

Course Overview:

This course offers a critical history of colonial Latin America, stretching from the precolonial era to independence from the Spanish and Portuguese crowns. Throughout we will emphasize nonelite actors as much as possible: indigenous people, Africans and the Afro-descended, women of all ethnicities and classes, and more. By emphasizing these peoples' perspectives, this course hopes to challenge the many myths and stereotypes that obscure our understanding of Latin American history. We will primarily focus on the three centers of the Spanish and Portuguese empires in the Americas: central Mexico, the Andes, and coastal Brazil. We will also investigate other regions within colonial Latin America, like the greater Circum-Caribbean, the Southern Cone, and the Amazon rainforest, as well as regions beyond Latin America that are nevertheless essential to understanding its colonial history, including the Philippines, Angola, and the Southwestern United States.

This course presents history as a constantly changing reconstruction of the past, and challenges students to see themselves as active participants in this reconstruction. We will not use a textbook. Instead, readings will mainly consist of primary sources created by historical actors, from what historians call "mundane" documents (like wills, town council records, and letters) to works of literature (historical chronicles, poems, and more). Readings from secondary sources (those created by scholars) will mainly consist of short biographies of individuals that offer windows into the past, and summaries of the archaeological and scientific research that historians use in tandem with written sources. This approach allows students to draw their own conclusions about Latin America's colonial past. Finally, we will discuss the relevance of the themes we discuss to our contemporary lives, and consider how people use (and misuse) Latin America's colonial history to make claims about the present.

Learning Outcomes:

- Develop skills for reading and analyzing primary sources as historical texts
- Learn to analyze how historians structure their arguments and utilize primary sources as evidence
- Enhance written and oral communication about historical events, primary sources, and historical arguments

- Improve the ability to discern change over time and recognize recurrent historical and contemporary themes
- To consider a historical topic or problem from the perspectives of different actors and viewpoints
- Understand the main currents and themes in colonial Latin American history
- Recognize the many myths about Latin American history and understand the contribution of nonelite actors to the construction of a creole identity.

Course Materials:

All readings will be available online, either through the course's Canvas site or through Rutgers Libraries' site. Most readings for this course come from edited volumes that compile primary sources and short biographical essays about historical figures. No textbook is required for this course, although if students wish to purchase a textbook for additional reference, the following are recommended:

- Matthew Restall and Kris Lane, *Latin America in Colonial Times*, New York: Cambridge University Press, 2011.
- Cheryl E. Martin and Mark Wasserman, *Latin America and Its People*, 3rd ed. Vol. 1. Pearson, 2011.
- Burkholder, Mark A., and Lyman L. Johnson. *Colonial Latin America*. New York: Oxford University Press, 2018.

Class Format:

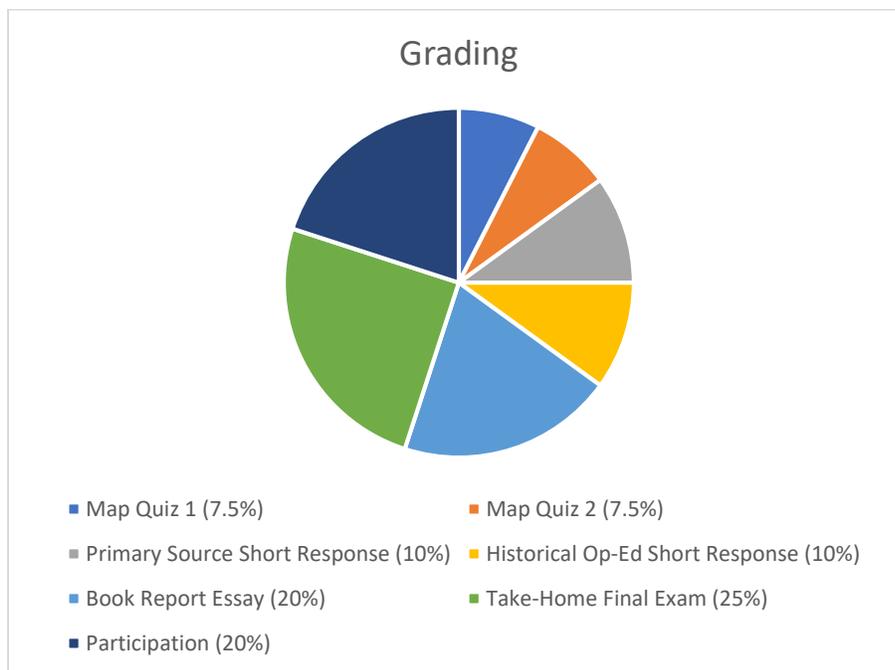
Classes will typically consist of lectures that utilize PowerPoint slides and other media, complemented by group discussions of the readings. Students are expected to consistently do the readings, come to class with questions, engage with lectures, and participate in class discussions. In addition to the assigned reading, please read the short primer prepared by the instructor for each session, which contextualizes the readings.

