

History 360-001
Early Latin America: Colonialism,
Culture, and Community
T-R 9:40-10:55
HSS 119

Professor: Chad Black
Office: 2633 Dunford Hall
Phone: 974-9871
Email: chad.black@utk.edu
Office Hours: T & R 2:30-3:30

As many of us have heard it, Christopher Columbus discovered or destroyed, conquered or civilized America in 1492. This course will critique and challenge the conventional knowledge of this first encounter. The story of Columbus becomes a complex story about relationships between European nations, individual prejudices, Spanish social and ethnic hierarchies, African slavery, and finally about relationships between Europeans and those they called “Indians.” The history of early Latin America, indeed, witnessed the painful transformation from sophisticated native civilizations to complex multi-racial societies. The societies involved developed strategies for conquest and colonization. These strategies, embedded in the cultural traditions of each particular society, were sometimes unconscious and aimed at coping with a new situation, but at other times were conscious and aimed at developing power. Using primary documents (writings by the people actually involved in the events we are studying) and cutting edge research on the colonial period, we will ask how one society comes to dominate many others. We will look at the meanings of colonization from the varying perspectives of the indigenous peoples in Latin America, as well as from the perspectives of a variety of descendants of Europeans and Africans. We will study how culture changes through time in a colonized environment. How did the many cultural struggles and accommodations that took place between indigenous, European, and African cultures structure people’s experiences? We will look at the various social roles that in society, and at how those roles changed through time. Our course will focus on the changing structures of meaning in early Latin American societies. When Europeans, Africans, and indigenous peoples came into conflict, they had different ideas about the meanings of various categories, including ethnicity, race, class, gender, and sexuality. Through our study of colonial, social, economic, and political relations we will examine how the meanings of these categories changed over time and how indigenous peoples, Africans, and Europeans contributed to the ethnically diverse regional societies that continue to characterize Latin America today.

Readings:

These texts are available for purchase at the bookstore. Further selections will be on reserve.

Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 2000.

Gauderman, Kimberly. *Women Lives in Colonial Quito: Gender, Law, and Economy in Spanish America*. Austin: University of Texas Press, 2003.

Lockhart, James and Stuart B. Schwartz. *Early Latin America: A History of Colonial Spanish America and Brazil*. Cambridge and New York: Cambridge University Press, 1983.

COURSE REQUIREMENTS AND GRADING

1. **Reading.** Each week's assigned readings should be completed for the first class of the week.
2. **Map Quiz.** 5%.
3. **Participation.** 20%. Learning is an interactive process, and as such a requirement for our class. In addition to participating in class, each student is required to post once a week on the class discussion forum on Blackboard. Topics acceptable for posting include responses to the reading, class lectures and discussions, weekly focus questions, and continuing the observations of your classmates. Postings should represent substantial reflection on your part—it is not enough to simply agree with other postings or to simply say, "I like this reading"!
4. **Exams.** 75%. There will be three exams, each of which will count for 25% of your final grade. Exams are due in class on the date indicated. Exams will consist of one well-developed, sourced 5 to 7 page essay each.
5. **Attendance.** Attendance is mandatory. Each student is allowed three absences. Each absence beyond three will result in a letter grade reduction of the student's final grade.

OTHER COURSE POLICIES

Please Note: If any special accommodations are needed to complete the course requirements, please come see me at the beginning of the semester. No make-up exams or incompletes will be given without documentation.

Plagiarism: Plagiarism occurs when someone knowingly or unknowingly presents the words or ideas of another persona has his or her own. Any work turned in for this class must meet University standards for academic honesty. Any students unsure about how to apply these rules are urged to consult with me *prior* to turning in any written work.

Deadlines: Assignments that are due in class must be turned in at the start of class. Late submissions will not be accepted without documentation of family or medical emergencies. If you anticipate problems, please contact me before the assignment is due, not after!

