

LAH 3130: Colonial Latin America

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Class Meetings: MWF 12:50-1:40 pm (FLI 0119)

Office Hours: ZOOM Tues. 11 am – 12 pm / Weds. 2 pm – 4 pm (339 Grinter)



Fig. 1. Cuzco School, *The Marriage of Captain Martín de Loyola to Beatriz Ñusta*, c. 1675-1690. Oil on canvas, 273 x 455 cm. Cuzco: Church of La Compañía. Photo: Daniel Giannoni. Source: Archi, Archivo Digital de Arte Peruano.

COURSE DESCRIPTION:

From a young age, you are likely to have learned that in 1492, Columbus sailed the ocean blue, and that the world changed because of it. *In its way*, that adage is certainly true, *but it is also simplistic*. In this course, we will explore the astonishing complexity of one of the world's great human transformations, which brought together millions of natives, Africans, and Europeans on two continents that in 1492 had no name but would eventually be known as "the Americas." Starting with Columbus' footfall in the Caribbean, and continuing with the Aztecs and Incas, we will discuss what "conquest" meant, and to whom it belonged. Afterward, the course will lay out the development of the colonial economy, as well as the social relationships between Spaniards,

natives, and Africans that evolved because of it. I stress now, as I will later, the notion that none of these human relationships were static; they changed over time.

In order to gain a sense for the actors in this long-form drama, we will read original documents representing the worldviews of native Andeans and Mesoamericans, free and enslaved Africans, and Spanish conquistadors, merchants, priests, and colonial administrators. Presented with an array of facts and viewpoints, you will be able to decide for yourself whether to characterize the great population collapse in the sixteenth-century Americas as the ravages of disease and warfare or as genocide. While considering the Atlantic slave trade, you will use documents about individual Africans to parse human detail out of that ignominious commerce. And you will learn to question the inevitability of any of these world developments, seeing instead the development of Latin America as the complex product of a wide myriad of individuals and states seeking alliances and pursuing their best interests. You will be introduced to much of this material through lecture, but you will also take ownership of the information by learning the historian's trade. Each week you will analyze original (translated) primary sources that you will discuss in sections at the end of the week.

Required Texts:

Mills, Kenneth, William B. Taylor, and Sandra Lauderdale Graham, *Colonial Latin America: A Documentary History* (Scholarly Resources, 2002) ISBN-10: 0842029974 | ISBN-13: 978 0842029971 [listed on the syllabus below as "**Mills et al.**"]

Yupanqui, Titu Cusi. *History of How the Spaniards Arrived in Peru* (Hackett, 2006) ISBN-10: **0872208281** | ISBN-13: **9780872208285**

Course Reserves: One copy of "Required Texts" listed above will be available at Library Desk for consultation.

Optional Text

Your required reading is from documentary readers, with colonial-era documents and short introductions by historians. Class lectures will provide the narrative connection between the themes of each week of the semester. If you prefer to have a textbook for your own personal reference, I suggest any of the last three editions of Burkholder and Johnson's *Colonial Latin America* (8th – 10th editions), which is readable and covers much of the material in the course.

Weekly Readings: As you read the colonial-era documents, I encourage you to read critically. What do I mean by that? You should be prepared to answer these questions for each document you read: 1) What kind of document is it? 2) Who produced it? 3) Who was the intended recipient? 4) Did its creator manipulate the information for any intended purpose? How? Finally, 5) this document reflects events at a certain place and time. What can it tell us about larger-scale historical processes?

Course goals:

(1) Students will come away with both big-picture and fine-detailed knowledge of the Iberian conquests of the Americas, and the societies that emerged from imperial rule and the imposition of African slavery on the colonies. In particular, students are encouraged to see historical events from

the viewpoint of people who lived in the early modern colonial world –sometimes as peasants, other times as elites – rather than amass a set of facts about that world.

(2) Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and how they were read and received by their contemporary audiences as well as by modern historians.

(3) Students will improve their writing and communication skills, by writing short source analyses that ask historical questions and muster evidence from primary sources to support their theses. All source analyses will be graded and returned with significant feedback so as to encourage better performance in the future.

(4) Students will engage in critical conversation with their professor and peers about the work of doing history.

Attendance and Participation: Attendance at lectures and discussions is mandatory.

