

History 561
Culture, Authority, and Power in the
Spanish World, 1500-1800
Dr. Chad Black
Fall 2006

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Office Hours: M 11-12:30 W 11-12:00; 4:00-5:30

Power is the authority to determine what is true and what is false. For some post-structuralist theorists, such as Michel Foucault, power exists everywhere and is not located in particular institutions, such as the state, the military, and the elite; language, actions, our bodies and identities are produced through relations of power. Structuralists such as Marshall Sahlins would respond by claiming that, while power is located within culture, culture can never be reduced to power relations; to confuse culture with power, he would argue, would be to deny individual agency in the creation of culture and history. In this course, we will critically analyze the recent historiography of early modern Spain and Spanish America by looking at the ways various historians engage with the interaction between culture, power, and the constitution of authority.

The Course will begin with selected readings by theorists on power, authority, culture, and colonialism. We will then read recent works on the Spanish world from 1500-1800 in order to analyze the various authors' implicit or explicit understandings of the relationship between colonialism, power, and authority in early Latin America. Geographically, our readings include research focused on Spain, Mexico, Central and South America. Thematically, our topics include indigenous peoples, women, conquest, witchcraft, and bureaucracy.

Assignments

Participation: Students are asked to prepared assigned readings, attend and participate actively in seminar meetings. Working in pairs, students will lead seminar discussion at least twice during the semester. Discussion leaders should meet before the seminar to plan the discussion and prepare an outline to be distributed to the seminar participants. Students should submit at least one suggestion for a discussion question each week to those students who are responsible for that week's discussion and to the professor.

Historiographical Essay: Each student will work with me to develop, research, and write a 20-25 page historiographical essay on a topic related to themes in the course. In your essay, you will analyze the debates in the early modern Spanish world, using power, authority, and/or culture as an analytical lens. You should choose a focal point and write a historiographical essay about the developments in that area. Your focus might be methodological (e.g. ethnohistory, social history, etc.), thematic (e.g. slavery, witchcraft,

sexuality, etc.) or geographic (e.g. Brazil, the Caribbean, Mexico, etc.). **You must meet with me by 11 October to discuss your paper topic.** If your language abilities permit, you should incorporate relevant literature in Spanish. Your essay should cover eight to ten monographs or major journal articles. The essay should demonstrate your ability to:

- Frame a historiographic debate.
- Identify the most important and relevant interventions in that debate.
- Write clearly and coherently in a manner that conveys the debate to an informed but unfamiliar reader.

Format: The paper should be from 20-25 pages in length and, in addition, should include a bibliography. The paper should be double-spaced, written in a 10 or 12-point font, with one-inch margins. Give a descriptive title to your paper and number the pages. You should cite your sources by using footnotes (or endnotes) and preparing a bibliography; Chicago style is preferred, but whatever style you use, just be consistent.

Guidelines for writing a historiographical essay will be distributed in the seminar.

Presentation: Each student will make a short presentation of his/her project in the last two weeks of the course. You should prepare an outline that includes a bibliography and key themes to be distributed at the time of the presentation.

Grading:

Participation (Includes submitting questions for discussion)	20%
Leading Discussions	20%
Final Paper and Presentation	60%

Please take note of the following important information: If any special accommodations are needed to complete the course requirements, please come see me as soon as possible to make alternative arrangements.

Texts:

The following books have been ordered:

Aram, Bethany. *Juana the Mad: Sovereignty and Dynasty in Renaissance Europe*. Johns Hopkins University Press, 2005.

Cañeque, Alejandro. *The King's Living Image: The Culture and Politics of Viceregal Power in Colonial Mexico*. Routledge, 2004.

Cañizares-Esguerra, Jorge. *How to Write the History of the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World*, Stanford Univ. Press, 2004.

Díaz, María Elena. *The Virgin, the King, and the Royal Slaves of El Cobre: Negotiating Freedom in Colonial Cuba, 1670-1780*. Stanford University Press, 2002.

Gruzinski, Serge. *The Mestizo Mind: The Intellectual Dynamics of Colonization and Globalization*. Routledge, 2002.

Kagan, Richard L. *Lucrecia's Dreams: Politics and Prophecy in Sixteenth Century Spain*. University of California Press, 1995.

Lewis, Laura A. *Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico*. Duke University Press, 2003.

Nader, Helen. *Liberty in Absolutist Spain: The Habsburg Sale of Towns, 1516-1700*. Johns Hopkins University Press, 1993.

