



Western University

From the Selected Works of Jason Dyck

2016

HIS291H (The History of Colonial Latin America)

Jason Dyck

**DEPARTMENT OF HISTORY
UNIVERSITY OF TORONTO**

**HIS 291H
THE HISTORY OF COLONIAL LATIN AMERICA
Fall 2016**

**Instructor: Jason Dyck – jason.dyck@utoronto.ca
Lecture Hall: Sidney Smith Hall, Room 2110
Lecture Times: Mondays and Wednesdays, 3:00PM–4:00PM
Office: Sidney Smith Hall, Room 3111
Office Hours: Mondays, 1:00PM–2:00PM (or by appointment)**

Tutorials:

**Tutorial #1 (TUT0101): Wednesdays, 1:00PM–2:00PM (SS 2112)
Tutorial #2 (TUT0201): Wednesdays, 2:00PM–3:00PM (SS2112)
Tutorial #3 (TUT0301): Wednesdays, 4:00PM–5:00PM (SS2112)
Tutorial #4 (TUT0401): Thursdays, 12:00PM–1:00PM (WE 74)
Tutorial #5 (TUT0501): Thursdays, 1:00PM–2:00PM (WE74)
Tutorial #6 (TUT0601): Thursdays, 2:00PM–3:00PM (BF 316)**

NOTE: Tutorial #4 will be held in the Seminar Room of the Thomas Fisher Rare Book Library

Teaching Assistant: TBD

COURSE DESCRIPTION

This course surveys the history of Latin America from early contact in the late fifteenth century to a period of reform in the late eighteenth century. Colonialism is presented as a multiethnic conversation, one that was filled with violence and informed by power relations, but one that also saw all ethnic groups participating in the formation of colonial societies and hence to the general shape of Spanish and Portuguese rule. To test this thesis the interactions between Europeans, Amerindians, and sub-Saharan Africans will be explored by deconstructing Eurocentric ideas of discovery, conquest, and civilization. This multiethnic encounter will also be followed through labour relations, Indian and Spanish acculturation, conversion, popular religion, race, gender relations, and the formation of group identities on the eve of the wars for independence.

COURSE OBJECTIVES

This course has several objectives that deal specifically with the history of colonial Latin America and the craft of history more generally. After having completed this course, you will have been exposed to some of the general themes of the region's colonial past. But more importantly, you will have learned about the cultural creativity and historical agency of people of all ethnic backgrounds during the viceregal period. During both lectures and

tutorials, you will be listening to the multiplicity of Latin American voices through an analysis of a wide range of sources: histories, hagiographies, letters, indigenous codices, legal documents, travel narratives, engravings, drawings, architecture, and religious and secular paintings. By the end of this course you will have obtained the following set of historical skills:

- The ability to distinguish between primary and secondary sources
- Bibliographic knowledge to properly format both footnotes and bibliographies
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Cultural sensitivity to diverse customs and different ways of viewing the world

COURSE FORMAT

I. LECTURE SCHEDULE

TYPE	DAY	TIME	LOCATION
Lecture #1	Mondays	3:10PM–4:00PM	Sidney Smith Hall, Room 2110
Lecture #2	Wednesdays	3:10PM–4:00PM	Sidney Smith Hall, Room 2110

II. LECTURES AND LECTURE READING

Every week there are two fifty minute lectures. It is extremely important that you attend weekly lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

III. TUTORIALS AND TUTORIAL READINGS/IMAGES

Weekly lectures are accompanied by eleven fifty minute tutorials in which you are responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required readings
- attending weekly tutorials
- participating generously with your tutorial group

Your overall tutorial grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

ATTENDANCE is mandatory for all students for every tutorial and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a tutorial you should communicate with your teaching assistant **beforehand** and not after the fact. Please be reminded that Tutorial #4 (Cataloguing “Race” and Rare Books) will be held in the Seminar Room of the **Thomas Fisher Rare Book Library** at the same hour as your regular tutorial time.

PARTICIPATION in weekly tutorials means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but not one that helps others to learn about the topic under discussion. Anyone who fails to attend a weekly tutorial will be assigned an **automatic zero** for his/her participation mark for that specific tutorial. For a more detailed description of how your tutorial participation is evaluated see the “**Guide to HIS291H**” posted on Blackboard in the “Important Handouts” folder.

