

**Perspectives in History:
“Race” in Colonial Latin America
21:510:316
Writing Intensive**

**Conklin 345
Wednesdays 4:00-7:00
Prof. Karen Caplan**

**Office Hours: Wednesdays 1:00-2:00 and by appointment
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The contents of this syllabus are subject to change by the professor

In 1492, three groups of people—Europeans, indigenous people, and Africans—began to live together in what we now call Latin America. Spanish soldiers, administrators, and settlers encountered large, complex, and unfamiliar populations. Those indigenous people faced the influx of armed and often violently hostile invaders whose motives were not immediately clear. And with those invaders came both enslaved and free Africans, disconnected both from their places of ultimate origin and the European world they had been forced to join. In the years that followed, as Spanish and Portuguese people established military, religious, and political authority, all these people struggled to make sense of each other and to find ways to live in a drastically altered world.

As they did so, they created and left behind a wide range of documents—drawings, treatises, laws, diaries, petitions, letters, and books—that have allowed historians to explore their experiences. In this class, students will read and interrogate these documents—what scholars call “primary sources”—to both ask and answer the kinds of questions that scholars think about. What did the people who created these documents believe about themselves and each other? How did their beliefs and understandings shape the way that they created and responded to new social, political, and religious structures and institutions? And how does digging deeply into their perspectives, experiences, and thoughts allow us (or not) to recreate, analyze, interpret and perhaps even judge their actions? While students learn about what it was like to live through these years of conquest, colonization, and resistance, they also learn to interpret, analyze, read between the lines, and question the reliability of the sources, how and where they were produced, in what circumstances, and for what purpose. In other words, students act as detectives as they take a critical approach to the clues they are offered.

Learning Objectives:

In this Writing Intensive course, students will practice the following skills:

- Analyzing evidence with a critical mind: in class, students will analyze the primary source readings, building on each other’s insights to ask relevant questions about how to evaluate different types of sources.
- Writing clear and concise summaries of evidence: in assignments, students will

write summations and opinions about the evidence they are presented, and learn to craft persuasive arguments supported by facts and evidence.

-- Writing a college-level paper: along with several other writing assignments, students will practice writing a formal college-level essay that is: 1. clearly-argued; 2. persuasive; 3. based on solid evidence; 4. significant in its findings and conclusions.

Course Requirements:

1. ***Participation in class discussion.*** Students are expected to read the assigned texts before each class session. Simple attendance in class is not factored into the participation grade. Students are required to come to class ready with questions or observations about the readings and to take part in the discussion to earn a good participation grade. We will devote much of our class time to interpreting the primary source readings; this in-depth analysis will compose the participation grade. *Students must print out the readings from Blackboard for each session and bring them to class. **Class participation is worth 10 percent of the grade.***
2. ***Source Analyses.*** To aid students in preparing for the class discussion, students are required to bring analyses of each session's primary source readings to class. The professor will provide a prompt for each week. ***There are two kinds of source analyses.*** The analyses marked on the syllabus as "**source analysis+**" are designed to build on each other in aid for the preparation of the short essays, and will receive extensive comments from the professor. Source analyses must be turned in in paper hard copy at the end of each class for which they are due, *and* on Turnitin. ***The Source Analyses are worth 32 percent of the grade. The top 8 out of the 10 source analyses will be counted toward the grade, but the 6 source analyses+ cannot be dropped; failure to turn them in will result in a "0" for one of the 8.***
3. ***Short Essays.*** There are three short essay assignments, ranging from 2-4 pages long. Essays **MUST** be handed in at the beginning of class, as well as on Turnitin. ***The short essays are worth 36 percent of the grade; 12 percent each.***
4. ***Final Research Proposal.*** Students will turn in a draft of this project on the last day of class and a final version on the date set for the final exam (there is no final exam in this class). ***The Final Research Proposal is worth 22 percent of the grade.***

--All assignments due during the semester must be submitted in two forms: a paper copy handed in during class and an electronic copy submitted to Turnitin on Blackboard. The two copies must be identical.

-- The final Research Proposal must be submitted to Turnitin on Blackboard.