Office Hours: Students are strongly encouraged to speak with me outside of class. I am available during office hours on a first-come, first-served basis. If you cannot come during office hours, please contact me via email or phone and we can set up an appointment.

SCHEDULE AND READING ASSIGNMENTS

Week #1 **Introduction**

8/23 Course Introduction

Week #2 **Indigenous Peoples**

8/28 Terms and Tools

8/30 Indigenous Societies in the Andes

Questions: How are labels and definitions both necessary and limiting? How can we read historical documents? Who are the Indians? How can we understand cultural contact? Why do we have trouble understanding indigenous society? How was Andean society organized politically, economically, and socially?

READ: *Early Latin America*, 31-57

Blackboard:

1. Using Primary and Secondary Sources

2. The Requerimiento.

3. Charles Mann, “1491”, *The Atlantic Monthly*, March 2002.

Week #3 **Indigenous Peoples, cont.**

9/4 Indigenous Societies in the Mesoamerica

9/6 No Class

Questions: How were Mesoamerican societies organized politically, economically, and socially? Why did certain peoples write documents, while others did not? How were Mesoamerican and Andean societies similar? How did they differ? What roles did women play in indigenous societies?

READ:

Blackboard:

1. Selections, Restall, et. al., *Mesoamerican Voices*

Week #4 **Iberians + Map Quiz**

9/11 Iberian Societies

9/13 Conquest and Colonialism in Iberia

Questions: How was Iberia organized at the time of conquest? How were Iberian cities structured? What roles did women play in Iberia? What did conquest mean to Spaniards? How does this relate to conquest ideology in general? How does it relate to power?

READ: *Early Latin America*, 1-30.

Blackboard:

1. William D. Phillips, Jr., and Carla Rahn Phillips, “Spain in the Fifteenth Century,” in Adorno and Andrien, *Transatlantic Encounters*, 11-40.

Week #5 **Conquests**

9/18 The Caribbean Experience

9/20 The Spanish “Conquests” of Mexico and Peru

Questions: How was the initial conquest accomplished? What was the structure of conquest society? What mythologies are associated with the conquest?

READ: *Early Latin America*, 59-85

Blackboard:

1. Restall, et al, *Mesoamerican Voices*, 23-62.

Week #6 Imperialism/Colonialism

9/25 Conquest as a Moral Issue—**EXAM 1 DUE**

9/27 Forging the Imperial System

Questions: Is colonialism synonymous with imperialism? How did the Spanish morally and legally structure their rule in the Americas? How did the structure of Spanish imperialism affect indigenous communities? How did indigenous organization affect Spanish imperialism?

READ: *Early Latin America*, 86-121

Colonial Lives, Introduction, Chapters 1, 3, 4.

Blackboard:

1. Patricia Seed, “Are These Not Men Also?” The Indian’s Humanity and Capacity for Spanish Civilization,” *JLAS* 25.3 (1993): 629-652.

Week #7 Governance, Law

10/2 Political Institutions

10/4 Land and Labor

Questions: What is the difference between centralized and decentralized authority? How would the tradition of decentralized authority impact Spanish colonialism? How does the economy relate to cultural contact? Why are there different economies in different regions? How did silver run the economy? How did the trunkline relate to life? How did it relate to power?

READ: *Early Latin America*, 122-181.

Colonial Lives, Chapters 2, 8.

Women’s Lives, Chapter 1.

Week #8 Indian and Spaniard

10/9 Indigenous Peoples and Spaniards

10/11 FALL BREAK!

Questions: How did colonialism affect indigenous peoples? How did the Spanish overpower indigenous peoples? How did indigenous peoples participate in Spanish colonial society?

READ:

Blackboard:

1. Stern, Steve. “Paradigms of Conquest: History, Historiography, and Politics.” In, *Peru’s Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640.* Madison: University of Wisconsin Press, 1993 (2nd Edition). Prologue, xxi-liii.

