

**History of Colonial Latin America, 21:510:207:01****Section 1: Tuesdays and Thursdays, 4-5:20pm****Location: Hahne 421****Instructor: Peter Sorensen (Office: 326 Conklin)****[peter.sorensen@rutgers.edu](mailto:peter.sorensen@rutgers.edu)****Course Overview:**

This course is a critical overview of what became Spanish and Portuguese colonial possessions in the Americas from the pre-Columbian era through early independence. The course explores three central questions: Who was really in control in Latin America up until independence in the 19th century, and what were the limits on centralized power? What were the factors that shaped daily life? And, what led to and resulted from independence? To help us understand how to begin to answer these questions we will have to limit our geographic and temporal scope: the course will be, in general, chronological, starting in the 14th century and ending in the confusion that followed the successful independence of huge new swaths of territory in the 19th century. The course will be primarily limited to information on the Viceroyalty of New Spain (modern day Mexico), the Viceroyalty of Peru (modern day Peru, Bolivia, parts of Ecuador and northern parts of Chile and Argentina), and Brazil, though many other areas will be touched on briefly throughout the course when appropriate.

The course will also emphasize the historian's craft to the class in the form of historiographical information in the lectures, having classes dedicated to analyzing primary source documents and quickly finding and understanding arguments in monographs, as well as how to combine the two into a short research paper. This emphasis will allow students to begin to explore documents, and give the students an appreciation of how much historical research is very alive and changing even today.

**Learning Outcomes:**

At the end of the course students should be able to:

- Analyze and deconstruct primary and secondary sources for their arguments and biases
- Write strong thesis statements supported by evidence from both primary and secondary sources
- Have a strong understanding of the main currents and themes in colonial Latin American History from before the arrival of Europeans to the establishment of independent states.
- Have a strong understanding of the importance of the roles that indigenous people, Africans, Europeans, and Asians had on the development of a creole identity, and the details of everyday life.

**Contact:**

I will hold office hours by appointment, generally before or after classes on Tuesdays, and before class on Thursdays, though I will try and work with your schedules if those times are not available. E-mail is the best way to be in contact with me, I generally respond within 24 hours, but will not guarantee responses, especially to “the night before” questions on an assignment or exam is due. Please make sure any questions about assignments, tests, or exams are brought up at the end of class or well before their due date. E-mails should be addressed to me in a professional manner, using appropriate grammar, capitalization, and full sentences; I will ask you to resend the e-mail if it does not meet these standards or I can not understand it. If the email is about information that is available in the syllabus or on our Blackboard site, I will only refer you to its location.

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.

**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.

Kenneth Mills, William B. Taylor and Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History*, Rowman & Littlefield Publishers. ISBN #: 978-0-842-02997-1.

The textbooks are available at the bookstore. All other readings will be made available on the Blackboard system at least three weeks prior to the classes.

**Class Format:**

There are two types of classes that will be held. All classes will have a discussion component.

The first type will be made up of a traditional lecture, where the professor will speak and present about one hour of information aided by a slideshow and other form of multimedia. The following approximately 20 minutes will be to discuss the sources, and ideas and themes brought up in the lectures, and readings.

The second type of class will be completely discussion based. We will look at our readings for the week, both primary and secondary. The classes will include small group work, class wide discussions and debates, and short (prepared during the class in groups) presentations of 2-3 minutes. For the primary source discussions, students will be required to read all of the readings assigned, for the secondary source discussions the readings will be divided into three parts and

students will only be required to read what section they have been assigned (unless you want to read more!).

### **Grade Breakdown:**

#### **Participation: 20%**

Participation is expected to be engaged, and active. Proper preparation for our discussion after lectures and during discussion classes, showing an understanding of the assigned readings, attendance, and occasional quizzes on the readings and/or lectures, will make up the participation grade.

I consider participation to be an integral part of the classroom experience. I, and the other students, need to hear your voice to expand our understandings of the topics being brought up in class. New and varied perspectives is what keeps historical analysis growing and achieving new heights. Please, be heard (and receive the grades for it)!

