

Fall 2019

History of Colonial Latin America

21:510:207

Section 01: Wednesday and Friday, 11:30-12:50
Conklin Hall 424

Instructor: Lance C. Thurner
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Office Hours: Conklin 326 Wed. 1:00-3:00 or by appointment

Course Description: This course surveys over three hundred years of Latin American history from Christopher Columbus's first voyage across the Atlantic Ocean through the 19th century wars of independence. We will examine pre-Columbian societies and how these adapted to and resisted European empires; we will evaluate how we interpret the conquest and why it matters; we will trace the development of racial ideas and how gender and sexual norms underwrote colonial social orders; we will track the growth of slavery and the African diaspora across the hemisphere; we will examine imperialism from the perspectives of indigenous peoples who never were conquered; and we will consider whether colonialism ever really ended in Latin America. More than a history of the Spanish and Portuguese empires, this course will provide students with a strong understanding of the colonization of the Americas as a whole.

This course includes a significant **collaborative, digital component:**

"Empire's Progeny: Race and Imperialism in the Americas"

At the dawn of European colonialism in the Western Hemisphere, race as we know it was not a thinkable concept. Over the course of the following three centuries notions of human difference went through many iterations and variations, out of which emerged the modern sense of race.

Throughout the semester, the class will collectively develop a web-based historical map/timeline that tracks the variations and changes in the ideas and experiences of race across time and space. Students will be provided a curated selection of primary and secondary sources. Individually and with partners, students will create short descriptions and analyses of these sources, catalog the sources, and local them in time and space on the shared website. At the end of the semester, students will be prompted to select a subset of sources from this shared site to write a final paper (5 pages) on race and imperialism.

www.empireprogeny.org

This course is founded on student-led critical analysis of historical writing and sources. Students will learn how to evaluate conflicting historical narratives and assess why and how these narratives matter. Students will consider the value of different forms of historical representation and perspective, such as history “from below,” micro-history, women’s history, global history, and biography. Students will learn how to interpret and evaluate a wide array of primary sources (including correspondence, writing, oral testimonies, legal documents, images, and maps) and practice using sources to elaborate or challenge narratives about the past. In addition to a strong understanding of the major problems in Colonial Latin American History, by the end of the semester students will have a strong introduction to historical thinking as an integral part of a liberal education and a way of approaching intellectual problems.

The **goals** of this course are to provide students with:

a scholarly familiarity with the region and the historical problems debated both within and outside of the academy in regards to Latin American history.

analytical skills for reading, interpreting and evaluating historical writing.

skills for writing longer papers consisting of complex, multi-step arguments; for expressing one’s ideas succinctly, clearly and convincingly; and for making and organizing evidence-based arguments.

analytical skills for using a historical approach to intellectual problems of many sorts.

Blackboard:

All readings will be available on Blackboard

Assignments:

This class has four types of assignments:

- 1) **Map Quiz**
- 2) **Three Contributions Empire’s Progeny** (Instructions at www.empireprogeny.org)
- 3) **One Class Presentation:** Each student must one time start off discussion of the week’s primary or secondary sources.
- 4) **Final Paper:** For final papers, students will prompted to select a subset of sources from Empire’s Progeny to write a final paper (5 pages) on race and imperialism. The final paper will be submitted as a rough draft, each student will be required to give written and oral feedback on a peer’s essay, and the final draft will be due the Monday after the last day of classes.

Grades will be assigned as follows:

Map quiz: 6 pts

Website Contributions: 36 pts
Presentations and Class Participation: 18 pts
Rough Draft and Feedback: 10 pts
Final Paper: 30 pts

Attendance: Attendance will be taken each class period and will be consequential to your grade. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

Grades will be assigned in accordance with the scale below. Since Rutgers University does not recognize minus grades and some plus grades, minus signs and some plus signs will be omitted from the final grades submitted for the course.

<u>A</u>	<u>90-100</u>
B+	87-89
<u>B</u>	<u>80-86</u>
C+	77-79
<u>C</u>	<u>70-76</u>
D+	67-69
<u>D</u>	<u>60-66</u>
F	0-59

Students will be expected to comply with the History Department's Classroom Etiquette Policy (see <http://history.rutgers.edu/undergraduate/academicpolicies>). Cell phones must be switched off and meals must be eaten before the beginning of class. Electronic devices may not be used for purposes unrelated to the class.

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking,

should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

❑ Learning Resources:

- Rutgers Learning Center (tutoring services)
Room 140, Bradley Hall
(973) 353-5608
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops)
Room 126, Conklin Hall
(973) 353-5847
nwc@rutgers.edu
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

Week 1: Introduction to the Course and the Study of the Past

SEPTEMBER 4: Why study Latin American history? Where is Latin America?

SEPTEMBER 6: What is the Purpose of Studying the Past?

Friedrich Nietzsche, “On the Uses and Disadvantages of History for Life” (edited)

Week 2: Where Do We Begin?

SEPTEMBER 11:

“Americans and Iberians on the Eve of Conquest”

Santa Fe Capitulations, 1492 (In class reading)

Letter of Michele da Cuneo, 1495 (In class reading)

Pope Alexander IV, “Inter Cetera II,” 1493 (In class reading)

Map Quiz : See end of syllabus

SEPTEMBER 13: The Americas Before Columbus

Meet in Digital Classroom Engelhard 309P

Podcast: How Race Was Made (28 min.)

<http://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>

Week 3: Conquest?

