

LAH 3130: Colonial Latin America

Prof. Max Deardorff
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Class Meetings: T 1:55 – 2:45; R 1:55 – 3:50 (FLI 0105)

Office Hours: Tues. 2:45-3:45 (Keene Flint) / Weds. 9-11am (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 he did. **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."]**
[if you order this textbook directly from rowman.com, receive a 30% discount with the code STUDENT30]

Optional Text

The required textbooks are 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 you purchase a used copy of 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. How does it relate to larger-scale historical processes covered in lecture?

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 as indigenous communities transformed under imperial rule and the Spanish monarchy introduced African slavery into 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.

(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:

Students will normally attend two classes each week. Students are expected to attend class regularly and arrive for lecture or discussion section promptly.

- 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.***
- Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)
- Unexcused absences will be penalized in the following manner:
 - Three absences: no penalty (to cover illness or personal days)
 - Each subsequent absence: Attendance and Participation grade lowered by 25 points

Poor attendance (40% or more of the semester) is grounds for failing the course. History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

Gordon Rule Qualifications: To qualify for Gordon Rule credit, students must complete assignments (involving at least 6000 words of writing) that meet the following specifications:

- Have a clearly defined central idea or thesis.
- Provide adequate support for that idea.
- Are organized clearly and logically.
- Show awareness of the conventions of standard written English.
- Are formatted or presented in an appropriate way for the intended audience, purpose, and genre.

Thematic Response Papers: The length should be roughly 800 words. Each of these short writing assignments will involve critical analyses of primary documents that students will have read for class. **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 approximately 2200 words (roughly 7 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>
Syllabus Annotation	50	TBA
Film Response Assignment	100	TBA
Thematic Response Papers (x2)	2 x 100	TBA
Analytical Essays (x2)	2 x 250	TBA
Attendance and Participation	150	TBA
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 - E</u>	
<i>See UF Grades and Grading Policies</i>							

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.

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.*

1. Introduction:

Thurs 8/22

Thurs: Syllabus introduction / Caribbean and Greater Mexico to 1491

**Syllabus annotation due by Tuesday 8/27*

2. Separate Destinies?

Tues 8/27, Thurs 8/29

Tues: Spanish and Portuguese Naval Exploration and Settlement, to 1504

Mills et al., 6: "A Pope Rewards So Salutory and Laudable a Work, Romanus Pontifex of Pope Nicholas V, January 8, 1455"

"Primary Sources and How We Read Them" [CANVAS]

Thurs: Reading Primary Sources / 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"

3. The Early Caribbean

Tues 9/3, Thurs 9/5

Tues: Chaos in the Caribbean

Lane & Restall: "The Iberian Imperial Dawn" [CANVAS]

Thurs: Discussion

Keen: "Father Montesinos, Doctor Palacios Rubios, and Bartolomé de las Casas" [CANVAS]

"The Requirimiento" [CANVAS]

"Extract from The Memorial of Grievances, by don Diego de Torres, cacique of Turmequé (1584)" [CANVAS]

4. Encountering Empire on the Mainland: Mexico & Beyond

Tues 9/10, Thurs 9/12

Tues: Encountering Empire on the Mainland

Thomas, "Palace of the White Sedges" & "I See Misfortune Come" [CANVAS]

Schwartz & Seijas, *Victors and Vanquished*, intro pp. 1-12 & 5.17 [CANVAS]

Thurs: Conquest by Coalition / Discussion

Clendinnen, "Defeat" [CANVAS]

Schwartz & Seijas, "Nahua Poetry" [CANVAS]

Restall & Asselbergs, "Nahua Accounts" [CANVAS]

**Source Analysis Due*

5. The Inca Lands

Tues 9/17, Thurs 9/19

- Tues: Inca Empire**
El Inca Garcilaso, *Royal Commentaries of the Inca*, excerpt [CANVAS]
D'Altroy, "Invasion and Aftermath" [CANVAS]
- Thurs: Inca Collapse and the Coming of the Christians / Discussion**
Cieza de León, *The Discovery and Conquest of Peru*, excerpt [CANVAS]
Guaman Poma, *The First New Chronicle and Good Government*, excerpt [CANVAS]

6. Life under the Christianization Campaign

Tues 9/24, Thurs 9/26

- Tues: Native Religious Authorities and the Church in Mexico**
Berdan & Smith, "The Priest" [CANVAS]
Mills et al., 3: "The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524"
- Thurs: Colonial Religion to 1650 / Movie Discussion**
[Watch *La otra conquista*](#)
Mills et al., 19: José de Acosta, "On the Salvation of the Indians"
Mills et al., 27: "Felipe Guaman Poma de Ayala's Appeal Concerning the Priests, Peru"

**Complete Film Response Assignment*

7. Merging Spanish and Indigenous Social Structures

Tues 10/1, Thurs 10/3

- Tues: People of the Land Recover After War and Plague**
McAlister, "Encomienda" [CANVAS]
Mills et al., 14: "Fray Pedro de Gante's Letter to Charles V, Mexico City (1552)"
Mills et al., 16: "The Indian Pueblo of Texupa in Sixteenth-century Mexico"
- Thurs: Law and Government, Native and Spanish / Discussion**
Berdan & Smith, "Judgment Day" [CANVAS]
Betanzos, "Yupanque Creates Laws for Cuzco" [CANVAS]
Cobo, "Sins," in *Inca Religion and Customs* [CANVAS]
Malpass, "Government," in *Daily Life in the Inca Empire* [CANVAS]