Restall, Matthew, Lisa Mary Sousa, and Kevin Terraciano, editors. *Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala*. Cambridge University Press, 2005.

Sigal, Pete, editor. *Infamous Desire: Male Homosexuality in Colonial Latin America*. University of Chicago Press, 2003.

Additional readings are on reserve for this class.

If you're worried about your background in Latin American history, I'd suggest Lockhart and Schwartz, *Early Latin America* as a great reference text. It is available in the bookstore as well.

Course Schedule

Week #1 (23 August) Course Introduction

Colonialism, Culture and Power

Week #2 (30 August)

Read:

Homi Bhabha, "Of Mimicry and Man," *October*, 28 (Spring 1984): 125-133.

Michel Foucault, "The Subject and Power," *Critical Inquiry*, 8.4 (Summer 1982): 777-795.

Michel Foucault, "Truth and Power," from *Power*, James D. Faubion, ed., New Press, 2000: 111-133.

Marshall Sahlins, "Two or Three Things that I Know about Culture," *The Journal of the Royal Anthropological Institute*, 5.3 (1999): 399-421.

Gayatri Spivak, "Can the Subaltern Speak?" from *Colonial Discourse and Post-Colonial Theory*, Patrick Williams and Laura Chrisman, ed., Columbia University Press, 1994: 66-111.

Spanish Patterns

Week #3 (6 September): Royal Bureaucracies

Read:

Helen Nader, *Liberty in Absolutist Spain: The Habsburg Sale of Towns, 1516-1700*. Johns Hopkins University Press, 1993.

Richard Kagan, "Chapter 2," *Lawsuits and Litigants in Castile*, available online at: <http://libro.uca.edu/lawsuits/lawsuits.htm>

Week #4 (13 September): Gender and Politics

Read:

Bethany Aram, *Juana the Mad: Sovereignty and Dynasty in Renaissance Europe*. Johns Hopkins University Press, 2005.

Week #5 (20 September): Religion and Politics

Read:

Richard Kagan, *Lucrecia's Dreams: Politics and Prophecy in Sixteenth Century Spain*. University of California Press, 1995.

Ethnohistories of Conquest

Week #6 (27 September): Producing an Alternative Narrative of Conquest

Read:

Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico," *AHR* 108.3 (2003): 658-687.

Serge Guzinski, *The Mestizo Mind: The Intellectual Dynamics of Colonization and Globalization*. Routledge, 2002.

Week #7 (4 October): Reading the Indigenous Voice

Read:

Matthew Restall, Lisa Mary Sousa, and Kevin Terraciano, editors. *Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala*. Cambridge University Press, 2005.

Week #8 (11 October): No class, but you must have worked out your topic and cleared it with me by 5pm this date.

Writing and Representation

Week #9 (18 October): How Do We Read?

Read:

- James Lockhart, "Between the Lines," from *Of Things of the Indies: Essays Old and New in Early Latin American History* (Stanford: Stanford University Press, 1999): 229-280.
- Kathryn Burns, "Notaries, Truth, and Consequences," *AHR* 110.2 (2005): 350-379.
- Karen B. Graubart, "Indecent Living: Indigenous Women and the Politics of Representation in Early Colonial Peru," *CLAR* 9.2 (2000): 213-235.

Week #10 (25 October): The Production of Knowledge

Read:

Cañizares-Esguerra, Jorge. *How to Write the History of the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World*, Stanford Univ. Press, 2004.

Slavery, Witchcraft, Sexuality

Week #11 (1 November): Slaves and the State

Read:

Díaz, María Elena. *The Virgin, the King, and the Royal Slaves of El Cobre: Negotiating Freedom in Colonial Cuba, 1670-1780*. Stanford University Press, 2002.

Week #12 (8 November): Sex and Witchery

Read:

Ruth Behar, "Sexual Witchcraft, Colonialism, and Women's Powers," from *Sexuality and Marriage in Colonial Latin America*, Asunción Lavrin, ed. Nebraska University Press, 1989.

Lewis, Laura A. *Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico*. Duke University Press, 2003.

Week #13 (15 November): The Nefarious Crime

Read:

Pete Sigal, editor. *Infamous Desire: Male Homosexuality in Colonial Latin America*. University of Chicago Press, 2003.

Weeks #14-15 (22-29 November): Student Presentations

Final Papers Due to me no later than Monday, 4 December at noon.