 2001
- Week 11 Video: "I, the Worst of All," GEA Cinematográfica, 1990
- Week 15 Video: "The Buried Mirror: The Price of Freedom," Sogetel, S.A., 1991

**Course Schedule:**

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**Week 1: Course Introduction and Geography of Latin America**

Book Readings: Bakewell, *A History of Latin America*, Chapter 1 “Lands and Climates”

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**Week 2: Culture and Society in Pre-Contact Latin America**

Book Readings: Bakewell, *A History of Latin America*, Chapter 2 “American Peoples”  
Schwartz, *Victors and Vanquished*, pp. 1-15.

Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #2, “The Inca’s Tunic,” pp. 14-18  
Mills and Taylor, *Colonial Spanish America*, #4, “The Aztec Stone of the Five Eras,” pp. 23-26  
*The Human Record*, #90 “Pedro Cieza de Leon: Chronicles,” pp. 337-341

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**Week 3: Culture and Society in the World of Christopher Columbus**

Historical Figure: Queen Isabela of Castile

Book Readings: Bakewell, *A History of Latin America*, Chapter 3 “Iberia” and Chapter 4  
“Columbus and Others”

Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #5 “Coexistence...,” pp. 27-33.  
Christopher Columbus, “Letter to Santangel” Parry and Keith, *New Iberian World*, pp. 58-62.

Reader #2 Readings: John Edward, “A Conquistador Society? The Spain Columbus Left,” *History Today* 42(May, 1992), pp. 10-16

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**Week 4: Spanish Interpretations of Conquest**

Historical Figure: Emperor Moctezuma II

Book Readings: Bakewell, *A History of Latin America*, Chapter 6 “Military Conquests”  
Schwartz, *Victors and Vanquished*, pp. 15-155.

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**Week 5: Indigenous Interpretations of Conquest**

Historical Figure: Francisco Pizarro

Book Readings: Schwartz, *Victors and Vanquished*, pp. 156-243.

Reader #1 Readings: El Inca Garcilaso de la Vega, *Royal Commentaries of the Incas*,  
pp. 687-695 and 706-712.

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**Week 6: Encomienda and the Debates over the Justice of Conquest**

Historical Figure: Fray Bartolome de las Casas

- Book Readings: Bakewell, *A History of Latin America*, Chapter 5, "Experiments in the Caribbean" and Chapter 7, "Administration: The Power of Paper"
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #9, "Two Woodcuts....," pp. 65-70. "1511. The Advent sermons of Fray Antonio Montesinos" and "1512. The Royal Response to the Sermons," in Parry and Keith, *New Iberian World*, pp. 308-313.  
"1547. Sepulveda on the justice of conquest" and "Las Casas on the justice of conquest," reprinted in Parry and Keith, *New Iberian World*, pp. 323-332.
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### **Week 7: The "Spiritual Conquest" of the Americas**

- Historical Figure: Fray Jose de Acosta
- Book Readings: Bakewell, *A History of Latin America*, Chapter 8 "Church: Friars, Bishops, and the State"
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #3 "The Lords and Holy Men..." pp. 19-22.  
Mills and Taylor, *Colonial Spanish America*, #7 "Orders Given to 'The Twelve,'" pp. 46-51.  
Mills and Taylor, *Colonial Spanish America*, #12 "Fray Pedro de Gante's Letter," pp. 81-89.  
Mills and Taylor, *Colonial Spanish America*, #18 "Jose de Acosta..." pp. 115-124.  
J. Michael Francis, "'In the Service of God, I Order These Temples..." in Boyer and Spurling, *Colonial Lives*, pp. 39-53.
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### **Week 8: Catch-up and Midterm**

#### **MIDTERM EXAMINATION ON THURSDAY, OCTOBER 23rd**

No readings for this week

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### **Week 9: Indigenous Responses to Colonialism**

