

Fall 2019

History of Colonial Latin America

21:510:207

Section 01: Wednesday and Friday, 11:30-12:50
Conklin Hall 424

Instructor: Lance C. Thurner
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Office Hours: Conklin 326 Wed. 1:00-3:00 or by appointment

Course Description: This course surveys over three hundred years of Latin American history from Christopher Columbus's first voyage across the Atlantic Ocean through the 19th century wars of independence. We will examine pre-Columbian societies and how these adapted to and resisted European empires; we will evaluate how we interpret the conquest and why it matters; we will trace the development of racial ideas and how gender and sexual norms underwrote colonial social orders; we will track the growth of slavery and the African diaspora across the hemisphere; we will examine imperialism from the perspectives of indigenous peoples who never were conquered; and we will consider whether colonialism ever really ended in Latin America. More than a history of the Spanish and Portuguese empires, this course will provide students with a strong understanding of the colonization of the Americas as a whole.

This course includes a significant **collaborative, digital component:** At the dawn of European imperialism, there was no such concept as racial difference, but over the course of the following three centuries notions of human difference went through many iterations and variations, out of which emerged the modern sense of race. Throughout the semester, the class will collectively develop a web-based historical map/timeline that tracks the variations and changes in the ideas and experiences of race across time and space. Students will be provided a curated selection of primary and secondary sources. Individually and in partnerships, students will create short descriptions and analyses of these sources, catalog the sources, and locate them in time and space on the shared website (this will not be open to the public). At the end of the semester, students will be prompted to select a subset of sources from this shared site to write a final paper (5 pages) on race and imperialism.

This course is founded on student-led critical analysis of historical writing and sources. Students will learn how to evaluate conflicting historical narratives and assess why and how these narratives matter. Students will consider the value of different forms of historical representation and perspective, such as history "from below," micro-history, women's history, global history, and biography. Students will learn how to interpret and

evaluate a wide array of primary sources (including correspondence, writing, oral testimonies, legal documents, images, and maps) and practice using sources to elaborate or challenge narratives about the past. In addition to a strong understanding of the major problems in Colonial Latin American History, by the end of the semester students will have a strong introduction to historical thinking as an integral part of a liberal education and a way of approaching intellectual problems.

The **goals** of this course are to provide students with:

a scholarly familiarity with the region and the historical problems debated both within and outside of the academy in regards to Latin American history.

analytical skills for reading, interpreting and evaluating historical writing.

skills for writing longer papers consisting of complex, multi-step arguments; for expressing one's ideas succinctly, clearly and convincingly; and for making and organizing evidence-based arguments.

analytical skills for using a historical approach to intellectual problems of many sorts.

Blackboard:

All readings will be available on Blackboard

All additional readings as well as powerpoint slideshows will be posted and available on Blackboard.

Assignments:

This class has four types of assignments:

- 1) **Map Quiz**
- 2) **Four Contributions to the Class Web Project**
- 3) **One Class Presentation:** Each student must one time start off discussion of the week's primary or secondary sources.
- 4) **Final Paper:** For final papers, students will be prompted to select a subset of sources from this shared class website to write a final paper (5 pages) on race and imperialism. The final paper will be submitted as a rough draft, each student will be required to give written and oral feedback on a peer's essay, and the final draft will be due the Monday after the last day of classes.

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." <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Grades will be assigned as follows:

Map quiz: 6 pts

Website Contributions: 36 pts

Presentations and Class Participation: 18 pts

Rough Draft and Feedback: 10 pts

Final Paper: 30 pts

Attendance: Attendance will be taken each class period and will be consequential to your grade. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

Grades will be assigned in accordance with the scale below. Since Rutgers University does not recognize minus grades and some plus grades, minus signs and some plus signs will be omitted from the final grades submitted for the course.

<u>A</u>	<u>90-100</u>
B+	87-89
<u>B</u>	<u>80-86</u>
C+	77-79
<u>C</u>	<u>70-76</u>
D+	67-69
<u>D</u>	<u>60-66</u>
F	0-59

Students will be expected to comply with the History Department's Classroom Etiquette Policy (see <http://history.rutgers.edu/undergraduate/academicpolicies>). Cell phones must be switched off and meals must be eaten before the beginning of class. Electronic devices may not be used for purposes unrelated to the class.

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 website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

Week 1: Introduction to the Course and the Study of the Past

SEPTEMBER 4: Why study Latin American history? Where is Latin America?

SEPTEMBER 6: What is the Purpose of Studying the Past?

Friedrich Nietzsche, "On the Uses and Disadvantages of History for Life" (edited)

Week 2: Where Do We Begin?

SEPTEMBER 11:

Meet in Digital Classroom

Map Quiz : See end of syllabus

SEPTEMBER 13: The Americas Before Columbus

Reading TBA

Week 3: Conquest?