SEPTEMBER 18: The Medieval Social Imagination

Matthew Restall, “Apes and Men”

SEPTEMBER 20: Conquest as Event, Conquest as Process

Pecha Maya Account of the Conquest, 1769

Post-Conquest *Cantares mexicanos*, 1500s

Pedro Cortés y Larraz, “Fugitive Indians,” 1760s

Bring a Source to Class

Week 4: The “Indian” and the New Imperial Order

SEPTEMBER 25: Encounters

Marcy Norton, *Sacred Gifts, Profane Pleasures*, 44-50, 52-55, 60-62

Bring Rough Draft of First Contribution to Empire’s Progeny

SEPTEMBER 27: The Maturing Empire

Bartolomé de las Casas, “In Defense of Indians” (1553)

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First Contribution to Empire's Progeny Must Be Uploaded Before Sept. 30

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Week 5: Christ vs. Satan

OCTOBER 2: Ambiguities of a Christian Millennium

Fray Diego Valadés's *Ideal Atrio* (1579)

Hernan Ruiz de Alarcon, "Treatise on Heathen Superstitions" (1629)

The Lords and Holy Men of Tenochtitlan Reply to the Franciscans (1524)

OCTOBER 4: Ideas that Travel Far

Jorge Cañizares-Esguerra, *Puritan Conquistadores* (excerpt)

Week 6: Alterity and Hybridity Part 1

OCTOBER 9: Bodies and Souls Out of Place

Rebecca Earle, *Body of the Conquistador* (Excerpt)

Bernardo Vargas Machuca, *Milicia Indiana* (1599) (Excerpt)

OCTOBER 11: Bodies and Souls Out of Place

Bring a Source to Class

Week 7: Sex, Gender, and the Order of Empire

OCTOBER 16: Mestizaje

Joanne Rappaport, *The Disappearing Mestizo*, 29-37, 42-49

Casta Paintings From Colonial Mexico, late 18th Century (**in class**)

OCTOBER 18: God, Sex, and Social Order

"Permission to Marry" (Montevideo, 1786)

"Under Investigation for the Abominable Sin" (Charcas, 1611)

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Revisions and Second Contribution to Empire's Progeny Must Be Uploaded

Before Oct. 21

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Week 8: Sugar and Plantation Slavery

OCTOBER 23: The African Diaspora in the Americas

Franklin Knight, "Slavery in the Americas," 146-152

Meet in Digital Classroom 1 Washington Park 312
Bring a Source to Class

OCTOBER 25: Race and the Plantation System

Stephanie Smallwood, *Saltwater Slavery* 33-36, 51-21, 58-61, 202-204

Week 9: Slavery, Knowledge, and Power

OCTOBER 30: Subaltern Specialists and Imperial Power

James Sweet, *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World* (excerpt)

NOVEMBER 1: Subaltern Specialists and Imperial Power

Susan Scott Parrish, *American Curiosity* (select pages)

Week 10: The Limits to European Dominion: “Unconquered Indians” and Imperial Frontiers

NOVEMBER 6: Borderlands All Around

Pekka Hämäläinen, *The Comanche Empire* (excerpt)

NOVEMBER 8: Fugitive Spaces

Primary Sources TBD

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**Revisions and Third Contribution to Empire’s Progeny Must Be Uploaded
Before Nov. 11**

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Week 11: [Week left open for activities related to Empire’s Progeny]

NOVEMBER 13:

NOVEMBER 15:

Week 12: Alterity and Hybridity Part 2

NOVEMBER 20: Medicine and Difference

Martha Few, *For All of Humanity* (Excerpt)

Rough Draft of Final Paper Due

NOVEMBER 22: Rebellion in the Andes

“Letters of Insurrection” (1781)

Week 13: Race and Reform

NOVEMBER 27:

Lance C. Thurner, “Botanizing in the Borderlands”

NOVEMBER 29: No Class

Week 14: The Aftermath of Empire

DECEMBER 4: What is the Meaning of Independence?

Justo Sierra, *The Political Evolution of the Mexican People*, 169-171

Fernando Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, 31-35

John Lynch, *The Spanish American Revolutions*, 1-2

Jaime Rodríguez, *The Independence of Spanish America*, 1-5

Thorough feedback to your partner due in class

DECEMBER 6: Scientific Racism in Spain’s Final Colonies

José Martí, “Our America”

Week 15: Review and Closing

DECEMBER 11: Review and Closing

Final Paper Due December 16 (submit through Blackboard’s assignment tool)

Map and Timeline Quiz: You will be given a copy of the map on the following page. **To earn the full 10 points, you must correctly draw and identify 22 of the following features.**

Pre-Columbian Polities:

Inca Empire
Aztec Empire
Maya Civilization

Cities and Places:

Havana, Cuba
Puerto Rico
Hispañola (Island)
Haiti
Jamaica
Lima, Peru
Buenos Aires, Argentina
Quito, Ecuador
Potosí, Bolivia
Caracas, Venezuela
Rio de Janeiro, Brazil
Salvador, Brazil
Mexico City
Guatemala City
St. Augustine, Florida
New Orleans

Natural Features:

Andes Mountains
Amazon River Basin
Paraná River
Sierra Madre, Mexico
Alta California
Mississippi River

You must also draw a timeline with these:

Columbus's First Journey 1492
Hernán Cortés defeats Tenochtitlán (Mexico City) 1521
Collapse of Inca Empire 1533
Genesis of Plantation Slavery 1600-1700
Spanish American Independence 1810-1830
End of Slavery in Brazil 1888
End of Spanish Rule in Puerto Rico and Cuba 1898