- Historical Figure: Virgin of Guadalupe
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #13 "The Evils of Cochineal," pp. 90-93.
- Reader #2 Readings: Alberro, "Juan de Morga and Gertrudis de Escobar: Rebellious Slaves," in Sweet and Nash, *Struggle and Survival*, pp. 165-188.  
Chipman, "Isabel Moctezuma: Pioneer of Mestizaje" in Sweet and Nash, *Struggle and Survival*, pp. 214-227.  
Wightman, "Diego Vasiciuo: Native Priest," in Sweet and Nash, *Struggle and Survival*, pp. 38-48.
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**Week 10: The “Columbian Economy”: Silver, Sugar, and Slavery**

- Historical Figure: Potosi Silver Mine
- Book Readings: Bakewell, *A History of Latin America*, Chapter 10 “Economy: Ships and Silver” and Chapter 13 “Colonial Brazil” (first half only)
- Reader #2 Readings: Crosby, “Old World Plants and Animals in the New World,” pp. 64-121.  
Schwartz, “Sugar Plantation Labor and Slave Life” in *Slaves, Peasants, and Rebels: Reconsidering Brazilian Slavery*, pp. 39-65.
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**Week 11: The “Forgotten Century”**

- Book Readings: Bakewell, *A History of Latin America*, Chapter 11 “The Seventeenth Century: a Slacker Grip”
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #31 “Sor Juana Ines de la Cruz’s Letter to Sor Filotea,” pp. 203-210.  
Mills and Taylor, *Colonial Spanish America*, #32 “Portraits of Santa Rosa and Sor Juana,” pp. 211-213.  
Mills and Taylor, *Colonial Spanish America*, #36 “Crossing and Dome of the Rosary Chapel, Church of Santo Domingo, Puebla,” pp. 250-252.
- Reader #2 Readings: Curcio-Nagy, “Giants and Gypsies: Corpus Christi in Colonial Mexico City,” pp. 1-26.
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**Week 12: The Caste System**

- Historical Figure: Carlos Siguenza y Gongora
- Book Readings: Bakewell, *A History of Latin America*, Chapter 9 “Society: Old Orders Changed”
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #45 “Two Castas Paintings...,” pp. 322-327.
- Reader #2 Readings: Super, “Miguel Hernandez: Master of Mule Trains,” in Sweet and Nash, eds., *Struggle and Survival*, pp. 298-310.  
Alberro, “Beatriz de Padilla: Mistress and Mother,” in Sweet and Nash, eds., *Struggle and Survival*, pp. 247-256.  
Cope, “The Riot of 1692” in *The Limits of Racial Domination*, pp. 125-160.
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**Week 13: Bourbon Reforms I**

- Book Readings: Bakewell, *A History of Latin America*, Chapter 12, “Eighteenth-Century Spanish America: Reformed or Deformed?”
- Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #48 “America Nursing Spanish Noble Boys,” pp. 339-340.
- Reader #2 Readings: Browning, “Cornelius de Pauw and Exiled Jesuits,” *Eighteenth-Century Studies*, pp. 289-307.

**Week 14: Bourbon Reforms II**

Historical Figure: Francisco Clavijero

Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #46 "Late 18<sup>th</sup>-Century Inscriptions....," pp. 328-333.

Reader #2 Readings: Voekel, "Peeing on the Palace: Bodily Resistance to Bourbon Reforms in Mexico City" pp. 183-208.

**PAPER DUE DECEMBER 2nd AT BEGINNING OF CLASS**

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**Week 15: Independence and Its Aftermath: Colonial Legacies**

Historical Figure: Simon Bolivar

Book Readings: Bakewell, *A History of Latin America*, Chapter 14, "Independence"

Reader #1 Readings: Mills and Taylor, *Colonial Spanish America*, #49 "Jose Maria Morelos's 'Sentiments'," pp. 341-344.

Reader #2 Readings: Vargas Llosa, "Questions of Conquest: What Columbus Wrought and What He Did Not," pp. 45-53.

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