



Western University

From the Selected Works of Jason Dyck

2012

HIST2P08 (Colonial Latin America)

Jason Dyck

HIST/MARS 2P08

COLONIAL LATIN AMERICA

Instructor: Jason Dyck – jdyc3@brocku.ca
Lecture Hall: TH257; Lecture Times: Tuesdays, 7:00PM-9:00PM
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Seminar 1: Tuesdays, 5:00PM-6:00PM, MCG310 – Jason Dyck
Seminar 2: Tuesdays, 9:00PM-10:00PM, MCG310 – Ken Scholtens

COURSE DETAILS

I. COURSE DESCRIPTION

This course surveys the history of Latin America from the first period of contact between Europeans and indigenous peoples in the late fifteenth century to the wars for independence in the early nineteenth 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 Africans will be explored by deconstructing Eurocentric ideas of “discovery” and “conquest.” This multiethnic encounter will also be followed through labour relations, Indian and Spanish acculturation, popular religion, race and gender relations, and the formation of group identities on the eve of the wars for independence.

II. 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 learned about some of the general themes of the region’s colonial past. But more importantly, you will have hopefully gained an appreciation and excitement for the cultural creativity of Europeans, Amerindians, and Africans during the viceregal period. During both lectures and seminars 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
- critical reading skills to interpret a wide range of historical documents
- critical viewing skills to interpret a wide range of visual images

III. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every week there are two one-hour 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 take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

2. SEMINARS AND SEMINAR READING/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required reading
- attending weekly seminars
- participating generously with your seminar group

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

- attendance
- participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you have more than one unexcused absence you will seriously limit your possibility of a passing grade. Those with perfect attendance will be rewarded accordingly.

PARTICIPATION in weekly seminars means reading the required reading, 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 one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an automatic zero for his/her participation mark.

3. ESSAY #1: DESCRIBING THE “INDIAN”

i. Description and Purpose

The first assignment of this course will be an essay comparing Bartolomé de las Casas’s (1484–1566) *Apologetic History of the Indies* (ca. 1551) with Bernardo de Vargás Machuca’s (ca. 1555–1622) *Indian Militia and Description of the Indies* (1599). You will carefully and critically read through designated selections from these two texts and compare how their authors described indigenous peoples. The purpose of this assignment is to think about the different ways in which Europeans both understood and described the “other” they encountered in the New World. 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. The essay cited below by Kris Lane is there to provide you with a general sketch of the two authors and the context in which they wrote. Make sure to review the “[Guide to Writing an Essay](#)” and “[Sample Paper](#)” posted on Sakai before writing your paper.

ii. Important Details

Due Date, Time, and Place: October 2, 7:00PM, TH257

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

Sources:

- Bartolomé de las Casas. “Apologetic History of the Indies.” In *Introduction to Contemporary Civilization in the West*, 3rd ed. (New York: Columbia University Press, 1960): 1: 530–535. [[Google Books](#)]
- Bernardo de Vargas Machuca. “Qualities and Customs of the Indians in General.” In *The Indian Militia and Description of the Indies*. Translated by Timothy F. Johnson (Durham: Duke University Press, 2008): 170–181. [[e-Book JGL](#)]
- Kris Lane. “Introduction to Bernardo de Vargas Machuca’s *Defense of the Western Conquests, or Apologetic Discourses*.” In *Defending the Conquest: Bernardo de Vargas Machuca’s Defense and Discourse of the Western Conquests*, ed. Kris Lane (University Park: Pennsylvania State University, 2010): 3–18. [[Google Books](#)]

4. ESSAY #2: RESEARCH PROPOSAL AND PAPER

i. Description and Purpose

The second assignment of this course will be a research paper on a theme of your choosing from the “[Research Essay Topics](#)” available on Sakai. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. 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. Each essay must include **at least 1 primary source** and **at least 5 secondary sources**. Using primary and secondary sources from the syllabus is permissible (with a limit of 2), but the course textbook should not be one of the sources in your bibliography. Beyond e-Books and e-Journals available through the James A. Gibson Library, online sources are 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. All students must email his/her seminar leader a short proposal (1 page, double-spaced, 12-font, Times New Roman) and a bibliography on or before October 16. Make sure to review the “[Guide to Writing an Essay](#),” “[Sample Paper](#),” and “[Research Essay Resources](#)” posted on Sakai before beginning your research and writing.