#### **Assignments: 35%**

##### First Assignment: Secondary Source Analysis (Book Review): 3-4 pages - 15%

A short book review that utilizes the skills and format we learned over the previous weeks. The book will be chosen from a pre-circulated list available on Blackboard, due November 4th at midnight.

##### Final Response Essay (Using both primary and secondary sources): 4-5 pages - 20%

The final paper will require the use of both primary and secondary sources (many of which may come from those discussed in class, as well as the book from your book review), to analyze a theme (race, class, gender, imperialism, resistance, etc) discussed in class. This paper will utilize the skills drawn from the primary source analysis test, the book reviews, and their associated discussions. Due December 9th, 2018 at midnight.

#### **Exams and Tests: 45%**

##### Map Test: - 5%

A map, both a physical copy and a copy on Blackboard, will be circulated during our first class with important cities, geographical features, and political boundaries. At the beginning of class ten random identifications will need to be labelled on the map. It is important to note that these identifications will be based on Colonial Latin America which means there will NOT be modern boundaries/cities to rely on (unless they existed in the Colonial Period). The test will only take up the first 15 minutes of class on September 25th, 2018.

### First Test - Primary Source Analysis: - 15%

A careful analysis of one primary source describing the conquest and/or its immediate aftermath. This test will be modeled in format on the Primary Source Analysis and Conversation classes outlined in the schedule below. On October 4th during class.

### Final Exam: - 20%

The final exam will be made up of two sections. The first section, worth 30% of the exam, will be to choose 3 (though you will have 10 options) terms to define. The second section, worth 70%, will be an essay question, there will be 3 options, on a theme covered during the semester. You will be expected to use both the readings, as well as primary and secondary source material, and lecture material, to answer the question.

### **Attendance Policy:**

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 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.

### **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.

### **Students with 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 the Office of

Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

**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.

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.

**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 to them free of charge and I encourage all of you to take advantage of their services to strengthen your reading, writing, and research skills.

## Schedule:

**\*\*NOTE\*\*** In the readings column the abbreviation MW stands for Martin and Wasserman, and MT stands for Mills and Taylor, the two textbooks that are required. The other readings can be found on Blackboard under the scholars surname first, and the page numbers (just as they appear in the readings section).

### Part 1: The Precolonial Period and the Question of Conquest and Control

Main thematic questions:

- 1) What political systems existed in Latin America and Iberia before first contacts?
- 2) What led to conquest and how much control was really imposed on the new colonies?
- 3) How can we read primary sources to understand the complex relationships between global empires and local people?

Historical Skill: Analyzing a primary source document for its biases and useful information.

Date	Theme and Questions	Readings and Assignments
Sept 4	<u>Introduction: Syllabus and Overview of Class</u>	No Readings
Sept 6	<u>Lecture: Before the Europeans.</u>  What are our Sources for Pre Columbian History? How do those sources influence our understanding of what happened before the arrival of Europeans? How did the Aztecs, Inca, and indigenous people of Brazilian societies organize themselves? What similarities did they have, and what differences?	WM - Chapter 1 (pp 1- 30) and pp 31-54.
Sept 11	<u>Lecture: Before there was the Americas.</u>  What were the Europeans looking for? Why had they not looked for it before? How and why were the Ottoman and Chinese Empire driving forces to the Europeans reaching outwards? What role did Africa play?	WM - pp 55-63. MT - pp 27-34; 34-43.
Sept 13	<u>Lecture: The Contact, and the Conquests - the Caribbean and Mexico</u>	WM - pp 64-67 and 69-74. Restall - pp 252-271.