SEPTEMBER 18: The Medieval Social Imagination

Christopher Columbus, Account of First Voyage (1492) (excerpt)

Woodcuts from Amerigo Vespucci's Letter to Pietro Soderini (1504)

SEPTEMBER 20: Conquest as Event, Conquest as Process

Matthew Restall, "Apes and Men"

"Mayan Account of Conquest"

Week 4: The "Indian" and the New Imperial Order

SEPTEMBER 25:

Meet in Digital Classroom

SEPTEMBER 27: 300+ years of Non-Stop Conquest

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

Week 5: Christ vs. Satan

OCTOBER 2: Ambiguities of a Christian Millennium

Fray Diego Valadés's Ideal Atrio (1579)

Hernan Ruiz de Alarcon, Treatise on Heathen Superstitions (1614)

The Lords and Holy Men of Tenochtitlan Reply to the Franciscans (1524)

OCTOBER 4: Ideas that Travel Far

Jorge Cañizares-Esguerra, *Puritan Conquistadores* (excerpt)

Week 6: Alterity and Hybridity Part 1

OCTOBER 9: Bodies and Souls Out of Place

Rebecca Earle, *Body of the Conquistador* (Excerpt)
Bernardo Vargas Machuca, *Indian Militia* (1599) (Excerpt)
Bernardino de Sagahún, “Florentine Codex” (circa 1577) (Excerpt)

OCTOBER 11: Backflow to Europe

Marcy Norton, *Sacred Gifts, Profane Pleasures* (Excerpt)

Week 7: Sex, Gender, and the Order of Empire

OCTOBER 16: The Caste System, Matured

Solange Alberro, “Beatriz de Padilla, Mulatta Mistress and Mother”
“Permission to Marry” (Montevideo, 1786)
Casta Paintings From Colonial Mexico (late 18th Century)

OCTOBER 18: God, Sex, and Social Order

“Under Investigation for the Abominable Sin” (Charcas, 1611)

Week 8: The Limits to European Dominion: “Unconquered Indians” and Imperial Frontiers

OCTOBER 23: Borderlands All Around

Pekka Hämäläinen, *The Comanche Empire* (excerpt)

OCTOBER 25: Race in Fugitive Spaces

Individualized reading for contributions to class website

Week 9: Sugar and Plantation Slavery

OCTOBER 30: The African Diaspora in the Americas

“Felipe Edimboro Sues for Manumission” (1794)

NOVEMBER 1: Race and the Plantation System

Reading TBD

Week 10: Slavery, Knowledge, and Power

NOVEMBER 6: Subaltern Specialists and Imperial Power

James Sweet, *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World* (excerpt)

NOVEMBER 8: Subaltern Specialists and Imperial Power

Individualized reading for contributions to class website

Week 11: [Week left open for eventualities related to digital mapping project]

NOVEMBER 13:

No Readings

Rough Draft of Final Paper Due

NOVEMBER 15:

Week 12: Alterity and Hybridity Part 2

NOVEMBER 20: Medicine and Difference

Martha Few, *For All of Humanity* (Excerpt)

Thorough feedback to your partner due in class

NOVEMBER 22: Rebellion in the Andes

“Letters of Insurrection” (1781)

Week 13: Race and Reform

NOVEMBER 27:

Lance C. Thurner, “Botanizing in the Borderlands”

NOVEMBER 29: No Class

Week 14: The Aftermath of Empire

DECEMBER 4: What is the Meaning of Independence?

Justo Sierra, *The Political Evolution of the Mexican People*, 169-171

Fernando Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, 31-35

John Lynch, *The Spanish American Revolutions*, 1-2

Jaime Rodríguez, *The Independence of Spanish America*, 1-5

DECEMBER 6: Scientific Racism in Spain’s Final Colonies

José Martí, “Our America”

Week 15: Review and Closing

DECEMBER 11: Review and Closing

Final Paper Due December 16 (submit through Blackboard's assignment tool)

Map Quiz: You will be given a copy of the map on the following page.
To earn the full 10 points, you must correctly draw and identify 23 of the following features.

Pre-Columbian Polities:

Inca Empire

Aztec Empire

Maya Civilization

Cities and Places:

Havana, Cuba

Puerto Rico

Hispaniola

Haiti

Jamaica

Lima, Peru

Buenos Aires, Argentina

Quito, Ecuador

Potosí, Bolivia

Caracas, Venezuela

Rio de Janeiro, Brazil

Salvador, Brazil

Mexico City

Guatemala City

St. Augustine, Florida

New Orleans

Natural Features:

Andes Mountains

Amazon River and Basin

Rio de la Plata (River)

Sierra Madre, Mexico

Alta California

Mississippi River