ii. Important Details

Due Date (Proposal): October 16 (email)

Due Date and Place (Paper): November 12 (History Department Drop Box)

Length: 8 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 1 primary source
- At least 5 secondary sources (both journal articles and books)

5. TAKE-HOME FINAL EXAM

i. Description and Purpose

The take-home final exam will be a series of essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the course.

ii. Important Details

Due Date, Time, and Place: December 7 (History Department Drop Box)

Length: 10 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Lecture reading, material, document exercises, and images
- Seminar readings and images

6. EVALUATION SCHEME

***You need to hand in all assignments to receive a passing grade in this course.**

***You need to pass the final exam to receive a passing grade in this course.**

COMPONENTS OF THE COURSE	PERCENTAGE OF THE FINAL GRADE	DUE DATE
Seminars	20%	N/A
Essay #1: Describing the “Indian”	15%	October 2
Proposal/Bibliography	5%	October 16
Essay #2: Research Paper	30%	November 12
Lectures and Take-Home Final Exam	30%	December 7

IV. COURSE BOOKS

The following course textbooks are available in the campus bookstore:

- Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011).
- The Colonial Latin America HIST/MARS 2P08 D2 course package (all of the material for the course is available in this package with the exception of those sources available online).

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST/MARS 2P08” or it may be placed into junk mail. You may feel free to email the instructor about any questions you may have concerning the course.

II. SAKAI

The syllabus, important handouts, internet links, photographs, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that weekly lecture outlines will only appear on Sakai

by noon of each week on Tuesday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the semester, but will only be available on Sakai the following day.

III. PLAGIARISM

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 plagiarism and academic dishonesty more generally you should consult the 2012–2013 Brock University Undergraduate Calendar under “Academic Regulations and University Policies>Academic Misconduct” at <http://www.brocku.ca/webcal/2012/undergrad/areg.html>. You can also visit the James A. Gibson Library website under “Help>Writing and Citing>Plagiarism” at <http://www.brocku.ca/library/helplib/writing-citing/plagiarism>.

IV. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically (with the exception of the essay proposal). Assignments that are handed in late without the instructor’s permission will be penalized 10% of the assignment’s worth per day after the due date (weekends count as two days) and will not receive written comments. All extensions must be approved by the instructor and only valid excuses will result in permission to hand in an assignment late. For more information you can visit Brock’s Student Health Services website under “Policies>Medical Exemption Policy” at <http://www.brocku.ca/health-services/policies/exemption>.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be returned to you as incomplete and given a zero. For more information on how to write an essay see the “[Guide to Writing an Essay](#)” and “[Sample Paper](#)” available on Sakai. 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, organized structure, and intelligent use of sources
- 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)

VI. SEMINAR AND LECTURE 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 seminars, 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.

VII. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before November 2.

LECTURES AND SEMINARS

I. LECTURE AND SEMINAR TOPICS, READING, AND IMAGES

[PS] = Primary Source

[SS] = Secondary Source

[JGL] = James A. Gibson Library

WEEK I: INTRODUCTION (SEPTEMBER 11)

LECTURE #1: REVIEW OF COURSE OUTLINE

LECTURE #2: INTRODUCTION

Lecture Reading:

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

SEMINAR #1: NO SEMINAR

THE EARLY ENCOUNTER

WEEK II: IBERIAN SOCIETIES (SEPTEMBER 18)

LECTURE #3: THE IBERIAN PENINSULA

LECTURE #4: EARLY EXPERIMENTS IN COLONIZATION

Lecture Reading:

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

SEMINAR #2: INITIAL CONTACT ON HISPANIOLA

Seminar Reading and Images:

- [PS] “Two Woodcuts accompanying a 1509 German Translation of Amerigo Vespucci’s Letter to Pietro Soderini (1504).” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 65–70. [Course pack]
- [PS] Christopher Columbus. “Letter of Columbus Describing the Results of His First Voyage.” In *The Journal of Christopher Columbus*. Translated by Cecil Jane (New York: Bonanza Books, 1989): 191–202. [http://www.mith2.umd.edu/eada/html/display.php?docs=columbus_santangel.xml&action=show]
- [SS] Urs Bitterli. “Chapter 3: Cultural Collision: The Spaniards on Hispaniola.” In *Cultures in Conflict: Encounters Between European and Non-European Cultures*. Translated by Ritchie Robertson (Stanford: Stanford University Press, 1989): 70–86, 187–190. [Course pack]

WEEK III: INDIGENOUS PEOPLES (SEPTEMBER 25)

LECTURE #5: THE MEXICA EMPIRE

LECTURE #6: THE INCA EMPIRE

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 1–17, 67–83. [Course text]

SEMINAR #3: EARLY EXPERIMENTS IN ETHNOGRAPHY

Seminar Reading and Images:

- [PS] Go to <http://www.latinamericanstudies.org/florentine-codex.htm> to view some of the accompanying illustrations of the Florentine Codex.
- [PS] Bernardino de Sahagún. *General History of the Things of New Spain*. 2nd ed. Translated by Arthur J. O. Anderson and Charles E. Dibble (Santa Fe: School of American Research, 1970–1982): pt. I, 45–51, 65–66; pt. VII, 197–207. [Course pack]
- [SS] Miguel León-Portilla. “Introduction” and “Chapter 3: Original Plan for the Evangelization and Rescue of the Indigenous Voice (1540–1558).” In *Bernardino de Sahagún, First Anthropologist*. Translated by Mauricio J. Mixco (Norman: University of Oklahoma Press, 1999): 3–4, 104–131, 280–282. [Course pack]

WEEK IV: AFRICAN CULTURES (OCTOBER 2)

LECTURE #7: COLONIAL EXPERIMENTS IN BRAZIL

LECTURE #8: MASTERS AND SLAVES

Lecture Reading:

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

SEMINAR #4: SLAVE RESISTANCE IN COLONIAL BRAZIL

Seminar Reading and Images:

- [PS] “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. [Course pack and <http://www.woosterglobalhistory.org/LAcolonial/items/show/209>]
- [PS] Anonymous. “The War against Palmares.” In *The Brazil Reader: History, Culture, Politics*, eds. Robert M. Levine and John J. Crocitti (Durham: Duke University Press, 1999): 125–130. [Course pack]
- [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. [Course pack]
- [SS] Mary Karasch. “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. [Course pack]

CONQUEST AND RESISTANCE

WEEK V: THE INVASION OF AMERICA (OCTOBER 9)

LECTURE #9: THE FALL OF TENOCHTITLÁN AND TAWANTINSUYU

LECTURE #10: THE MYTHS OF CONQUEST

Lecture Reading:

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

SEMINAR #5: THE VISION OF THE VANQUISHED

Seminar Reading and Images:

- [PS] Go to <http://bancroft.berkeley.edu/Exhibits/nativeamericans/25.html> to view a few images of the Lienzo de Tlaxcala.
- [PS] Miguel León-Portilla, ed. "Chapter 1: Omens Foretelling the Arrival of the Spaniards," "Chapter 3: The Messengers' Journeys," and "Chapter 4: Motecuhzoma's Terror and Apathy." In *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Translated by Lysander Kemp (Boston: Beacon Press, 1962): 3–6, 21–36. [<http://socialiststories.org/sites/default/files/liberate/Vision%20of%20the%20Vanquished,%20or%20The%20Broken%20Spears%20by%20Miguel%20Leon-Portilla.pdf>]
- [SS] Matthew Restall. "Chapter 6: 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 JGL]