IV. LECTURE AND TUTORIAL CONDUCT

You are expected to treat the instructor, teaching assistant, and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and tutorials, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Tutorials	20%	N/A	N/A
Map Quiz	5%	September 21, 2016	SS2110
Document Exercise	10%	September 30, 2016	Blackboard
Proposal/Outline/Annotated Bibliography	5%	October 14, 2016	Blackboard
Rare Book Exercise	5%	October 24, 2016	Blackboard
Research Paper	25%	November 18, 2016	Blackboard
Final Exam	30%	TBD	TBD

***You need to take the map quiz, hand in all writing assignments, and write the final exam to receive a passing grade in this course.**

***All writing assignments must have footnotes and a bibliography formatted according to the Chicago Manual of Style.**

COURSE ASSIGNMENTS

I. MAP QUIZ

1. Description and Purpose

The first assignment of this course is a map quiz to be held in class on September 21, 2016 between 3:10PM–3:20PM. You are responsible for learning the names and locations of the viceroyalties of Spanish and Portuguese America together with the viceregal capitals, principal ports, and other major colonial cities. Use the maps listed below in preparation for the quiz.

2. Important Details

Due Date, Time, and Place: September 21, 2016 between 3:10PM–3:20PM (SS2110)

Sources:

- See maps posted on Blackboard

II. DOCUMENT EXERCISE: DESCRIBING THE “INDIAN”

1. Description and Purpose

The second assignment of this course is an essay comparing Christopher Columbus’s (ca. 1450–1506) first letter about his initial voyage to the Caribbean with Pero Vaz de Caminha’s (1450–1500) early letter on Brazil. You will carefully and critically read through these two letters and compare how their authors describe indigenous peoples. The purpose of this assignment is to think about the textual imbalance of the early encounter in the so-called New World. Europeans—not indigenous people—recorded what happened in these two cases and they did so according to their own cultural assumptions. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing. Before writing your paper you should review the **“Guide to HIS291H”** posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date, Time, and Medium: September 30, 2016 before midnight (Blackboard)

Length: 4 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Columbus, Christopher. “Letter of Columbus Describing the Results of His First Voyage.” In *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989): 191–202. **[Blackboard]**
- Vaz de Caminha, Pero. “The Letter of Pero Vaz de Caminha.” In *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010): 1–9. **[Blackboard]**

III. PROPOSAL/OUTLINE/ANNOTATED BIBLIOGRAPHY

1. Description and Purpose

The third assignment of this course is a short proposal on a research topic of your choosing together with an outline and annotated bibliography. A proposal, outline, and annotated bibliography are designed to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal (2 pages) should briefly describe your topic and general approach. What are the research questions you hope to address? Why did you choose your topic and why is it important? When you write your outline (1 page), briefly address how you plan to prove your arguments. What is your evidence and what is the best way to deploy it? How do you plan to organize your paper? And when you craft your annotated bibliography, include brief descriptions (2–3 sentences) of all your sources. What is the general argument of the book or article? How is it useful for your research paper? You can modify your topic and add or remove sources from your bibliography after submitting your proposal, but if you make substantial changes you should notify the instructor. Before writing your proposal you should review the **“Guide to HIS291H”** and the **“Guide to Primary Sources”** posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date, Time, and Medium: October 14, 2016 before midnight (Blackboard)

Length: 3 pages [Please note that this required amount of pages does not include the annotated bibliography.] (double-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 7 secondary sources (both journal articles [4] and books [3])