- Please attend section having read the assigned materials and bring a copy with you.
- *Student grades for participation will default to match the student's overall grade on written work. **Regular, informed contributions to classroom discussion will raise participation grades. Irregular contributions, repeated unpreparedness, or excessive absence will lower participation grades.***

Excused Absences: Three absences will automatically be excused without question.

Additional absences will incur progressive penalties modeled on the Fibonacci Sequence and capped at 33% of the final grade.

- Students who will not be able to take an exam at the scheduled time or need an extension of the due date for a paper must provide medical documentation of their condition at the time.
- The same holds true for any course meetings that students might miss because of extended illness.
- Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) must notify the professor in advance.

COVID, Your Health, and the Community:

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

Map quiz: There will be a short, in-class map quiz on Monday, September 14th. Prep materials will be available online.

Source Analyses: Multiple times throughout the course, you will be asked to assess the week’s readings. Each of these short writing assignments will involve critical analyses of primary documents that we will have studied in class. Refer to Patrick Rael’s P.A.P.E.R. methodology for guidance in analysis. **No outside sources should be consulted without justification to the instructor.** See discussion on grading and my policy on **plagiarism** at the end of this syllabus.

Essays: For your essay assignments, you will receive a prompt that requires you to read and think through a set of readings and formulate a thesis. The length should be 1800-2200 words (roughly 6 pages). Your essay should **not** be a summary of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). It should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings.

Assignments & Grading:

<u>Assignment</u>	<u>Points</u>	<u>Due date</u>
Map Quiz	50	9/14
Source Analyses (x4)	4 x 100	periodically
Analytical Essays (x2)	2 x 200	10/14 & 12/12
Participation	150	weekly
Total =	1000	

Grading Scale for this Course:

94-100	A	86-84	B	76-74	C	66-64	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	<u>Below 60 - Failing</u>	

If you have any concerns, including disabilities or other issues that might affect your performance, please let me know as soon as possible so that we can make any accommodations necessary.

Personal Technology Policies:

- **Laptops are only allowed in class on days marked “Discussion,” and only then for the purposes of consulting the week’s readings for the purpose of discussion.**
 - Internet websurfing, texting, checking of email, or other tasks unrelated to note-taking during classroom activities is not permitted.
 - Any student found engaging in these activities during class may be asked to leave the classroom.
- All cell phones must be turned to vibrate at the beginning of class.

HB7 and History:

- In this course, we will read a number of writings by and about historical individuals. As part of the course, we will discuss those ideas in historical context.
- Learning about history implies encountering a diversity of ideas and opinions from historical actors with different goals, motivations, and values. Those ideas should be construed in context.
- With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions- including those that some may find uncomfortable, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help us as we work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

Schedule of Readings: Please note that readings will be posted in CANVAS under the tab "Files." This syllabus and any handouts or assignments will also appear on CANVAS.

*** *All dates and assignments on this syllabus are subject to change at the discretion of the professor. In particular, the assignments listed for Week 7 may be moved backward or forward and assignments from the surrounding weeks will be shifted accordingly.*

1. Introduction:

Wed 8/24, Fri 8/26

Themes & Reading Schedule:

Weds: Read the Syllabus
 Fri: Caribbean and Greater Mexico to 1491

2. Separate Destinies?

Mon 8/29, Wed 8/31, Fri 9/2

Themes & Reading Schedule:

Mon: Spain and Portugal to 1492
Mills et al., 6: "A Pope Rewards So Salutory and Laudable a Work, Romanus Pontifex of Pope Nicholas V, January 8, 1455" [CANVAS]

Weds: Spanish and Portuguese Naval Exploration and Settlement, to 1504
"How to Read a Primary Source" from Patrick Rael, Reading, *Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004) [available FREE @ <https://courses.bowdoin.edu/writing-guides/>]

Fri: Discussion
Columbus, "The Letter to Luis de Santangel" [CANVAS]
Mills et al., 7: "There Can Easily Be Stamped Upon Them Whatever Belief We Wish to Give Them" [CANVAS]

***Source Analysis due (using Rael's P.A.P.E.R. methodology)**

3. The Early Caribbean

~~Mon 9/5 LABOR DAY~~, Wed 9/7, Fri 9/9

Themes & Reading Schedule:

- Weds: Chaos in the Caribbean
"The Requirimiento" [CANVAS]
Keen: "The Strange Sermon of Father Montesinos" [CANVAS]
"Extract from The Memorial of Grievances, by don Diego de Torres, cacique of Turmequé (1584)" [CANVAS]
- Fri: Discussion
Pané, *An Account of the Antiquities of the Indians* EXCERPT