-- All students must include the Rutgers Honor Code Pledge, with their signature, on the paper copies of all assignments. The text of the pledge is as follows: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

Grading Rubric:

A: Outstanding

A-: Outstanding, with one or two areas of improvement

B+: Very good

B: Good

B-: Good overall, with some significant weaknesses

C+: Satisfactory, with some potential for improvement
C: Satisfactory, but needs significant development
C-: Barely satisfactory
D: Poor: overwhelming flaws
F: Failing

Please note that an “F” is worth 50%, not 0%; you thus receive credit for doing an assignment even if you receive a failing grade.

The grades are applied to your work in the class: at the college level, this means the final product of your work – what you hand in to me – not the amount of effort you put into the work. In other words, students don’t get an “A for effort” at the college level.

Class Rules:

- no talking in private conversations (even in whispers),
- no cell phone use or any other form of texting,
- no use of computers or laptops,
- no working on other course homework.

Arriving at class late or leaving early is extraordinarily disruptive to other students, and is only acceptable in an emergency situation.

Attendance policy:

Attendance is required. There will be no make-up opportunities for missed classes. I will take attendance at the beginning of every class. If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. After four unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence.

****Any student who misses four or more sessions **through any combination of excused and unexcused absences** will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.****

Excused vs. Unexcused absences: The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: “The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” *If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.*

Late submissions:

--I will not accept late source analyses, except in cases of proven emergency. The source analyses are designed to help you keep up with the readings and to prompt participation in class discussion. This is why they cannot be handed in later than the class for which they are

assigned. If you know that you will be absent on a particular day, plan ahead and email the assignment to me early, as well as submitting it to Turnitin.

--Unless you have express permission from me, discussed with me IN ADVANCE, and based on an acknowledged reason, late essays and the research proposal have their grades lowered one partial grade every day that they are late.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

You may only use the texts assigned in this syllabus to complete the work in this class. If I find that you have used other people's ideas (ex: Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade (0 points) for that assignment and will not be able to make it up.

Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Schedule of Sessions/ Required Readings

1. Wednesday, January 18

Europeans and Indigenous People Before the Encounter: Sources

No readings for this class.

2. Wednesday, January 25

Iberians and Indigenous People

Readings:

Iberians meet indigenous people

Peter Bakewell, "Columbus and Others"

*"The Letter of Christopher Columbus to Luis de Sant Angel
Announcing his Discovery" (1493)

* Fray Ramón Pané, "*An Account of the Antiquities of the Indians*" (1498),
Excerpts

*"There Can Easily Be Stamped Upon Them Whatever Belief We Wish to
Give Them: The First Letter From Brazil: (1500)

*"Two Woodcuts Accompanying a 1509 German Translation of Amerigo
Vespucci's Letter to Pietro Soderini (1504)"

Source analysis+ due in class.

3. Wednesday, February 1

The First Colonies: Governing in the Caribbean

Readings:

Peter Bakewell, "Experiments in the Caribbean"

*Pope Alexander VI, "The Bull *Inter Caetera*" (1493)

*"Decree on Indian Labor" (1503)

*"The Requirement" (1512)

*"The Laws of Burgos" (1512)

Source analysis+ due in class.

4. Wednesday, February 8

Moving to the Mainland: Conquest and Conversion

Readings:

A. *Conquest: The Case of Mexico*

Peter Bakewell, "Military Conquest" (Mexico part required, other parts optional)

*Bernal Díaz del Castillo, excerpt from *The True History of the Conquest of New Spain*" (1568)

*A Nahuatl Account of the Conquest of Mexico in Book XII of the Florentine Codex" (1540s-1570s)

*"Excerpt from the Nahuatl Annals of Tlatelolco," (1540s)

**"Images from the Lienzo of Tlaxcala" (Early 16th century)

B. *Conversion:*

*"Orders Given to "the Twelve" (1523)

*"The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524 (1564)"

Source analysis due in class.

Encounter Essay due on Friday, February 10.

5. Wednesday, February 15

A Moral Dilemma

Readings:

Erin E. O'Connor and Leo J. Garofalo, intro to "European Priests Discuss Ruling Indigenous and African Peoples"

*Francisco de Vitoria, "On the Evangelization of Unbelievers" (1534-1535)

*"The New Laws" (1542)

*Bartolomé de Las Casas, *Thirty Very Juridical Propositions*,

*Juan Ginés de Sepúlveda, *Democrates Alter*, or *On the Just Causes for War Against the Indians*, excerpts (1548)

Source analysis due in class.