8. Land, Labor, and Living in an Empire

Tues 10/8, Thurs 10/10

- Tues: Labor and the Economy**
Smith, "Merchants, Markets, and Money" [CANVAS]

Mills et al.: 15, "The Evils of Cochineal, Tlaxcala, Mexico (1553)"
Mills et al., 17: "Alonso Ortiz's Letter to His Wife, Mexico City"

**Essay 1 due*

Thurs: **Potosí – A Case Study / Discussion**
Vázquez de Espinosa, "Compendium and Description of the West Indies" [CANVAS]
Matar, *In the Lands of Christians...*, "Peru" [CANVAS]

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

Tues 10/15, Thurs 10/17

Tues: **Idealized Femininity, Patriarchy, and the Family**
Mills et al., 30: "Santa Rosa of Lima According to a Pious Accountant" (1617)
Jaffary & Mangan, "Life and Love in Women's Letters to Spouses...(1567-1576)" [CANVAS]
Boyer & Spurling, 17: "Scandal at the Church..." [CANVAS]

Thurs: **Superlative Women / Discussion**
Mills et al., 31: "Sor Juana Inés de la Cruz's Letter to Sor Filotea (1691)"
Jaffary & Mangan, "Isabel Hernández, Midwife and Healer, Appears before the Inquisition (Mexico, 1652)" [CANVAS]
Vicuña Guengerich: "The Witchcraft Trials of Paula de Eguiluz, a Black Woman, in Cartagena de Indias, 1620-1636" [CANVAS]

10. Transoceanic Trade, Piracy, and Imperial Competition

Tues 10/22, Thurs 10/24

Tues: **The Fleet System and the Manila Galleon**
Matar, *In the Lands of Christians...*, "The Atlantic Crossing" and "We Speak About China" [CANVAS]
Lee & Padrón, "Manila's Sangleys and a Chinese Wedding (1625)" [CANVAS]
[OPTIONAL] Agustín Sánchez, A Spanish Ship Surgeon Crossing the Pacific,
<https://crossroads-research.net/agustin-sanchez-microsite/>

Thurs: **Piracy and Contraband / Discussion**
Lane & Bialuschewski eds., "A Commission and Instructions for Jamaican Privateers (1662)" [CANVAS]
Wheat, "A Spanish Caribbean Captivity Narrative" [CANVAS]

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

Tues 10/29, Thurs 10/31

Tues: **Slavery in Spanish America**
von Germeten, excerpt, *Treatise on Slavery: Selections from De instauranda Aethiopia salute* [CANVAS]

Mills et al., 43: “The Foundation of Nuestra Señora de Guadalupe de los Morenos de Amapa, Mexico”

Mills et al., 43: “The Mulatto Gentlemen of Esmeraldas, Ecuador”

Thurs: Slavery, Freedom, Race, and Class / Discussion

O’Toole, “The Making of a Free Lucumí Household” [CANVAS]

Keen: “Class and Caste in the Spanish Colonies” [CANVAS]

Letter from friar José Antonio Liendo de Goicoechea about “gracias al sacar” (1802)

* *Source analysis due*

12. Brazil: Sugar, Gold, and Slavery

Tues 11/5, Thurs 11/7

Tues: Indigenous Brazil and the Colony’s Distinct Experience with Slavery

Mills et al., 13: “The Jesuit and the Bishop, Bahia, Brazil”

Mills et al., 33: “Two Slaveryes—The Sermons of Padre Antonio de Vieira...”

Thurs: Black Labor, Black Culture

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* [CANVAS]

13. The Bourbon Reforms

Tues 11/12, Thurs 11/14

Tues: Changing Dynamics of the 18th Century

Mills et al., 41: “Nicolás Ñenguirú’s Letter to the Governor of Buenos Aires (1753)”

O’Connor & Garofalo eds.: “Indians do Prodigious Things, Indians Make Everything: The Otomí of Querétaro, 1738” [CANVAS]

Thurs: The Era of Caroline Reforms

Few, “Medical Humanitarianism and Smallpox Inoculation in Eighteenth-Century Guatemala,” 303-317 [CANVAS]

Mills et al., 42: “José de Gálvez’s Decrees for the King’s Subjects in Mexico”

Campillo y Cossío, “A New Economic Policy for America (1762)” in *Early Modern Spain* [CANVAS]

14. Subaltern Activism and Rebellion in Late Colonial Society

(1750-1790)

Tues 11/19 & Thurs 11/21

Tues: Tupac Amaru / Discussion

Mills et al., 40: “As for the Spaniards, their time is up”

Stavig & Schmidt, *The Túpac Amaru and Catarista Rebellions*, excerpt [CANVAS]

Thurs: **Of Empires and Independence**
Simón Bolívar, “Jamaica Letter” [CANVAS]
Mills et al., 57: “The Brazilian Constitution and the Church”
O’Connor & Garofalo eds.: “Slavery, Race, and Citizenship in the Empire of Brazil”
[CANVAS]

15. Independence and Beyond

Tues 12/3

Tues: **Discussion / Taking Stock of What We learned**

Essay 2 due

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.

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.

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.

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.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or

(3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or each enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivery an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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/>.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

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://gatorevals.aa.ufl.edu/students/>. 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://gatorevals.aa.ufl.edu/public-results/>