Certain classes will be based on entirely on class discussions. These will incorporate small group work, class-wide discussions, and short presentations of 2-3 minutes prepared in small groups. Most of these classes will take place throughout Unit 2, where we will be reading academic monographs. When preparing for these classes, you will only be required to read

sections of the monographs, although you are welcome and encouraged to read more if you would like.

Assignments and Grading:

- Map Quiz 1, 1565 (7.5%), **Week 4 Session 1**
- Primary Source Short Response (10%) due **Friday of Week 6**
- Book Report Essay (20%), **Week 10 Session 1**
- Map Quiz 2, 1776 (7.5%), **Week 12 Session 1**
- Historical Op-Ed Short Response (10%) due **Friday of Week 14**
- Take-Home Final Exam (25%), **Due on Exam Date: 12/16**
- Participation (20%)



Point Scale	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70-76	C
60-69	D
59 or less	F

Map Quizzes (15%, 7.5% each):

Two maps will be made available on Canvas with important cities, geographical features, and political boundaries in Latin America: one for the early colonial period (c. 1565) and one for the late colonial period (c. 1776). For each quiz, you will need to fill in a number of blank labels on the map. It is important to note that there will NOT be modern boundaries/cities to rely on

(unless they existed in the colonial period). The quizzes will only take the first 10 minutes of class on [Week 4 Session 1](#) and [Week 12 Session 1](#).

Primary Source Short Response (10%):

For this assignment, students must select any of the primary source readings assigned Weeks 1 through 6, or else select an alternate primary source through consultation with the instructor over email or during office hours. If students choose to work with an alternative primary source, they must confirm their decision at least one week before the assignment is due. By [Friday of Week 6](#), students will submit a short response to Canvas, minimum 400 words (around 1.5 pages, double-spaced), that 1) summarizes the contents of the primary source in your own words; 2) analyzes how the author, genre, and audience of the document influenced its contents; and 3) considers how this source advances our understanding of colonial Latin American history. Students must cite the primary source directly in their responses but are not required to cite any other materials for this assignment.

See Canvas for a sample response prepared by the instructor.

Book Report Essay (20%):

By [Week 10, Session 1](#), students must complete a short book review that utilizes the skills and format we learned over the previous weeks in Unit 2. Books may be selected from our monograph discussions and other course readings, or else select an alternate book through consultation with the instructor over email or during office hours. If students choose to work with an alternative book, they must confirm their decision at least two weeks before the assignment is due. Essays must consider 1) the key arguments and interventions made the author; 2) the primary sources used as evidence for the author's arguments; 3) any counterarguments the author considers and how they respond to them; and 4) the overall quality and soundness of the author's argument and their use of evidence to support their argument. Students are expected to read the introduction, conclusion, and at least two body chapters of their selected book. Essays are required to be at least 3-4 pages long, double-spaced using Times New Roman font, and must use consistent citations. Students are heavily encouraged to discuss their essays with either the instructor or the Writing Center prior to the due date.

See Canvas for a sample essay prepared by the instructor.