	<p>What were the first interactions like between the indigenous residents and the newly arrived Europeans? Why was conquest deemed necessary? Who took part in the conquests?</p>	
Sept 18	<p><u>Primary Source Dissection - The Siege of Tenochtitlan</u></p>	<p>Schwartz and Seijas, <i>Victors and Vanquished - The Siege of Tenochtitlan</i>, pp 191-225.</p>
Sept 20	<p><u>Lecture: The Contact, and the Conquests - Peru and Brazil</u></p> <p>What made the Inca Empire so vulnerable as to fall almost as quickly as the Aztec Empire? What did the Spaniards learn from their experiences in Mexico and how did they apply them in Peru? Can you call Portuguese experiences in Brazil a Conquest?</p>	<p>WM - pp 68-69 and 74-83. Greenlee pp 5-33.</p>
Sept 25	<p><u>Primary Source Dissection - Early Indigenous and European Interactions in Peru and Brazil</u></p>	<p>MT - pp 3-19; 23-27; 59-65. Map Test at beginning of class.</p>
Sept 27	<p><u>Lecture: Expanding and Implementing Control in the Americas</u></p> <p>Did they maintain control? What role did the Church play - protector or persecutor? What role did local people play in implementing imperial control?</p>	<p>WM pp 83-95. MT - pp 196-198.</p>
Oct 2	<p><u>The Professor's Primary Source Dissection</u></p>	<p>Professor's 2-3 page example exam will be made available in class. He will then present how he came to his conclusion and field questions/other interpretations from students.</p>
Oct 4	<p><u>In Class Test</u></p>	<p>Primary Source Test</p>

## Part 2: Life After the Conquest and the Question of Adaptation and Change

Main thematic questions:

- 1) What was daily life like for the people of Latin America after the Conquests?
- 2) What role did religion, race, class, and gender play in the organization of society as well as in daily life?
- 3) How can we use secondary sources to better understand the role of the historian in expanding our understanding of the period?

Historical Skill: Analyzing a secondary source document for its thesis, arguments, methodology, and evidence.

Date	Themes and Questions	Readings and Assignments
Oct 9	<p><u>Lecture: The People Who Made up the New Colonies 1 - Africans, Europeans, Asians and Indigenous People</u></p> <p>What role did class play in the organization of society? Where did they work? What forms of labor were used? What did race mean? How did African and Indigenous Slavery develop and change?</p>	<p>WM pp 96-120 and 126-136. MT pp 218-234; 280-299</p>
Oct 11	<p><u>No Class</u> - The Teacher is at a conference</p>	<p>I highly recommend you start reading your book that is for the Book Review this week.</p>
Oct 16	<p><u>Secondary Source Discussion</u></p>	<p>Lane, <i>Quito 1599</i>, pp. 1-21 and 227-234.</p> <p>Yannakakis, <i>The Art of Being In-Between</i>, pp. 1-32 and 220-228.</p> <p>Sweet, <i>Recreating Africa</i>, pp. 1-12 and 227-230.</p>
Oct 18	<p><u>Lecture: The People Who Made up the New Colonies 2 - Women and Gender</u></p>	<p>WM pp 168-185. MT pp 198-218</p>

	<p>What roles did women play in colonial society? How did a woman's race, class, and geographic location impact her life? How did women adapt to circumstances and use their power to influence politics, the economy, and social situations?</p>	
Oct 23	<p><u>Secondary Source Discussion</u></p>	<p>Metcalf, <i>Family and Frontier in Colonial Brazil</i>, pp. 1-23 and 195 - 206.</p> <p>Martínez, <i>Genealogical Fictions</i>, pp. 1-24 and 265-278.</p> <p>Gauderman, <i>Women's Lives in Colonial Quito</i>, pp. 1-11 and 124-132.</p>
Oct 25	<p><u>Lecture: The People Who Made up the New Colonies 3 - Religion - Adaptation and Adoption</u></p> <p>What role did the inquisition play in the lives of people based on their race, class, and gender? How was catholicism adapted to local situations, and by whom? How much were older traditions maintained?</p>	<p>WM pp 136-146 MT pp 320-327</p>
Oct 30	<p><u>Lecture: Competing Empires Abroad and At Home in the 17th and 18th centuries</u></p> <p>What conflicts occurred between the Portuguese and Spaniards (and other Europeans) in the Americas? What imperial developments in Europe and Asia impacted the Latin American colonies, and how?</p>	<p>WM pp 186-194 Book Review Due This Week</p>
Nov 1	<p><u>Lecture: Life in the Cities and the Periphery</u></p> <p>Who controlled the peripheries of the colonies? How did life differ in the cities versus the periphery? Where were the centers of control in Latin America and how did they exert their control?</p>	<p>WM pp 120-125 and 146-154. MT pp 185-196.</p>

Nov 6	<p><u>Lecture: The Beginning of New Uniquely Latin American Identities</u></p> <p>What is creolization? How did Europeans perceive the growing population of Latin American born and educated citizens? What caused tension and connection between the European born and those born in Latin America?</p>	<p>WM pp 155-168 MT pp 299-319</p>
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### Part 3: Reform and Revolution and the Question of Identity and Independence

Main thematic questions:

- 1) What were the internal and external factors that led to armed revolution?
- 2) Why did some places stay loyal to their European colonizers while others demanded independence?
- 3) How can you begin to use both primary and secondary sources to make your own evidence based arguments?

