

**History of Colonial Latin America (510:207:61)**  
**Tuesdays, 6:00 – 9:00, Conklin Hall, room 424**  
**Instructor: Jessica Criales**  
**jessica.criales@rutgers.edu**

**Course overview:**

This course is an introduction to Spanish (and to a lesser extent, Portuguese) possessions in the Americas from the pre-Colombian era through early independence. It revolves around three main questions: How did cultural expectations impact first contact and Spanish and Portuguese conquest? What were the factors that shaped daily life in the colonies? And lastly: What led to independence? To help answer these questions, the course is arranged both chronologically and thematically: classes at the start of the semester cover the 14<sup>th</sup> and 15<sup>th</sup> centuries, while the last few weeks cover the late 18<sup>th</sup> century. In between, we'll cover particular aspects of the colonial experience by focusing on important themes that span longer periods of development. Given that the Spanish and Portuguese held a vast expanse of territory, at times covering almost one and a half continents (depending on how you define a continent!), this course will focus primarily on the two largest sites of Spanish colonization – the Viceroyalty of New Spain (Mexico) and the Viceroyalty of Peru (modern Peru and Bolivia, and parts of modern Chile, Argentina, and Ecuador, to name a few). The Caribbean, Colombia (Nueva Granada), and Brazil will also be discussed, with other regions making occasional appearances as needed.

This course will incorporate a wide variety of perspectives on Latin American history – both primary sources (first-hand accounts, both written and visual) as well as secondary sources (scholarly analysis). Lectures and readings from the textbook will support students' understanding of these sources by providing the historical context. More than the straightforward "facts" of history – ie memorized names and dates – students will develop analytical skills and the ability to explain historical events in terms of causality, comparison, and change over time.

**Goals:** By the end of the course, students should:

- Be familiar with the development of colonial Latin America and the various cultures (European, indigenous, African) that combined to shape the region
- Be able to give their own explanation for major events in colonial Latin American history, such as initial conquest and independence
- Be able to analyze and interpret a primary source via a close reading and understanding of the context of the source's production
- Be able to deconstruct and critique secondary source arguments
- Be able to create a strong thesis statement for an interpretive essay, and use a combination of secondary and primary sources to support their arguments

**Required Books:**

Cheryl E. Martin and Mark Wasserman, *Latin America and its People*, 3<sup>rd</sup> edition, Vol. 1. Prentice Hall. ISBN #: 978-0-205-05469-5

Townsend, Camilla. *Malintzin's Choices*. Albuquerque: University of New Mexico Press, 2006.

Both are available at the bookstore, but many libraries should have a copy of *Malintzin's Choice* – try requesting it on ez-borrow if Newark's copy is checked out. All other readings will be posted on Blackboard.

## **Grading and Assignments:**

### ***Participation – 20%***

Active participation and preparation for class are an essential part of the learning experience. The participation grade will be based on oral contributions to discussion sections (five times over the course of the semester), short writing assignments, attendance, and occasional quizzes on the reading at the instructor's discretion. Questions on the exams will draw from both the lectures and the textbook. Information from the other readings may also appear on exams, and will be necessary to complete the papers. There will be short assignments connected to the majority of non-textbook readings, especially in preparation for discussion.

Your voice is important to our conversation! By speaking in class, you help other students learn, and the more perspectives we hear in the classroom, the better our course will be. If you are shy or unaccustomed to speaking in class, let me know, and I can offer you some strategies and adaptations for class participation. Do **not**, however, assume that you have an "A" in participation simply because you have shown up to class and listened to the lecture or discussion for that day. Rather, you must demonstrate your engagement with the material and your ability to collaborate in the learning process. Each class, even those marked "lecture," will include some discussion and participation by students.

### ***Papers – 35%***

#### ***Essay #1 – Primary source analysis – 15%***

Two to three page paper offering a careful analysis of one primary source describing the conquest and/or its immediate aftermath, due February 24.

#### ***Essay #2 – Secondary plus primary source analysis – 20%***

Four to five page paper using both secondary and primary sources to analyze the intersections of race, class, gender, and/or other sociocultural factors of your choosing, due April 14.

As you can see, the two papers build off of each other, and allow you to master one skill before using it in combination with another skill. **Late papers will incur a significant reduction in their grade – in all but the most exceptional cases, to a C.** If you need an extension, you must talk to me in person by the class before the paper is due – extensions will not be granted over e-mail. Of course, I will always accept papers turned in before the deadline!