Historical Op-Ed Short Response (10%):

By **Friday of Week 14**, students must submit a short response to Canvas that connects an important current event or controversy to a theme or topic covered in the class. The subject you address need not be limited to Latin America, but must consider colonial Latin American history. You will use the history discussed in class to contextualize the subject of your op-ed, and demonstrate how looking to the past helps us understand different dimensions of the event or controversy you discuss. Responses should be minimum 400 words (think 1.5 pages, double spaced). Throughout Unit 3, we will be discussing the modern relevance of historical topics and exploring how journalists use history to contextualize the present, and students are encouraged to use these classes as guidelines for their responses. Students are welcome to discuss possible topics for this assignment with the instructor before the due date, and are welcome to submit it before the due date if they so choose.

See Canvas for a sample response prepared by the instructor.

Take-Home Final Exam (25%):

On the last day of class, **Week 15, Session 2**, you will receive instructions for your take-home final exam. This exam must be completed by the end of the day on our **Exam Date**. The exam, which will be cumulative, will consist of a mix of short and long responses that consider topics and themes from across our course. You will be able to answer all the questions on the exam by citing lectures and readings from the course (outside research is neither expected nor required).

Participation (20%):

Each class meeting in this course will incorporate student discussion of primary and/or secondary sources. Therefore, attendance and in-class participation based on assigned readings will be essential for success in this course. Additionally, students are strongly encouraged to bring questions with them to class and to introduce points for discussion into classroom sessions. Student participation grades will be based on the following criteria, to be judged by the instructor:

- A. Student is always prepared; contributes to classroom discussion
- B. Student is generally prepared; occasionally contributes to discussion
- C. Student is somewhat prepared but seems disinterested in contributing to class discussion
- D. Student is generally unprepared and does not contribute to discussion
- F. Student is frequently absent from discussion or is a distraction to others

Attendance Policy:

Students are expected to attend every class session and attendance will be taken. Attending class regularly is consequential to your participation grade, as it is impossible to participate if you are not present. Please contact the instructor via email if you know you will be absent for any class sessions. 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 to avoid getting an F. Recognized grounds for absence are illnesses 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.

Policy on Late Assignments and Missed Work:

Work turned in late will receive half a letter grade (5 points) off per day that the assignment is late, up to one week. After one week, assignments will no longer be accepted. If students have extenuating circumstances that interfere with their work, please contact the instructor and work out an alternative timeline for assignment due dates. It is the prerogative of the instructor to decide a new timeline and when such extensions will be deemed appropriate.

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. Review the university's policy on academic integrity here:

<http://academicintegrity.rutgers.edu/home-2/newbrunswick/academic-integrity-policy/>.

Classroom Standards:

Please be respectful to your fellow students and keep distractions to a minimum. I expect full engagement from students in the classroom for the entirety of the class period. This includes arriving on time and staying for the duration of the class, not talking with other students or on your phone, not doing homework in class, and not using your cell phone or other electronic device for non-class purposes.

I aim to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors the identities of everyone in our class as well as the long-dead historical figures we discuss. With this in mind, please let me know if you use a name and/or set of pronouns that differs from your official Rutgers records, and please contact me if anything said in class, by anyone, made you feel personally uncomfortable. Additionally, see below for a list of accommodation services made available by the university.

History is the study of real people and real events. Our readings and conversations will occasionally address physical and sexual violence, as well as racism, misogyny, and other kinds of bigotries. Please contact me if you believe any of the topics we discuss will be triggering so we can create positive accommodations.

The Writing Center:

The Writing Center, (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. The Writing Center is available free of charge and I encourage all of you to take advantage of their services to strengthen your reading, writing, and research skills.

Accommodation and Support:

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

For Individuals with Disabilities:

The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant:

The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification:

The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with Temporary Conditions/Injuries:

The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL):

The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment:

The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For Support Related to Interpersonal Violence:

The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns:

The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being:

The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Course Schedule

Unit 1: Questioning Conquest

Week 1 Introductions. *What's this class all about? Why is colonial Latin America important?*

September 2 Syllabus

Week 2 Before 1492. *How did indigenous people settle the Americas, and what can archaeology and environmental science tell us about their history? What can indigenous histories tell us about the Aztec and Inca Empires? How did Spain and Portugal reconquer the Iberian peninsula from? How did the Reconquista and exploration of Africa contribute to Spanish and Portuguese ideas about race, religion, war, and slavery?*

September 7 The Americas

- Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. Vintage Books, 2006.
 - “1. A View from Above.” 7-25.
- Townsend, Camilla. *Fifth Sun: A New History of the Aztecs*. New York: Oxford University Press, 2019.
 - “Introduction.” 1-12.

