

Fall 2019

# History of Colonial Latin America

21:510:207

Section 64: Wednesday 6:00-9:00  
Engelhard Hall 209

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 19<sup>th</sup> 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](http://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**

All additional readings as well as powerpoint slideshows will be posted and 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](http://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](https://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://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](mailto: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](mailto: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?

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)

## Week 2: Where Do We Begin?

### SEPTEMBER 11:

**Meet in Digital Classroom 1 Washington Park 312**

**Map Quiz : See end of syllabus**

Podcast: How Race Was Made (28 min.)

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

Friedrich Nietzsche, “On the Uses and Disadvantages of History for Life” (edited)  
“Americans and Iberians on the Eve of Conquest”

## Week 3: Conquest?

### SEPTEMBER 18: The Medieval Social Imagination

Matthew Restall, “Apes and Men”

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

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

**Bring Rough Draft of First Contribution to Empire’s Progeny**

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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)

Ruiz de Alarcon, *Treatise on Heathen Superstitions* (1614)  
The Lords and Holy Men of Tenochtitlan Reply to the Franciscans (1524)  
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)  
**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 18<sup>th</sup> Century (in class)  
  
“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**

Stephanie Smallwood, *Saltwater Slavery* 33-36, 51-21, 58-61, 202-204  
**Bring a Source to Class**

## 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)  
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)

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:**

## **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**

“Letters of Insurrection” (1781)

## **Week 13: Race and Reform**

### **NOVEMBER 27:**

Lance C. Thurner, “Botanizing in the Borderlands”

## **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**

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