### ***Exams – 45%***

#### ***Midterm – 20%***

The midterm will be a combination of a timed, take-home, open book essay exam (to be done on March 10), and an in-class, closed book short definitions exam (on March 24).

#### ***Final – 25%***

The final exam will be closed-book and will consist of essay questions and definitions. Our final exam is scheduled for May 12 from 6:20 to 9:20 pm.

### **Attendance:**

Attendance will be taken at every class and will be consequential to your grade (especially given that it is impossible to participate if you don't attend). Any student who misses four classes through any combination of excused and unexcused absences will not earn credit from the course and should withdraw.

**Honor system:**

You must follow the University's guidelines on academic integrity. As is required by the department, all students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment." Papers will be uploaded on blackboard and reviewed by turnitin.com, which will flag any possible instances of plagiarism. (We will review the definition of plagiarism before the first essay.) Assignments that are found to be counter to the honor code will receive a grade of 0.

**Classroom standards:**

Please be respectful to your fellow students and keep distracting behaviors to a minimum. I expect full engagement from students in the classroom for the entirety of the class period. This means arriving on time and staying for the duration of the course, not carrying on side conversations, not doing other homework in class, and not using your cell phone or other electronic device for non-class purposes. If you want to use an electronic device (laptop, tablet) to take notes, you must get permission from me first, and I will ask you to show me your note-taking method.

History is the study of real people and real events. Our readings and conversations will occasionally address physical and sexual violence, as well as issues of race, ethnicity, and otherness. Please come speak with me if you think you will find any of these topics triggering so we can create a strategy for dealing with them.

My goal is to offer each student the opportunity to be successful in the course. The assignments and assessments (papers, exams) have been designed to give you the tools necessary to fulfill the course expectations, and the ability to demonstrate your mastery of the subject. For those who need extra support or flexibility, due to disabilities, language barriers, complicated personal lives, or other issues, I am more than willing to work with you to develop a plan that allows you the best chance at achieving the course goals. On the other hand, you must be proactive in developing these plans with me. My general teaching philosophy is to be flexible about ways to reach certain standards, but very strict about the standards themselves. An easy way to assess your own progress in the course is to make sure that you can answer the guiding question of a given class (see the class schedule) a day or two after the class has been held.

**Contact:**

I will hold office hours by appointment, generally between 3:50 and 5:50 on Tuesdays, and before or after class on Thursdays.

E-mail is usually the best way to get ahold of me, and I will respond within 48 hours if you email me during the week (longer on weekends). E-mails should be addressed to me in a professional manner, using appropriate grammar, capitalization, and full sentences; I retain the right to not respond to an e-mail if it does not meet these standards. (In the spirit of teaching, however, I will let you know if you need to resend an e-mail.)

The contents of this syllabus are subject to change at the instructor's discretion. All changes will be posted on Blackboard; please make sure to check Blackboard/your Rutgers e-mail frequently.

**Schedule of readings and assignments:**

**Unit 1: Preconquest and initial contact**  
**What were the main components of Iberian and Pre-Colombian culture?**  
**How did the initial period of conquest develop?**  
 Historical skill: analyzing primary documents

Date	Topic	Reading/Assignment (due at the start of class)
Class 1 Tuesday, Jan 20	Introduction to syllabus Lecture: What are the main components of early Mesoamerican and Mayan culture?	
Class 2 Tuesday, Jan 27	Lecture: What was Aztec and Incan culture like in the 15 <sup>th</sup> century? Lecture: What was Spanish culture like in the 15 <sup>th</sup> century?	<b>WM</b> Chapter 1 (entire) <b>WM</b> , Chapter 2 (entire) Blackboard: Selections from <i>Medieval Iberia</i>
Class 3: Discussion & lecture Tuesday, Feb 3	Discussion: What were the preconceived ideas that each group brought to the initial meeting? Lecture: What was the first European encounter with the New World like?	Blackboard: <i>Colonial Lat Am</i> , 23-26 (Aztec Stone); Garcilaso de la Vega, 11 - 25 (Inca Culture & Inca State); Portions of the <i>Siete Partidas</i> Assignment (due at start of discussion): Chose one source and make a list of 4-5 cultural expectations found in the document <b>WM</b> , Chapter 3: 64-80
Class 4: Tuesday, Feb 10	Lecture: How did Cortéz conquer Mexico? Lecture: How did Pizarro conquer Peru?	<i>Malinche</i> , Chapters 1 - 4 Blackboard: Text of the <i>Requerimiento</i>