September 9 Spain, Portugal, and Africa

- Rodriguez, Jarbel, ed. *Muslim and Christian Contact in the Middle Ages: A Reader*. Toronto: University of Toronto Press, 2009.

- Andrés Bernáldez and Ahmed Ibn Muhammad al-Maqqarí. “28. The Conquest of Granada and its Aftermath.” 167-176.
- Fauvelle, François-Xavier, ed. *The Golden Rhinoceros: Histories of the African Middle Ages*. Princeton: Princeton University Press, 2018.
 - “33. Africa’s New Shores: The Coasts of Present Day Mauritania, Senegal, and Gambia, 1455.” 232-239.

Week 3 Conquest! *What was the meeting like between the first indigenous people and Europeans in the Caribbean and Brazil? How was the racial category of “Indian” invented, and what did that mean for indigenous people? How and why did the Aztec and Inca empires fall? How do indigenous histories complicate narratives of European supremacy?*

September 14 Inventing *indios* in the Caribbean and Brazil

- Markham, Clements R., ed. *The Journal of Christopher Columbus (during His First Voyage, 1492-93): And Documents Relating to the Voyages of John Cabot and Gaspar Corte Real*. Farnham: Hakluyt Society, 2010.
 - Cristóbal Colón. “Thursday, 11th of October through Monday, 15th of October.” 35-45.
- Green, James N., Victoria Langland, and Lilia Moritz Schwarcz, eds. *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press, 2018.
 - Pêro Vaz de Caminha. “Letter to King Manuel I of Portugal.” 12-17.

September 16 The Fall of the Aztec and Inca Empires

- Restall, Matthew, Lisa Sousa, and Kevin Terraciano, eds. *Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala*. New York: Cambridge University Press, 2005.
 - “3.1. A Nahuatl Account of the Conquest of Mexico in Book XII of the Florentine Codex, and Selected Illustrations.” 25-41.
- Bauer, Ralph, trans. *An Inca Account of the Conquest of Peru by Titu Cusi Yupanqui*. Boulder: University Press of Colorado, 2005.
 - “The Account of how the Spaniards intruded into Peru and of the Things that Manco Inca did when he lived among them.” 59-69.

Week 4 Conquest? *What are the truths behind the myths of the Spanish conquest? What was conquest like outside of the core regions of central Mexico and the Andes? How do you identify main arguments and evidence in historical writing? What are the “cheat codes” for reading academic texts?*

September 21 How to Break a Book, and Were the Conquistadors Really Exceptional?

- **Map Quiz 1**

- Restall, Matthew. *Seven Myths of the Spanish Conquest*.
 - “Introduction: The Lost Words of Bernal Díaz.” xii-xix.
 - “Epilogue: Cuauhtémoc’s Betrayal.” 147-157.

September 23 Analyzing Arguments and Myths

- Restall, Matthew. *Seven Myths of the Spanish Conquest*. Oxford: Oxford University Press, 2004.
 - *Chapter assigned by instructor*

Unit 2: Forging Colonial Worlds

Week 5 Forced Labor. *What was labor like for indigenous, African, and Afro-descended people in the Americas? What differentiated indigenous tribute labor and indigenous enslavement, and how did these systems coexist? Why is indigenous enslavement not a part of traditional narratives about colonization? What made the enslavement of Africans and their descendants different from other slaveries?*

September 28 Indigenous Tribute and Enslavement

- Archivo de Protocolos de Puebla de los Ángeles, México (1538-1556)
 - *Selection of notarial records concerning indigenous tribute and slavery in Puebla, transcribed and translated by the instructor*
- Schwartz, Stuart B., ed. *Early Brazil: A Documentary Collection to 1700*. New York: Cambridge University Press, 2009.
 - Martim Rodrigues. “5.5 The Will and Testament of a *Bandeirante* (1603).” 192-197.