6. Wednesday, February 22

Living Indigenous in the Colony

Readings:

E. Bradford Burns and Julie A. Charlip, “The Colonial Economy,” “The Conquered Peoples,” and “The Catholic Church”

*“Fray Pedro de Gante’s Letter to Charles V, Mexico City (1552)”

*“The Evils of Cochineal, Tlaxcala, Mexico (1553)”

*“The Indian Pueblo of Texupa in Sixteenth-Century Mexico (1579)”

Source analysis+ due in class.

7. Wednesday, March 1

The Question of Conversion

Readings:

*Origin Legends from Mexico and Guatemala (1554-1400)

*“Excerpt from the Testimony of an Unbaptized Mixtec Priest During the Inquisitorial Trial of Yanhuitlan” (1544)

* “Nahuatl Decree Against Dancing with Feathers Around the Crucifix” (1550)

*“In the Service of God, I Order These Temples of Idolatrous Worship Razed to the Ground’: Extirpation of Idolatry and the Search for the *Sanctuario Grande* of Iguaque” (1595)

*“Blending Old and New Beliefs in Mexico and the Andes (“The Story of the Huaca Llocclay Huancapa and Its Battle with the Convert Don Cristóbal, 1590-1608 and “A Convert’s Troubling Dreams”)

Source Analysis+ due in class.

8. Wednesday, Mar. 8

The Black Legend, then and now

Readings

Gregory Cerio, “Were the Spaniards that Cruel?” *Newsweek*, Special Issue, Fall/Winter 1991

David Ewing Duncan, “The Black Legend,” *The Atlantic* 268 (2). August 1991.

Continuity and Change Essay Due Friday, March 10

*****SPRING BREAK*****

9. Wednesday, March 22

Africans in the Iberian World

Readings:

Leo J. Garofalo, "The Shape of a Diaspora: The Movement of Afro-Iberians to Colonial Spanish America" (17 pages)

"First Blacks in the Americas: The African Presence in the Dominican Republic": A Project of the CUNY Dominican Studies Institute
<http://firstblacks.org/en/>: text and manuscripts

Source analysis due in class.

10. Wednesday, March 29

Slavery and Freedom

Readings:

A. *Slavery*

Herbert S. Klein and Ben Vinson, "The Establishment of African Slavery in Latin America in the 16th Century"

*Development of Las Casas's Views on African Slavery, 1516-1552

*"Two Slaveryes: The Sermons of Padre Antônio de Vieira, Salvador, Bahia (ca. 1633) and São Luís de Maranhão (1653)"

B. *Freedom: Maroons*

*"Maroon Chief Alonso de Illescas' Letter to the Crown" (1586)

*"Runaways Establish Maroon Communities in the Hinterland of Brazil" (1600s)

*Elder, Slave, and Soldier: *Maroon* Voices from the *Palenque del Limon*" (1634)

Source analysis+ due in class.

11. Wednesday, April 5

Living African in the Colony

Readings:

*African Women's Possessions: Inquisition Inventories in Cartagena de Indias" (1630s)

*Juan Roque's Donation of a House to the *Zape* Confraternity, Mexico City, 1623"

*"Death, Gender, and Writing: Testiments of Women of African Origin in Seventeenth-Century Lima"

*"The Confraternity Statutes of the Confraternity of Our Lady of the Rosary of Black Men, Founded in this neighborhood of Santo Antonio in Recife" (1782)

Source analysis+ due in class.

12. Wednesday, April 12

Race Mixing and Race Shifting

Readings

A. Four Lives

John C. Super, "Miguel Hernández: Master of Mule Trains"

Noble David Cook, "The Mysterious Catalina: Indian or Spaniard?"

Solange Alberro, "Beatriz de Padilla: Mistress and Mother"

Ann Twinam, "Pedro de Ayarza, The Purchase of Whiteness"

B. Late Colonial "Race"

Taxonomic chart

*Casta Paintings, 18th century

Source analysis due in class.

Living African essay due on Friday April 14.

13. Wednesday April 19

What is 'race,' anyway?

No Readings

14. Wednesday April 26

Research Proposals, first draft due in class; bring four copies.