Historical Skill: Combining primary and secondary sources to make your own arguments.

Date	Themes and Questions	Readings and Assignments
Nov 8	<p><u>Lecture: The Bourbon and Pombaline Reforms</u></p> <p>Why the need for reforms? What were the reforms? Were they a success?</p>	<p>WM pp 194-209. MT pp 328-359.</p>
Nov 13	<p><u>Lecture and Discussion - How to Write a Paper Using both Primary and Secondary Sources</u></p>	<p>Example outlines and writing samples will be made available to the students</p>
Nov 15	<p><u>Lecture: Rebellions of the Late Colonial Period</u></p> <p>What role did slaves have in rebellions in the late colonial period, especially in what became Haiti? What role did indigenous people play in the rebellions, especially in Peru? What caused the sudden explosion of local rebellions?</p>	<p>WM pp 209-226. MT pp 366-395.</p>

Nov 20	<p><u>Lecture and Discussion: Examples on How Scholars Combined both And How to Make an Outline</u></p> <p>How can using our knowledge of analyzing Primary and Secondary sources be used to combine the two? How does making an outline aid in writing a full paper?</p>	<p>MT pp 234-268. A selection of Book Reviews will be made available and labelled as 'book review- topic of book review,' you are expected to read two.</p>
Nov 27	<p><u>Lecture: 19th century Independence Wars</u></p> <p>What happened After 1800 to Create an Explosion of Independence Movements? How did Spain and Portugal react? What made the Independence Wars successful?</p>	<p>WM pp 226-232. MT pp 401-402.</p>
Nov 29	<p><u>Lecture: Brazil, Cuba, and Puerto Rico Maintaining Imperial Loyalty</u></p> <p>Why did Brazil and Cuba remain part of European empires until the late 19th century? Why did they eventually demand their own independence? Was it just a delayed independence movement, or were their other factors that shaped their decisions? What about Puerto Rico?</p>	<p>WM pp 232-241. MT pp 403-404.</p>
Dec 4	<p><u>Lecture: The Competing Factions After Independence</u></p> <p>After the wars against the Europeans ended, what were the tensions that still existed?</p>	<p>Chasteen pp 127-155.</p>
Dec 6	<p><u>Lecture and Discussion: Themes and Currents in Colonial Latin American History</u></p> <p>What themes and trends are growing the field of historical analysis today? How can we use other fields to improve our knowledge (such as linguistics, anthropology, etc.)? How/Can we use our understanding of colonial history in Latin America to understand modern realities?</p>	<p>Final Paper Due this week Chasteen pp 1-16.</p>

## Epilogue: The Role of the Environment, Class Review, and How to Get an ‘A’ on the Final Exam

Main thematic questions:

- 1) What are some non-human issues that impact Latin American history?
- 2) How do we explain exceptions that do not fit into our overarching arguments on a single “Latin American History.”?
- 3) How can we continue to push historical research forward? How can you get an A on the exam?

Historical Skill: How to consider new kinds of information and apparently contradictory evidence.

Date	Theme and Questions	Readings and Assignments
Dec 11	<p><u>Lecture: The Non-Human Influence - 500 Years of Environmental History in Latin America</u></p> <p>How does trying to understand the environment alter and/or improve our knowledge of the colonial period?</p> <p><u>Lecture and Discussion: Exam Review</u></p> <p>How do I get an “A” on the exam?</p>	<p>No Readings - Study for the Exam!</p> <p>The professor will give an outline of the exam, the styles of questions, how to answer them, and will field questions related to anything exam related.</p>