September 30 Atlantic Slavery

- Excerpts from one of the following monographs:
 - Sweet, James H. *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*. Chapel Hill: University of North Carolina Press, 2011. 1-9, 219-234.
 - O'Toole, Rachel Sarah. *Bound Lives: Africans, Indians, and the Making of Race in Colonial Peru*. Pittsburgh: University of Pittsburgh Press, 2012. 1-16, 157-170.
 - Lohse, Russell. *Africans into Creoles: Slavery, Ethnicity, and Identity in Colonial Costa Rica*. Albuquerque: University of New Mexico Press, 2014. 1-16, 200-206.
 - Smallwood, Stephanie E. *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*. Cambridge: Harvard University Press, 2009. 1-9, 182-207.

Week 6 Trade and Globalization. *How did colonial Latin America contribute to globalization? What did globalization mean for the colonized people in the Americas, Africa, and Asia? How did the sugar and slave trade structure the lives of Africans and their descendants on both sides of the Atlantic? How did the silver trade structure the lives of Asians and indigenous people on both sides of the Pacific?*

October 5 The Slave and Sugar Trade

- **Primary Source Short Response Due Friday of Week 6**
- McKnight, Kathryn Joy, and Leo J. Garofalo, eds. *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*. Indianapolis: Hackett Publishing, 2009.
 - Linda Heywood and Luis Madureira. “3. Queen Njinga Mbandi Ana de Sousa of Ndongo/Matamba: African Leadership, Diplomacy, and Ideology, 1620s-1650s.” 38-51.
- Barnet, Miguel. *Biography of a Runaway Slave: Fiftieth Anniversary Edition*. Translated by W. Nick Hill. Evanston: Northwest University Press, 2016 [1966].
 - “First Memories [1860s].” 5-10.

October 7 Silver from Potosí to the Philippines

- Excerpts from one of the following monographs:
 - Seijas, Tatiana. *Asian Slaves in Colonial Mexico: From Chinos to Indians*. Cambridge: Cambridge University Press, 2014. 1-7, 8-31, 247-250.
 - Buschmann, Rainer F., Edward R. Slack, and James B. Tueller. *Navigating the Spanish Lake: The Pacific in the Iberian World, 1521–1898*. Honolulu: University of Hawaii Press, 2014. 1-16, 119-132.
 - Lane, Kris. *Potosi: The Silver City That Changed the World*. Berkeley: University of California Press, 2019. xiii-xvi, 1-19, 181-185
 - Giraldez, Arturo. *The Age of Trade: The Manila Galleons and the Dawn of the Global Economy*. Lanham: Rowman & Littlefield, 2015. 1-6, 169-192.

Week 7 Evangelization. *What was the Catholic Church's mission in the Americas, and how was the Mexican Inquisition related to this mission? How did people resist the Inquisition and other religious authorities? How did ordinary people in colonial Latin America think about religion? What kind of relationships did women form with Christianity?*

October 12 Spiritual Conquest and the Mexican Inquisition

- Mills, Kenneth, William B. Taylor, and Sandra Lauderdale Graham, eds. *Colonial Latin America: A Documentary History*. Lanham: Rowman & Littlefield, 2002.
 - “3. The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524.” 19-22.
- Andrien, Keith, ed. *The Human Tradition in Colonial Latin America*. Lanham: Rowman & Littlefield Publishers, 2013.
 - Zeb Tortorici. “7. Agustina Ruiz: Sexuality and Religiosity in Colonial Mexico.” 101-116.

October 14 Syncretism and Popular Religion

- Excerpts from one of the following monographs:
 - Truitt, Jonathan G. *Sustaining the Divine in Mexico Tenochtitlan: Nahuas and Catholicism, 1523-1700*. Norman: University of Oklahoma Press, 2018. 1-14, 223-230, 231-244.