Week #9 Women in Colonial Latin America I

10/16 Women and the Law

10/18 Women and the Economy

Questions: Why should we study the social history of women in colonial Latin America? What is patriarchy? What are the limitations of using the patriarchal model to describe gender roles in colonial Spanish America? What kinds of roles did women play in colonial society? How did women's roles vary depending on class? Why were marriage and family important to women and men? What work did women dominate? How did women participate in the slave system?

READ: *Women's Lives*, Intro, Chapters 2-4
 Colonial Lives, Chapters 6, 10, 18, 19

Week #10 Women in Colonial Latin America II

10/23 Indigenous Women
10/25 Nun, Beata, Witch

Questions: Why did women become nuns? What was the connection between convents and the rest of colonial society? How did witchcraft relate to identity and power? How do gender and sexuality relate to colonialism?

READ: *Women's Lives*, Chapters 5 and 6
 Colonial Lives, Chapters 7, 13, 15

Week #11 Sex

10/30 Regulating Social Norms
11/1 Sex in City and Country

Questions: Who regulated sexuality in colonial society? Was regulation successful? How did people find ways around regulations that sought to control sexual behavior? How did popular attitudes towards sex differ from institutional norms?

READ: *Colonial Lives*, Chapters 9, 12, 17

Blackboard:

1. Zeb Tortorici, "Heran 'Todos Putos': Sodomitcal Subcultures and Disordered Desire in Early Colonial Mexico," *Ethnohistory* 54.1 (2007): 35-68.
2. Martha Few, "That Monster of Nature": Gender, Sexuality, and the Medicalization of a "Hermaphrodite" in Late Colonial Guatemala," *Ethnohistory* 54.1: 159-176.

Week #12 Religion

11/6 The Institution of the Church – **EXAM #2 DUE!!**
11/8 Indigenous Peoples and the Church: Extirpation in the Andes

Questions: How was the Spanish Church organized? What distinguished Religious and Secular Clergy? What role did the Inquisition play in Spanish American society? Who led extirpation campaigns, and why?

READ: *Colonial Lives*, Chapters 3-5, 14

Week #13 Brazil: From Periphery to Center

11/13 Indigenous Peoples and Portuguese Colonialism
11/15 Sugar and Gold

Questions: Why did Brazil develop differently from Spanish America? How did indigenous cultures in Brazil compare with those of other areas of Latin America? Why is the

concept of cannibalism important to colonial Brazil? How does mulatto culture relate to our understanding of race? How does this compare with the United States? How does identity change in Brazil? Is this process the same as that of other countries? How does the Brazilian economy relate to identity?

READ: *Early Latin America*, 181-252
Colonial Lives, Chapters 11, 22

Blackboard:

1. Nazarri, Muriel. "Vanishing Indians: The Social Construction of Race in Colonial São Paulo." *The Americas* 57:4 (April 2001), 497-524.

Week #14 Slavery

11/20 Africans and Slavery

11/22 THANKSGIVING

Questions: How was slavery developed? How was slavery intended to be a racial system? How does slavery relate to the economy? Why weren't Indians enslaved? How does slavery relate to society?

READ: *Colonial Lives*, Chapter 20

Reserve:

1. Kris Lane, "Captive and redemption: Aspects of Slave Life in early Colonial Quito and Popayan," *The Americas* 57.2 (2000), 225-246.

Week #15 Rebellions

Late Colonial Society

Long Live the King! Death to Bad Government!

Questions: How do identities change through this period? How did the Bourbons conceive of authority and colonialism in the Americas? How did Indians and other plebeians react to the Bourbon reforms?

READ: *Early Latin America*, 305-368
Colonial Lives, Chapter 16

Week #16 Revisiting Colonialism

12/4 Independence.

READ: *Early Latin America*, 405-425
Colonial Lives, Chapter 23

Final Exam: Due between 10:15am and 12:15pm, Friday December 7.