IV. RARE BOOK EXERCISE

1. Description and Purpose

The fourth assignment of this course is an exercise with colonial books and manuscripts in the Thomas Fisher Rare Book Library, the location for Tutorial #4 (Cataloguing “Race” and Rare Books). David Fernández—a rare book librarian at the Thomas Fisher—will guide you through a series of indigenous forms of recording keeping, manuscripts, and printed books in the Seminar Room, which means you need to listen attentively and take appropriate notes (**attendance will be taken**). After his presentation you will have the opportunity to carefully handle, inspect, and leaf through some of these valuable treasures. Your task is to concentrate on **one of the three** colonial books he will have on display: an indigenous language tool for Nahuatl by Horacio Carochi, a sacred biography (also known as a *vida* or work of hagiography) on Pedro Claver by José Fernández, and a history of the conquest of Peru by Pedro Cieza de León. Using the assignment template available on Blackboard in the “Important Handouts” folder, you need to record the call number, main author, title of the book, place of publication, the publisher, date of publication, and the total number of pages. After this, you should cite the book as it would appear in both a bibliography and a footnote according to the Chicago Manual of Style. Beyond this basic bibliographic information, you also need to provide a physical description that details the condition of the book and the material in which it was bound. Then, based upon your basic knowledge of the book, provide four key words that would help researchers locate this work in a library catalogue search. Your final task is to provide a detailed description of the engraving or woodcut that accompanies the book together with a brief analysis of how “racial” difference is represented in the image. The purpose of this assignment is to think about how books were produced during the colonial period and their contribution to how peoples were classified in Spanish America. You do not need knowledge of Spanish or art history to complete this assignment. The reading listed below will prepare you for the tutorial in the Thomas Fisher with an introduction to the production of books in Latin America.

2. Important Details

Due Date, Time, and Medium: October 24, 2016 before midnight (Blackboard)

Sources:

- The three rare books for this assignment will all be made available for consultation in the Thomas Fisher Rare Book Library

Readings:

- Calvo, Hortensia. “Latin America.” In *A Companion to the History of the Book*, eds. Simon Eliot and Jonathan Rose (Malden: Blackwell Publishing, 2007): 138–152; concentrate on pp. 138–145. [**e-Book**]

V. RESEARCH PAPER

1. Description and Purpose

The fifth assignment of this course is a research paper based upon the theme you chose for your proposal. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills and to refine your historical imagination. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual interests and academic curiosity. Each essay must include **at least 1 primary source** and **at least 7 secondary sources**. Beyond e-Books and e-Journals available through the University of Toronto Libraries, online sources are (for the most part) strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. Before writing your research paper you should review the “**Guide to HIS291H**” and the “**Guide to Primary Sources**” posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date, Time, and Medium: November 18, 2016 before midnight (Blackboard)

Length: 9 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 7 secondary sources (both journal articles [4] and books [3])

VI. FINAL EXAM

1. Description and Purpose

The final exam is a series of essays based upon the entire course. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and tutorials. A successful exam is a reflection of your own personal engagement with the material covered throughout the entire course.

2. Important Details

Exam Date, Time, and Room: TBD

Sources:

- Lecture reading, material, document exercises, and images
- Tutorial reading and images

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on academic integrity, you should consult the Office of Student Academic Integrity (OSAI) website at <http://www.artsci.utoronto.ca/osai>. Remember that academic integrity is the foundation of learning and scholarship and essential for a degree from the University of Toronto. If you have questions or concerns about appropriate academic behaviour, research methods, or proper forms of citation, you should speak with your instructor or teaching assistant or visit the following website:

<http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html>. You are bound by the University of Toronto's Code of Behaviour on Academic Matters available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Some of the academic offenses listed in this document are the following:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

II. ACCESSIBILITY SERVICES

If you require academic accommodations related to a documented disability, you are encouraged to familiarize yourself with the services available on the Accessibility Services website at <http://www.studentlife.utoronto.ca/as>. The instructor and teaching assistant are committed to a respectful and open learning environment, so please discuss any accommodations you might need with them well in advance of due dates and scheduled assessments.

III. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before November 7, 2016. After this deadline a mark is recorded for this course, whether it was completed or not, and calculated into your overall GPA.

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday and students should expect a response within 48 hours (excluding weekends). You may feel free to email the instructor about any questions you may have concerning the course, but every message should indicate in the subject line "HIS 291H" or it may be placed into junk mail. Not only this, but according to the [Policy on Official Correspondence with Students](#) all students must use a current University of Toronto email address.

II. BLACKBOARD

The syllabus, tutorial readings, important handouts, internet links, lecture outlines, and document exercises will all be available for consultation on Blackboard. It should be

noted, however, that you are responsible for either printing off the lecture outlines and document exercises and bringing them with you to class or pulling them up on your laptops or smart phones. These documents will appear on Blackboard on the Sunday of each week before lectures on Monday and Wednesday.

III. SUBMISSION AND LATE POLICY

All assignments must be word documents and submitted via Blackboard before the established due date (although the teaching assistant has the right to request a hard copy). Assignments that are handed in late without the instructor's permission will be penalized 5% of the assignment's worth per day after the due date (including weekends). When an assignment is more than five days overdue it will not receive written comments. All extensions must be approved by the instructor or teaching assistant **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a **Verification of Student Illness or Injury** form and establish a new due date in consultation with the instructor.