- Myscowski, Carole A. *Amazons, Wives, Nuns, and Witches: Women and the Catholic Church in Colonial Brazil, 1500-1822*. Austin: University of Texas Press, 2013. 1-18, 228-238.
- Schwartz, Stuart B. *All Can Be Saved: Religious Tolerance and Salvation in the Iberian Atlantic World*. New Haven: Yale University Press, 2008. 1-13, 242-255.
- van Deusen, Nancy E. *Embodying the Sacred: Women Mystics in Seventeenth-Century Lima*. Durham: Duke University Press, 2017. 1-20, 167-173.

Week 8 The Limits of Empire. *How much power did the Spanish and Portuguese empires really have over the people they ruled? How was imperial power challenged by European pirates and runaway slaves? What united these two groups? How did indigenous people on the frontiers continue to resist conquest?*

October 19 Runaway Capital: Piracy and the Quilombo dos Palmares

- Lane, Kris, and Arne Bialuschewski, eds. *Piracy in the Early Modern Era: An Anthology of Sources*. Indianapolis: Hackett Publishing, 2019.
 - “8. Francis Drake Attacks Nombre de Dios, Panama (1572).” 19-21.
 - Thomas Gage. “24. The English-American Meets Diego el Mulato (1637).” 62-66.
- Andrien, Keith, ed. *The Human Tradition in Colonial Latin America*. Lanham: Rowman & Littlefield Publishers, 2013.
 - Mary Karasch. “Chapter 8: Zumbi of Palmares: Challenging the Portuguese Colonial Order.” 118-132.

October 21 Unconquered Frontiers: The Pueblo Revolt and the Arauco War

- Powell, Eric A.
 - “The First American Revolution.” *Archaeology Magazine*, April 2017.
<https://www.archaeology.org/issues/249-1703/features/5301-new-mexico-pueblo-revolt>
- Hutchison, Elizabeth Quay, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn, eds. *The Chile Reader: History, Culture, Politics*. Duke University Press, 2014.

- Alonso de Ercilla, “Exalting the Noble Savage [1589].” 85-91.
- “From War to Diplomacy: The Summit of Tapihue [1774].” 109-116.

Break Week (Finish up your Essays!)

Week 9 Movie and Discussion. *How can we study films as historical arguments? What messages does our film say about Latin America’s colonial past? How does the film use the past to comment on the present? How can we use our historical knowledge to critique and better-understand our film?*

October 26 Movie Screening: *Quilombo* or *También la lluvia*

October 28 Finish Screening and Discussion

Unit 3: The Colonies Mature

Week 10 Race and Gender. *How can we use theories of intersectionality to understand race and gender in colonial Latin America? How did patriarchy and European supremacy intersect in the lives of Spanish women in the Americas? How did racial mixture aid and confound the Spanish and Portuguese empires? What are the modern legacies of ideas of race and gender formulated in the colonial era?*

November 2 How to Be a Spanish Woman in Colonial America

- **Book Review Essay Due**
- Jaffary, Nora E., Edward W. Osowski, and Susie S. Porter, eds. *Mexican History: A Primary Source Reader*. New York: Routledge, 2018.
 - Sor Juana Inés de la Cruz. “26. Sor Juana: Nun, Poet, and Advocate (1690).” 142-148.
- Erauso, Catalina. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Translated by Michele Stepto and Gabri Stepto. Boston: Beacon Press, 1997.
 - “6. She arrives in Concepción in Chile and there encounters her brother.” 18-25.
 - “20. Her entrance into Guamanga.” 61-67.

November 4 *Mestizaje/mestizagem*

- Andrien, Keith, ed. *The Human Tradition in Colonial Latin America*. Lanham: Rowman & Littlefield Publishers, 2013.
 - Alida Metcalf. “4. Domingo Fernandes Nobre: ‘Tomacauna,’ a Go-Between in Sixteenth-Century Brazil.” 63-76.
- Erica L. Ball, Tatiana Seijas, and Terri L. Snyder, eds. *As If She Were Free: A Collective Biography of Women and Emancipation in the Americas*. Cambridge: Cambridge University Press, 2020.
 - Sabrina Smith. “11. Juana Ramírez, Eighteenth-Century Oaxaca, New Spain (Mexico).” 207-17.
- Gregory Warner. “Brazil in Black and White.” *NPR Rough Translation Podcast*, August 14, 2017.
 - <https://www.npr.org/transcripts/542840797>.