**Unit 2: Colonial life**  
**What were the official structures that governed colonial life?**  
**What were the cultural constructs that shaped life in the colonies?**  
**How did people negotiate power and autonomy, given these constraints?**  
 Historical skill: Analyzing secondary source arguments

Class 5: Discussion & lecture Tuesday, Feb 17	Discussion: How does Townsend use primary sources in the book <i>Malinche</i> ? What new perspectives does it give us on the conquest? Lecture: How did the Spanish govern the conquered Indians?	<i>Malinche</i> , Chapters 5 & 6 Assignment: Close assessment of the use of sources in <i>Malinche</i> (specific sections as assigned) <b>WM</b> , Chapter 3: 80-95 Chapter 4: 103-115, and Chapter 5: 126-136, 146-148
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Class 6: Tuesday, Feb 24	Lecture: What were the features of the Catholic Church in the New World? Lecture: What were the main economic priorities of the Spanish in the New World, and where did labor come from?	<b>Primary Source paper due</b>  <b>WM</b> , Chapter 4: 96-103, 115-120
Class 7: Discussion & lecture Tuesday, March 3	Discussion: Who defended the rights of the Indians? How did they do so? Lecture: How did African slavery develop in the Latin America?	Blackboard: Guaman Poma, debates of Valladolid Palmer, <i>African Slavery in Latin America</i> (selections) de la Fuente, "From Slaves to Citizens?" Assignment: TBA
Class 8: Tuesday, March 10	Lecture: How was power distributed at the regional level? What was the difference between the city and the rural areas?  OPEN BOOK hour-long exam	<b>WM</b> , Chapter 4: 120-124, Blackboard: <i>Cities and Societies in Colonial Latin America</i> (selections); <i>The Countryside in Colonial Latin America</i> (selections)
<b>Spring break – March 16 – 23</b>		
Class 9: Tuesday, March 26	In-class exam and discussion What did "race" mean in colonial times? What was its impact?	<b>WM</b> , Chapter 6: 155-168 Blackboard: Cope, <i>The Limits of Racial Domination</i> , Chapter 1 Burns, "Unfixing Race" in <i>The History of Race and Racism</i>
Class 10: Tuesday, March 31	Lecture: What were women's lives like in colonial Latin America? Lecture: What were the popular religious practices of people in Latin America?	<b>WM</b> : Chapter 5: 136 – 146 <b>WM</b> , Chapter 6: 168-185 Blackboard: Viera Powers, <i>Women in the Crucible of Conquest</i> , chapter 4 Gauderman, <i>Women's Lives in Colonial Quito</i> , introduction & conclusion Mills, "The Limits of Religious Conversion" in <i>The Church in Colonial Latin America</i> Millones, Luis, "Saint Rose in the Eyes of Her Devotees" in <i>Creating Context in Andean Cultures</i>

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### Unit 3: The Road to Independence

**What were some of the factors that weakened Spain's connection with the colonies?**

**What were the motives for independence?**

**Can the origins of independence be found in decisions made in Latin America or in Europe/Spain?**

Historical skill: Combining secondary and primary source analysis to make an argument

<p>Class 11: Discussion &amp; lecture Tuesday, April 7</p>	<p>Discussion: What are historians' conclusions about the intersections of race, class, gender, and religion in Latin American history? Lecture: How did the Spanish empire expand in the colonial period?</p>	<p><b>MW</b>, Chapter 7: 186-194 Blackboard: Selections from <i>Colonial Lives</i> and <i>Ordinary Lives in the Caribbean</i> Assignment: Identify connections between secondary sources and <i>Colonial Lives/Ordinary Lives</i></p>
<p>Class 12: Tuesday, April 14</p>	<p>Lecture: What were the Bourbon reforms? Lecture: What rebellions erupted in the late colonial period, and why?</p>	<p><b>Paper #2 due</b> <b>MW</b>, Chapter 7: 194-215</p>
<p>Class 13: Tuesday, April 21</p>	<p>Discussion: What was the "Creole Dilemma" and how did it affect emerging nationalism? Lecture: What happened after 1800 to spark independence movements?</p>	<p>Blackboard: Morelos, "Sentiments of the Nation"; the Argentine Declaration of Independence, and Bolivar, "The Moral Power" Assignment: TBA</p>
<p>Class 14: Tuesday, April 28</p>	<p>How did South American become independent? How did Mexico become independent?</p>	<p><b>MW</b>, Chapter 8 (entire) Other reading TBA Assignment: 1 page reflection paper on what you've learned in this course, due online by May 1</p>

Final exam: Tuesday, May 12, 2015, 6:20 – 9:20 pm, location TBA