WEEK VI: THE MISSIONARY THEATRE (OCTOBER 16)

LECTURE #11: THE EVANGELIZATION OF NEW SPAIN AND PERU

LECTURE #12: INDIGENOUS RESPONSES TO CHRISTIANITY

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 175–184. [Course text]

SEMINAR #6: FRANCISCAN MISSIONARY ACTIVITY

Seminar Reading and Images:

- [PS] Go to <http://www.mexicanarchitecture.org> and click on the glossary to view Charlotte Ekland's photographs of an "Altar," "Atrium," "Atrium Cross," "Baptismal Font," "Capilla de Indios," "Cloister," "Convento," "Friar's Cell," and "Portería."
- [PS] "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. [Course pack]
- [PS] Toribio de Benavente Motolinía. "Book II." In *Motolinía's History of the Indians of New Spain*. Translated by Elizabeth Andros Foster (Berkeley: The Cortés Society, 1950): 123–139, 163–166. [Course pack]
- [SS] Inga Clendinnen. "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. [Course pack]

COLONIAL LIFE AND IDENTITIES

WEEK VII: LABOUR RELATIONS (OCTOBER 23)

LECTURE #13: URBAN LIFE AND LABOUR

LECTURE #14: RURAL LIFE AND LABOUR

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 209–231. [Course text]

SEMINAR #7: SILVER MINING IN POTOSÍ

Seminar Reading and Images:

- [PS] Go to the website <http://www.historycambridge.com/default.asp?contentID=890> to view Theodor de Bry's 1596 engraving of the Potosí mines.
- [PS] José de Acosta. "Book IV." In *Natural and Moral History of the Indies*. Translated by Frances López-Morillas (Durham: Duke University Press, 2002): 161–182. [e-Book JGL]
- [SS] Jane Mangan. "Chapter 1: "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 JGL]

WEEK VIII: INDIAN-SPANISH ACCULTURATION (OCTOBER 30)

LECTURE #15: INDIAN LIFE IN SPANISH AMERICA

LECTURE #16: THE JESUIT MISSIONS OF PARAGUAY

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 133–148. [Course text]

SEMINAR #8: FELIPE GUAMAN POMA DE AYALA

Seminar Reading and Images:

- [PS] Go to <http://www.kb.dk/permalink/2006/poma/info/en/project/project.htm> to view Felipe Guaman Poma de Ayala's drawings for King Philip III of Spain.
- [PS] Felipe Guaman Poma de Ayala. "Andean Society under Spanish Rule." In *The First New Chronicle and Good Government*. Translated by David Frye (Indianapolis: Hackett Publishing Company, 2006): 263–287, 362–368. [Course pack]
- [SS] Rolena Adorno. "Felipe Guaman Poma: Native Writer and Litigant in Early Colonial Peru." In *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington: Scholarly Resources, 2002): 140–163. [Course pack]

WEEK IX: SANCTITY AND COLONIAL SOCIETY (NOVEMBER 6)

LECTURE #17: COLONIAL "SAINTS" IN PERU

LECTURE #18: MIRACULOUS IMAGES IN NEW SPAIN

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 184–189. [Course text]

SEMINAR #9: SANTA ROSA DE LIMA

Seminar Reading and Images:

- [PS] "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): 211–213. [Course pack]
- [PS] Gonzalo de la Maza. "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. [Course pack]
- [SS] Kathleen Ann Myers. "'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. [Course pack]

WEEK X: RACE RELATIONS (NOVEMBER 13)

LECTURE #19: THE COLONIAL SOCIORACIAL PYRAMID

LECTURE #20: GENDER IN COLONIAL TIMES

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 193–207. [Course text]

SEMINAR #10: HONOUR AND SEXUALITY

Seminar Reading:

- [PS] “Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His *Castiza* Wife, Josefa Cadena,” ed. Sonya Lipsett-Rivera. In *Colonial Lives: Documents on Latin American History, 1550–1850*, ed. Richard Boyer and Geoffrey Spurling (Oxford: Oxford University Press, 2000): 216–223. [Course pack]
- [SS] Sonya Lipsett-Rivera. “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. [Course pack]

REFORM AND COLONIAL LEGACIES

WEEK XI: THE SECOND CONQUEST OF AMERICA (NOVEMBER 20)

LECTURE #21: THE BOURBON REFORMS

LECTURE #22: CREOLE PATRIOTISM

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 235–273. [Course text]

SEMINAR #11: CASTA PAINTINGS

Seminar Reading and Images:

- [PS] “Two Castas Paintings from Eighteenth-Century Mexico.” In *Colonial Spanish America: A Documentary History*, eds. Kenneth Mills and William B. Taylor (Wilmington: Scholarly Resources, 1998): 322–327. [Course pack]
- [PS] Jorge Juan y Santacilia and Antonio de Ulloa. “Chapter 4: Of the Inhabitants of Carthage.” In *Voyage to South America: Describing at Large the Spanish Cities, Towns, Provinces, &c. on that Extensive Continent*, trans. Davis and C. Reymers (London: L. Davis and C. Reymers, 1758): 1: 30–33. [Google Books]
- [SS] Ilona Katzew. “Casta Painting, Identity and Social Stratification in Colonial Mexico.” In *New World Orders: Casta Painting and Colonial Latin America*, ed. Ilona Katzew (New York: Americas Society Art Gallery, 1996): 1–35. [<http://laberintojournal.com/fall1997/casta1997.htm>]

WEEK XII: CONCLUSION (NOVEMBER 27)

LECTURE #23: CONCLUSION

LECTURE #24: REVIEW OF TAKE-HOME FINAL EXAM

Lecture Reading:

- [SS] Matthew Restall and Kris Lane. *Latin America in Colonial Times* (Cambridge: Cambridge University Press, 2011): 293–294. [Course text]

SEMINAR #12: COLONIAL LEGACIES

Seminar Readings and Images:

- [PS] Go to Sakai to view Jason Dyck’s photographs of the Plaza of Three Cultures in Tlatelolco (Mexico City). [Sakai]
- [SS] Julio Cortázar. “The Night Face Up.” In *The Oxford Book of Latin American Short Stories*, ed. Roberto González Echevarría (Oxford: Oxford University Press, 1999): 337–344. [Course pack]
- [SS] Steve J. Stern. “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. [Course pack]

II. LECTURE AND SEMINAR SCHEME

WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of Course Outline #2: Introduction	#1: No Seminar	September 11
2	#3: The Iberian Peninsula #4: Early Experiments in Colonization	#2: Initial Contact on Hispaniola	September 18
3	#5: The Mexica Empire #6: The Inca Empire	#3: Early Experiments in Ethnography	September 25
4	#7: Colonial Experiments in Brazil #8: Masters and Slaves	#4: Slave Resistance in Colonial Brazil	October 2
5	#9: The Fall of Tenochtitlán and Tawantinsuyu #10: The Myths of Conquest	#5: The Vision of the Vanquished	October 9
6	#11: The Evangelization of New Spain and Peru #12: Indigenous Responses to Christianity	#6: Franciscan Missionary Activity	October 16
7	#13: Urban Life and Labour #14: Rural Life and Labour	#7: Silver Mining in Potosí	October 23
8	#15: Indian Life in Spanish America #16: The Jesuit Missions of Paraguay	#8: Felipe Guaman Poma de Ayala	October 30
9	#17: Colonial “Saints” in Peru #18: Miraculous Images in New Spain	#9: Santa Rosa de Lima	November 6
10	#19: The Colonial Socioracial Pyramid #20: Gender in Colonial Times	#10: Honour and Sexuality	November 13
11	#21: The Bourbon Reforms #22: Creole Patriotism	#11: Casta Paintings	November 20
12	#23: Conclusion #24: Review of Take-Home Final Exam	#12: Colonial Legacies	November 27