Week 11 The Environment. *How did nonhuman actors affect colonial Latin American history? How did disease both aid and confound colonization? How did European, African, and indigenous medical knowledges approach disease in the Andes and Caribbean? How did indigenous and colonial uses of the Amazon rainforest differ, and what links does this history have to deforestation today?*

November 9 Epidemic Disease and the Magic Bark

- McNeill, J. R. *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. New York: Cambridge University Press, 2010.
 - “Chapter 1: The Argument (and Its Limits) In Brief.” 1-11.
- Turner, Mark, and Juan Pimentel, eds. *New World Objects of Knowledge: A Cabinet of Curiosities*. London: University of London Press, 2021.
 - Matthew James Crawford. “Cinchona.” 241-246.
- Traverso, Vittoria. “The Tree That Changed the World Map.” *BBC Travel*, May 28, 2020.
 - <https://www.bbc.com/travel/story/20200527-the-tree-that-changed-the-world-map>.

November 11 The Amazon Rainforest: Permaculture and Deforestation

- Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. Vintage Books, 2006.
 - “9. Amazonia.” 230-254.
- Kylie Grey, “Brazil’s President vs. The Amazon,” Journeyman Pictures, Dateline Films, 2019.
 - <https://www.youtube.com/watch?v=-hVZIyD2DNk>

Week 12 Economic Transformations. *What did economic development look like in port cities in late-colonial Latin America? How did the Bourbon reforms and the Spanish liberalization of trade contribute to the transformation of Buenos Aires into a viceregal capital? How did the Brazilian gold rush and the Pombaline reforms contribute to the transformation of Rio de Janeiro into an imperial capital? What are the legacies of the late-colonial slave trade in these cities?*

November 16 The Bourbon Reforms and the Rise of Buenos Aires

- **Map Quiz 2**
- McKnight, Kathryn Joy, and Leo J. Garofalo, eds. *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812*. Indianapolis: Hackett Publishing, 2009.
 - Patricia Fogelman and Marta Goldberg. “10. ‘El rey de los congos’: The Clandestine Coronation of Pedro Duarte in Buenos Aires, 1787.” 155-174.
- King, Sidney, and Beth Stewart. “Sí, Yo Soy Afro: What It’s like to Be Black in Argentina.” *Northwestern University Medill Reports* (blog), July 29, 2020.
 - <https://news.medill.northwestern.edu/chicago/si-yo-soy-afro-what-its-like-to-be-black-in-argentina/>.

November 18 The Brazilian Gold Rush and the Rise of Rio de Janeiro

- Green, James N., Victoria Langland, and Lilia Moritz Schwarcz, eds. *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press, 2018.
 - Victoria Langland. “Portraits: Chica da Silva de Oliveira.” 126-135.
- Williams, Daryle, Amy Chazkel, and Paulo Knauss de Mendonça, eds. *The Rio de Janeiro Reader: History, Culture, Politics*. Durham: Duke University Press, 2016.
 - Padre Perereca. “Eagerly Awaiting the Royal Family.” 59-65.

- Cicalo, André. “Outras Áfricas: Unearthing Afro Memories in Rio de Janeiro.” SLAVHERIT – Breaking the Silence: Archaeological Discoveries and the Making of Public Slave Heritage in Rio de Janeiro, People Programme, 2016.
 - <https://www.youtube.com/watch?v=x8iEsY1TyQY>.