IV. INTELLECTUAL PROPERTY

All lectures and course materials are the intellectual property of the instructor. One must acquire written permission to tape, photograph, video-record or digitally reproduce anything from the course. Students requiring accommodations will be granted permission based upon their specific needs in consultation with the instructor.

V. ACADEMIC ASSISTANCE

There are several services available at the University of Toronto to help you with essay writing and all matters of academic life. All students are encouraged to familiarize themselves with the resources available on the Academic Success Centre (ASC) website at <http://www.studentlife.utoronto.ca/asc>. Also helpful for writing history papers is the Essay Writing Guide available on the Department of History website at <http://history.utoronto.ca/undergraduate/essays/>.

VI. GRADING

To earn a passing grade in this course you must take the map quiz, hand in all of the writing assignments, and write the final exam. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on how to write an essay and on how they are evaluated see the "**Guide to HIS291H**" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

REQUIRED TEXTS

*Restall, Matthew and Kris Lane. *Latin America in Colonial Times*. Cambridge: Cambridge University Press, 2011. [Available at the University of Toronto Bookstore: <http://uoftbookstore.com/>]

*All other readings and images (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the University of Toronto Libraries Catalogue).

LECTURE AND TUTORIAL SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

[Course text] = Book available for sale at the University of Toronto Bookstore

[Blackboard] = Article/book chapter available on Blackboard

[e-Book] = Book available through the University of Toronto Libraries Catalogue

[e-Journal] = Journal article available through the University of Toronto Libraries Catalogue

[Google Books] = Book available as a pdf file or for viewing on Google Books

INTRODUCTION

WEEK I: SURVEYING THE LAND

LECTURE #1: REVIEW OF THE COURSE OUTLINE (SEPTEMBER 12)

LECTURE #2: BACKPACKING IN LATIN AMERICA (SEPTEMBER 14)

Lecture Readings:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): xiii–xv. [Course text]
- [PS] Castillo, Bernal Díaz del. “The True History of the Conquest of New Spain.” In *Born in Blood and Fire: Latin American Voices*, ed. John Charles Chasteen (New York: W. W. Norton & Company, 2011): 18–21. [Blackboard]
- [PS] Las Casas, Bartolomé de. “All Humankind Is One.” In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen, 6th. ed. (Boulder: Westview Press, 1996): 70–73. [Blackboard]

NO TUTORIALS

THE EARLY ENCOUNTER

WEEK II: INDIGENOUS PEOPLES

LECTURE #3: PRE-HISPANIC TIMES (SEPTEMBER 19)

LECTURE #4: INDIGENOUS EMPIRES (SEPTEMBER 21)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 1–17, 67–83. [Course text]
- [PS] Click on “Photo Essays” and view “[Pre-Hispanic America](https://jasoncdyck.com/pre-hispanic-america/)” in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/pre-hispanic-america/>]

TUTORIAL #1: THE INCAS

Tutorial Readings:

- [PS] Vega, El Inca Garcilaso de la. “The Origins of the Incas.” In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 49–54. [Blackboard]
- [PS] Guamán Poma de Ayala, Felipe. “Officials and Messengers.” In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 75–80. [Blackboard]
- [SS] Moseley, Michael E. “Introduction” and “The Inca Model of Statecraft.” In *The Incas and their Ancestors: The Archaeology of Peru*, rev. ed. (London: Thames & Hudson, 2001): 7–10, 12–17, 51–86. [<https://www.scribd.com/doc/98752186/MOSELEY-M-The-Incas-and-Their-Ancestors-The-Archaeology-of-Peru>]

WEEK III: IBERIAN SOCIETIES

LECTURE #5: THE IBERIAN PENINSULA (SEPTEMBER 26)

LECTURE #6: EARLY EXPERIMENTS IN COLONIZATION (SEPTEMBER 28)

Lecture Reading:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 19–31, 47–64. [Course text]

TUTORIAL #2: INITIAL CONTACT ON HISPANIOLA

Tutorial Readings and Images:

- [PS] Las Casas, Bartolomé de. “The Kingdoms of Hispaniola.” In *A Short Account of the Destruction of the Indies*, trans. Nigel Griffin (Harmondsworth: Penguin Books, 2004): 3–25. [Blackboard]
- [PS] Las Casas, Bartolomé de. “The Strange Sermon of Father Montesinos.” In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen, 6th ed. (Boulder: Westview Press, 1996): 65–67. [Blackboard]
- [SS] Guitar, Lynne. “Negotiations of Conquest.” In *The Caribbean: A History of the Region and Its People*, eds. Stephen Palmié and Francisco A. Scarano (Chicago: The University of Chicago Press, 2011): 115–130. [Google Books]

WEEK IV: SLAVE CULTURES

LECTURE #7: THE MIDDLE PASSAGE (OCTOBER 3)

LECTURE #8: THE TRANSPACIFIC SLAVE TRADE (OCTOBER 5)

Lecture Reading:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 33–45, 151–172. [Course text]

TUTORIAL #3: PALMARES

Tutorial Readings and Images:

- [PS] Wagener, Zacharias. “Blacks Dancing.” In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 162–164. [Blackboard]
- [PS] “The Great Seventeenth-Century *Quilombo* of Palmares: A Chronicle of War and Peace.” In *Children of God’s Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 366–377. [Blackboard]
- [SS] Karasch, Mary. “Zumbi of Palmares: Challenging the Portuguese Colonial Order.” In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 104–120. [Blackboard]

WEEK V: SOCIORACIAL HIERARCHIES

THANKSGIVING: NO LECTURE (OCTOBER 10)

LECTURE #9: THE COLONIAL SOCIORACIAL PYRAMID (OCTOBER 12)

Lecture Readings:

- [SS] Appelbaum, Nancy P. "Race and Ethnicity." In *Encyclopedia of Latin American History and Culture*, eds. Jay Kinsbruner and Erick D. Langer (Farmington Hills: Cengage Gale, 2008): 462–476. [e-Book]
- [SS] Seed, Patricia and Byron Crites. "Caste and Class Structure in Colonial Spanish America." In *Encyclopedia of Latin American History and Culture*, eds. Jay Kinsbruner and Erick D. Langer (Farmington Hills: Cengage Gale, 2008): 179–184. [e-Book]

TUTORIAL #4: CATALOGUING "RACE" AND RARE BOOKS

NOTE: Tutorial #4 will be held in the Seminar Room of the Thomas Fisher Rare Book Library

Tutorial Reading:

- Calvo, Hortensia. "Latin America." In *A Companion to the History of the Book*, eds. Simon Eliot and Jonathan Rose (Malden: Blackwell Publishing, 2007): 138–152; concentrate on pp. 138–145. [e-Book]

CONQUEST AND RESISTANCE

WEEK VI: THE INVASION OF AMERICA

LECTURE #10: THE MYTHS OF CONQUEST (OCTOBER 17)

LECTURE #11: LIFE ON THE FRONTIER (OCTOBER 19)

Lecture Reading:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 85–128. [Course text]

TUTORIAL #5: THE VISION OF THE VANQUISHED

Tutorial Readings and Images:

- [PS] Go to <http://bancroft.berkeley.edu/Exhibits/nativeamericans/25.html> to view a few images of the Lienzo de Tlaxcala.
- [PS] León-Portilla, Miguel, ed. "Omens Foretelling the Arrival of the Spaniards," "The Messengers' Journeys," and "Motecuhzoma's Terror and Apathy." In *The Broken Spears: The Aztec Account of the Conquest of Mexico*, trans. Lysander Kemp (Boston: Beacon Press, 2006): 3–6, 21–36. [e-Book]
- [SS] Restall, Matthew. "The Indians Are Coming to an End: The Myth of Native Desolation." In *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003): 100–130. [e-Book]

WEEK VII: THE MISSIONARY THEATRE

LECTURE #12: SPIRITUAL CONQUEST? (OCTOBER 24)

LECTURE #13: INDIGENOUS AND AFRICAN CHRISTIANITIES (OCTOBER 26)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 175–184. [Course text]
- [PS] Click on "Photo Essays" and view "**Colonial Convents**" in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/colonial-convents/>]

TUTORIAL #6: FRANCISCAN MISSIONARY ACTIVITY

Tutorial Readings and Images:

- [PS] Valadés, Diego. “Fray Diego Valadés’s Atrio and Its Activities.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 138–140. [Blackboard]
- [PS] Benavente Motolinía, Toribio de. “Book II.” In *Motolinía’s History of the Indians of New Spain*, trans. Elizabeth Andros Foster (Berkeley: The Cortés Society, 1950): 123–139. [Blackboard]
- [SS] Clendinnen, Inga. “Franciscan Missionaries in Sixteenth-Century Mexico.” In *Disciplines of Faith: Studies in Religion, Politics and Patriarchy*, eds. Jim Obelkevich, Lyndal Roper, and Raphael Samuel (New York: Routledge & Kegan Paul, 1987): 229–245. [Blackboard]

MID-COLONIAL LIFE

WEEK VIII: LABOUR RELATIONS

LECTURE #14: MASTERS AND SLAVES (OCTOBER 31)

LECTURE #15: INDIAN FORCED LABOUR (NOVEMBER 2)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 129–148. [Course text]
- [PS] Click on “Photo Essays” and view “**Haciendas**” in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/haciendas/>]

TUTORIAL #7: POTOSÍ

Tutorial Readings and Images:

- [PS] Go to the website <http://jcb.lunaimaging.com/luna/servlet> and type “Cerro de Potosí” in the advanced search to view a woodcut of Potosí from 1553.
- [PS] Bry, Theodor de. “Cerro Rico.” In Jane Mangan, *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (Durham: Duke University Press, 2005): 5. [e-Book]
- [PS] Acosta, José de. “Book IV.” In *Natural and Moral History of the Indies*, trans. Frances López-Morillas (Durham: Duke University Press, 2002): 170–182. [e-Book]
- [SS] Mangan, Jane. ““The Largest Population and the Most Commerce”: The Genesis of Potosí’s Urban Economy.” In *Trading Roles: Gender, Ethnicity, and the Urban Economy in Colonial Potosí* (Durham: Duke University Press, 2005): 21–47. [e-Book]

WEEK IX: URBAN LIFE

NO LECTURE: FALL BREAK (NOVEMBER 7)

LECTURE #16: COLONIAL CITIES (NOVEMBER 9)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 209–231. [Course text]
- [PS] Click on “Photo Essays” and view “**El Centro**” in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/photo-essays/>]

NO TUTORIALS

WEEK X: SANCTITY AND SOCIETY

LECTURE #17: MULTIETHNIC “SAINTS” (NOVEMBER 14)

LECTURE #18: PIETY AND DEVIANCE (NOVEMBER 16)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 184–189, 193–207. [Course text]
- Click on “Photo Essays” and view “[Pilgrimage](https://jasoncdyck.com/pilgrimage/)” in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/pilgrimage/>]

TUTORIAL #8: SANTA ROSA DE LIMA

Tutorial Readings and Images:

- [PS] Anonymous. “Portraits of Santa Rosa and Sor Juana.” In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 215–217. [Blackboard]
- [PS] Maza, Gonzalo de la. “Santa Rosa of Lima According to a Pious Account (1617).” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 194–202. [Blackboard]
- [SS] Myers, Kathleen Ann. ““Redeemer of America”: Rosa de Lima (1586–1617), the Dynamics of Identity, and Canonization.” In *Colonial Saints: Discovering the Holy in the Americas, 1500–1800*, eds. Allan Greer and Jodi Bilinkoff (New York: Routledge, 2003): 251–275. [Blackboard]

WEEK XI: PATRIARCHAL STRUCTURES

LECTURE #19: COLONIAL FAMILIES (NOVEMBER 21)

LECTURE #20: BRIDES OF CHRIST (NOVEMBER 23)

Lecture Reading:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 261–265. [Course text]

TUTORIAL #9: HONOUR AND SEXUALITY

Tutorial Readings:

- [PS] “Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His *Castiza* Wife, Josefa Cadena,” ed. and trans. Sonya Lipsett-Rivera. In *Colonial Lives: Documents on Latin American History, 1550–1850*, eds. Richard Boyer and Geoffrey Spurling (Oxford: Oxford University Press, 2000): 216–223. [Blackboard]
- [SS] Lipsett-Rivera, Sonya. “A Slap on the Face of Honor: Social Transgression and Women in Late-Colonial Mexico.” In *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America*, eds. Lyman L. Johnson and Sonya Lipsett-Rivera (Albuquerque: University of New Mexico Press, 1998): 179–200. [Blackboard]