4. Encountering Empire on the Mainland: Spanish & Indian Conquistadors in the Invasion of Mexico

Mon 9/12, Wed 9/14, Fri 9/16

Themes & Reading Schedule:

- Mon: Townsend, *Malintzin's Choices*, 11-29 (Chap. 1: Pelican's Kingdom)
- Weds: Schwartz & Seijas, *Victors and Vanquished*, selected readings [CANVAS]
- Fri: Discussion
"Nahua Accounts" in Restall & Asselbergs, *Invading Guatemala*, 79-102 [CANVAS]

***Map Quiz in class on Wednesday 9/14**

5. The Inca Lands

Mon 9/19, Wed 9/21, Fri 9/23

Themes & Reading Schedule:

- Mon: Titu Cusi. *History of How the Spaniards Arrived in Peru*
- Weds: *Selected readings from:*
Cieza de León. *The Discovery and Conquest of Peru* [CANVAS]
Guaman Poma, *The First New Chronicle and Good Government* [CANVAS]
- Fri: Discussion

***Source Analysis due**

6. Militant Christianity

Mon 9/26, Wed 9/28, Fri 9/30

Themes & Reading Schedule:

- Mon: Mills et al., 9: Francisco de Vitoria, "On the Evangelization of Unbelievers"
Mills et al., 19: José de Acosta, "On the salvation of the Indians"
- Weds: Mills et al., 27: "Felipe Guaman Poma de Ayala's Appeal Concerning the Priests, Peru"
Mills et al., 35: "Francisco de Ávila's Christmas Eve Sermon"
- Fri: Discussion and Writing Workshop

7. Life under the Christianization Campaign **(floating week)**

Mon 10/5, Wed 10/5, Fri 10/7

FILM SCREENING THIS WEEK: La Otra Conquista

- Mon: *La otra conquista* viewing
Weds: *La otra conquista* viewing
Fri: *La otra conquista* viewing

****Film response questions due Friday***

8. Merging Spanish and Indigenous Social Structures (1500-1650)

Mon 10/10, Wed 10/12, Fri 10/14

Themes & Reading Schedule:

- Mon: Mills et al., 16: "The Indian Pueblo of Texupa in Sixteenth-century Mexico"
LISTEN: "Precolumbian Land Systems" by R. Douglas Cope at
<http://www.mesolore.org/scholars/debates/21/Indigenous-Rights>
- Weds: Schwartz & Seijas, *Victors and Vanquished*, excerpts [CANVAS]
- Fri: Discussion
Mills et al.: 15, "The Evils of Cochineal, Tlaxcala, Mexico (1553)"
Mesoamerican Voices, excerpts [CANVAS]

****Essay 1 due***

9. Land, Labor, and Living in an Empire (1550-1700)

Mon 10/17, Wed 10/19, Fri 10/21

Themes & Reading Schedule:

- Mon: Vázquez de Espinosa, "Compendium and Description of the West Indies" in *The Human Record: Sources of Global History*, 78-82 [CANVAS]
Lane, "Appendix: Voices" from *Potosí*, 197-202 [CANVAS]
- Weds: Mills et al., 17: "Alonso Ortiz's Letter to His Wife, Mexico City"
Matar, *In the Lands of Christians...*, "Peru," 45-49 & 67-94 [CANVAS]
- Fri: Discussion

10. Transoceanic Trade, Piracy, and Imperial Competition (1550-1700)

Mon 10/24, Wed 10/26, Fri 10/28

Themes & Reading Schedule:

- Mon: Jaffary & Mangan, "Sor Ana's Travel Excerpt from Mexico to Manila," [CANVAS]
Matar, *In the Lands of Christians...*, "The Atlantic Crossing" and "We Speak About China," 57-61 & 102-106 [CANVAS]
- Weds: Wheat, "A Spanish Caribbean Captivity Narrative" [CANVAS]
Lane & Bialuschewski eds., "A Commission and Instructions for Jamaican Privateers (1662)," in *Piracy in the Early Modern Era: An Anthology of Sources*, 69-74 [CANVAS]
- Fri: Discussion

11. Slaves and the Castas: Hierarchy and Mobility in Colonial Society

Mon 10/31, Wed 11/2, Fri 11/4

Themes & Reading Schedule:

- Mon: von Germeten, Chapters #16-17 from, *Treatise on Slavery: Selections from De instauranda Aethiopia salute* [CANVAS]
Keen: "Class and Caste in the Spanish Colonies" [CANVAS]
Letter from friar José Antonio Liendo de Goicoechea about "gracias al sacar" (1802)
(<https://marquettehistorians.wordpress.com/2013/05/06/the-more-things-change/#more-434>)
- Weds: O'Toole, "The Making of a Free Lucumí Household" [CANVAS]
Mills et al., 43: "The Foundation of Nuestra Señora de Guadalupe de los Morenos de Amapa, Mexico"
- Fri: Discussion

* *Source analysis due*

12. Brazil: Sugar, Gold, and Slavery

Mon 11/7, Wed 11/9, ~~Fri 11/11~~

Themes & Reading Schedule:

- Mon: Mills et al., 13: "The Jesuit and the Bishop, Bahia, Brazil"
Mills et al., 33: "Two Slaveryes—The Sermons of Padre Antonio de Vieira..."
- Weds: Mills et al., 39: "A Black *Irmandade* in Bahia, Brazil (1699)"
Schwartz, "Instructions on How to Manage a Sugar Mill and Estate" from *Early Brazil*, 224-229 [CANVAS]

13. Family, Gender, and Honor in Colonial Latin America

Mon 11/14, Wed 11/16, Fri 11/18

Themes & Reading Schedule:

- Mon: Jaffary & Mangan, "Life and Love in Women's Letters to Spouses...(1567-1576)" [CANVAS]
Boyer & Spurling, 10: "Wife of My Soul and Heart, and All My Solace..." [CANVAS]
- Weds: Boyer & Spurling, 17: "Scandal at the Church..." [CANVAS]
McLeod Richie, "Patrimony and Patriarchy in a Colonial Mexican Confraternity," in *Documenting Latin America*, 84-88 [CANVAS]
- Fri: Discussion

* *Source analysis due*

14. Creole Science, Disease, and Medical Professions

Mon 11/21, (Wed 11/23 & Fri 11/25 NO CLASS FOR THANKSGIVING BREAK)

Themes & Reading Schedule:

- Mon: Few, "Medical Humanitarianism and Smallpox Inoculation in Eighteenth-Century Guatemala," 303-317 [CANVAS]
Jaffary & Mangan, "Isabel Hernández, Midwife and Healer, Appears before the Inquisition (Mexico, 1652)" [CANVAS]

15. Reforms and Rebellion in Late Colonial Society (1750-1790)

Mon 11/28, Wed 11/30, Fri 12/2

Themes & Reading Schedule:

- Mon: Mills et al., 42: "José de Gálvez's Decrees for the King's Subjects in Mexico"
José Campillo y Cossío, "A New Economic Policy for America (1762)" in *Early Modern Spain* [CANVAS]
- Weds: Leo Garofalo, "High Clergy Warns the Crown of Popular Discontent," 207-214 [CANVAS]
Mills et al., 40: "As for the Spaniards, their time is up"
Ward Stavig & Ella Schmidt, *The Túpac Amaru and Catarista Rebellions*, 61-76 [CANVAS]
- Fri: Discussion

16. The End of Empire

Mon 12/5, Wed 12/7

Themes & Reading Schedule:

- Mon: Discussion
Simón Bolívar, "Jamaica Letter" [CANVAS]
Mills et al., 55: "José María Morelo's "Sentiments of the Nation..."
Mills et al., 56: "The Argentine Declaration of Independence..."
- Weds: Taking Stock of What We learned

Essay 2 due (we will not meet during Final Exam Period: 12/ 15 @ 12:30 PM - 2:30 PM)

Writing Assignments

Your source analyses are meant to be analytical exercises. They address questions that require you to read and think through a set of readings and formulate a thesis. They should **not** be summaries of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). They should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings. You will receive plenty of feedback where necessary, and we expect to see improvements over the semester.

Grading Criteria:

If you believe an error has been made in grading your work, please bring it to the instructor's attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a "good" student.

A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as "A" work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness, signs of lack of effort, or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Some promise, but generally below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Plagiarism policy

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an "F" for the paper. Intentional plagiarism results in an "F" for the course, or worse. All plagiarism charges will be reported to the University administration.

The University of Florida Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

How to avoid the (unintentional) appearance of plagiarism

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The source analyses in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned.

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement at the end of the paper who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when

requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>