Unit 4: The End of Colonial Latin America

Week 13 Colonial Shockwaves. *How did subaltern resistance affect the history of late-colonial Latin America? Who were Túpac Amaru II and Micaela Bastidas, and why did their failed revolt matter?*

November 23 The Great Andean Revolt

- Walker, Charles. “Peru: Reflections of Tupac Amaru.” *University of California, Berkely Center for Latin American Studies (CLAS)* (blog), February 18, 2015.
 - <https://clas.berkeley.edu/research/peru-reflections-tupac-amaru>.
- Walker, Charles. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*. Translated by Ward Stavig and Ella Schmidt, 2008.
 - “15. Tupac Amaru Protests the *Mita* to the *Audiencia* of Lima.” 20-23.
 - “36. Tupac Amaru Declares Himself Inca and Ruler.” 67.
 - “37. Tupac Amaru’s Proclamation of Freedom for Slaves.” 67-68.
 - “52. Micaela Bastidas Admonishes Her Husband, Tupac Amaru.” 109.
 - “58. Confession of Micaela Bastidas.” 122-126.
- Neruda, Pablo. *Canto General*. Translated by Jack Schmidt. Berkeley: University of California Press, 2000 [1950].
 - “XVIII. Tupac Amaru (1781).” 92-93.

November 25 Thanksgiving Break

Week 14 The Haitian Revolution and Spanish American Independence. *What did Haitian independence mean for colonialism and slavery in the Americas, and why is it still “unthinkable?” How did Spanish South America become independent? How did Creole ideas of freedom and liberty differ from those of the Afro-descended, indigenous, and mixed-race*

majority? How did the Haitian Revolution and the Great Andean Revolt affect Bolívar's wars for independence?

November 30 The Haitian Revolution

- **Historical Op-Ed Response Due Friday**
- Dubois, Laurent, Kaiama L. Glover, Nadève Ménard, Millery Polyné, and Chantalle F. Verna, eds. *The Haiti Reader: History, Culture, Politics*. Duke University Press, 2020.
 - Jean-Jacques Dessalines. "The Declaration of Independence." 23-26.
 - Jean-Jacques Dessalines. "Writings." 29-30.
- Sepinwall, Alyssa Goldstein, ed. *Haitian History: New Perspectives*. New York: Routledge, 2012.
 - Michel-Rolph Trouillot. "An Unthinkable History: The Haitian Revolution as a Non-Event." 33-54.

December 2 South America

- **Historical Op-Ed Response Due Friday**
- Dubois, Laurent, Kaiama L. Glover, Nadève Ménard, Millery Polyné, and Chantalle F. Verna, eds. *The Haiti Reader: History, Culture, Politics*. Duke University Press, 2020
 - "An Exchange of Letters, Alexandre Pétion and Simón Bolívar." 33-35.
- Walker, Charles. *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*. Translated by Ward Stavig and Ella Schmidt, 2008.
 - "79. Letter from Juan Bautista Tupac Amaru to the Liberator Simón Bolívar." 166-168.
- Andrien, Keith, ed. *The Human Tradition in Colonial Latin America*. Lanham: Rowman & Littlefield Publishers, 2013.
 - Camilla Townsend. "17. Angela Batallas: A Fight for Freedom in Guayaquil." 305-319.

Week 15 The End of Empire (and this Class). How did the Creole leaders of early independent Mexico understand the colonial past? What challenges did the newly independent

republics face? How did Brazil and the Spanish Caribbean become independent? How were slavery and colonialism intertwined in the twilight of formal imperial rule in Latin America?

December 7 Mexico and Central America

- Jaffary, Nora E., Edward W. Osowski, and Susie S. Porter, eds. *Mexican History: A Primary Source Reader*. New York: Routledge, 2018.
 - Lucás Alamán. “32. Hidalgo’s Uprising (1840).” 177-184.
- Aguilar Rivera, José Antonio, ed. *Liberty in Mexico: Writings on Liberalism from the Early Republican Period to the Second Half of the Twentieth Century*. Indianapolis: Liberty Fund, Incorporated, 2012.
 - Lorenzo de Zavala. “1. Introduction to *Historical Essay on the Mexican Revolutions from 1808-1830*.” 102-114

December 9 The Brazilian Empire and the Spanish Caribbean

- Chomsky, Aviva, Pamela Maria Smorkaloff, and Barry Carr. *The Cuba Reader: History, Culture, Politics*. Durham: Duke University Press, 2004.
 - José Martí. “Our America.” 122-127.
 - John J. Johnson. “U.S. Cartoonists Portray Cuba.” 135-138.

Exam Date: 12/16