REBELLION AND REFORM

WEEK XII: THE SECOND CONQUEST OF AMERICA

LECTURE #21: THE BOURBON REFORMS (NOVEMBER 28)

LECTURE #22: SOCIAL UNREST (NOVEMBER 30)

Lecture Reading:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 233–253, 255–261, 265–273. [Course text]

TUTORIAL #10: TÚPAC AMARU

Tutorial Readings and Images:

- [PS] “Túpac Amaru I, Remembered.” In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 1998): 390–394. [Blackboard]

- [PS] “Descriptions of His Natal Territory,” “Tupac Amaru Protests the Mita to the Audiencia of Lima,” and “Tupac Amaru Declares Himself Inca and Ruler.” In *The Tupac Amaru and Catarista Rebellions: An Anthology of Sources*, ed. and trans. Ward Stavig and Ella Schmidt (Indianapolis: Hackett Publishing Company, 2008): 2–3, 20–24, 67. [Blackboard]
- [SS] Walker, Charles F. “The Tupac Amaru Rebellion: Protonationalism and Inca Revivalism.” In *Smoldering Ashes: Cuzco and the Creation of Republican Peru, 1780–1840* (Durham: Duke University Press, 1999): 16–54. [e-Book]

WEEK XIII: ARRIVING HOME

LECTURE #23: CHANGING FRONTIERS (DECEMBER 5)

LECTURE #24: UNPACKING THE BACKPACK (DECEMBER 7)

Lecture Reading and Visual Preparation:

- [SS] Restall, Matthew and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 275–294. [Course text]
- [PS] Click on “Photo Essays” and view the “Plaza de Tres Culturas” in “Mexico City” in Jason Dyck, *Unpacking the Backpack* [<https://jasoncdyck.com/distrito-federal/>]

TUTORIAL #11: COLONIAL LEGACIES

Tutorial Readings and Images:

- [SS] Cortázar, Julio. “The Night Face Up.” In *The Oxford Book of Latin American Short Stories*, ed. Roberto González Echevarría (Oxford: Oxford University Press, 1999): 337–344. [Blackboard]
- [SS] Stern, Steve J. “The Tricks of Time: Colonial Legacies and Historical Sensibilities in Latin America.” In *Colonial Legacies: The Problem of Persistence in Latin American History*, ed. Jeremy Adelman (New York: Routledge, 1999): 135–150, 264–267. [Blackboard]

LECTURE AND TUTORIAL OVERVIEW

WEEK	LECTURE	DATE	TUTORIAL
1	#1: Review of the Course Outline	September 12	No Tutorials
	#2: Backpacking in Latin America	September 14	
2	#3: Pre-Hispanic Times	September 19	#1: The Incas
	#4: Indigenous Empires	September 21	
3	#5: The Iberian Peninsula	September 26	#2: Initial Contact on Hispaniola
	#6: Early Experiments in Colonization	September 28	
4	#7: The Middle Passage	October 3	#3: Palmares
	#8: The Transpacific Slave Trade	October 5	
5	<i>Thanksgiving: No Lecture</i>	October 10	#4: Cataloguing “Race” and Rare Books *Held in Thomas Fisher Rare Book Library
	#9: The Colonial Socioracial Pyramid	October 12	
6	#10: The Myths of Conquest	October 17	#5: The Vision of the Vanquished
	#11: Life on the Frontier	October 19	
7	#12: Spiritual Conquest?	October 24	#6: Franciscan Missionary Activity
	#13: Indigenous and African Christianities	October 26	
8	#14: Masters and Slaves	October 31	#7: Potosí
	#15: Indian Forced Labour	November 2	
9	<i>Fall Break: No Lecture</i>	November 7	No Tutorials
	#16: Colonial Cities	November 9	
10	#17: Multiethnic Saints	November 14	#8: Santa Rosa de Lima
	#18: Piety and Deviance	November 16	
11	#19: Colonial Families	November 21	#9: Honour and Sexuality
	#20: Brides of Christ	November 23	
12	#21: The Bourbon Reforms	November 28	#10: Túpac Amaru
	#22: Social Unrest	November 30	
13	#23: Changing Frontiers	December 5	#11: Colonial Legacies
	#24: Unpacking the Backpack	December 7	