

HIS150: Colonial Latin America  
Syllabus: Spring 2018

T/Th (9:40-10:55am)  
DEWEY 2210D

Professor Molly Ball  
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Office: Rush Rhees, 449; x67184  
Office Hours: T/Th 11:15-12:15

This introductory survey course will focus on the process of colonization that indigenous societies of the Western Hemisphere experienced from the initial period of contact with Iberians to the Latin American independence movements. The course explores how indigenous populations, and arriving Europeans, Africans and Asians negotiated their political, social and economic identities and environments. Despite Latin America's resulting cultural mixture, diversity, and vibrant societies, the colonial period was also rife with exploitation and inequality. We will explore these traditions and paradoxes using a combination of primary sources, monographs and will pay particular attention to how children of different backgrounds experienced Iberian and colonial Latin America.

**Required Texts:**

- Matthew Restall and Kris Lane, *Latin America in Colonial Times* (Cambridge UP, 2011)
- Alejandro de la Fuente, *Havana and the Atlantic in the Sixteenth Century* (UNC Press, 2008)
- Odina González and Bianca Premo, Eds., *Raising an Empire: Children in Early Modern Iberia and Colonial Latin America* (UNM Press, 2007)
- James Lockhart and Enrique Otte, Eds. *Letters and People of the Spanish Indies: Sixteenth Century* (Cambridge UP, 1976)
- Emily Berquist Soule, *The Bishop's Utopia: Envisioning Improvement in Colonial Peru*, (UPenn, 2014)

**Rubric**

Map quiz – 5%  
Event reflection – 5%  
Participation & Attendance – 20%  
Midterm – 20%  
8-page paper – 25%  
Final exam – 25% (Wednesday, May 9<sup>th</sup> 4pm)

**Midterm and Final Exam**

The midterm on February 20<sup>th</sup> will include material from the precolonial and early colonial period in Latin America covered in weeks 1-5. There will be true/false, matching, key term identifications and essay questions. The final exam (Wed., May 9<sup>th</sup>) will be a similar format, but will cover the Colonial Middle and Late Colonial periods.

**Participation & Attendance:**

Your participation in and out of class is a critical component to a successful semester. Coming to class prepared (which means having done AND having thought critically about the reading) allows you to better engage with lectures and discussions. Over the course of the semester, I will give short assignments that will count toward your attendance and participation final grade. Unless I state otherwise, these assignments will be graded on the √, √-, √+ scale.

In terms of attendance, you will be allowed two absences over the course of the semester. Arriving for class more than 15 minutes late will be considered an absence. If, for whatever reason, you miss more than two classes, you must provide written documentation (doctor’s note, etc.) as an excuse.

**Analytical/research paper:**

You will write an 8-page, double spaced paper focusing on the Colonial Middle era. This paper will be due at the start of class on Monday, April 10<sup>th</sup> (week 13). Your paper should be analytical, rather than descriptive and should be based on **at least three secondary and two primary sources** (English, Spanish or Portuguese). You will pick your topic and a preliminary bibliography by Thursday, March 8<sup>th</sup>. Suggested course themes below should serve as a guide when choosing your topic. Be creative in thinking about these themes and where they may intersect. (Course themes: Peripheral areas; Urban/Rural; Gender norms; Childhood; Ethnic identity; Negotiation; Religion and the Church; Resistance; Peripheries)

**Course Policies:**

Class will begin on time. While you are in class, please turn all cell phones to silent and refrain from texting, posting, etc. Your attention is integral to fostering an enjoyable learning atmosphere.

Cheating and plagiarizing will not be tolerated under any circumstances. If you have any questions as to the University of Rochester’s policies on academic integrity, please see <http://www.rochester.edu/college/honesty/undergraduates.html>. If you are ever unclear as to what my expectations are regarding academic honesty on a given assignment, please do not hesitate to ask.

As a general rule, I do not read entire drafts for writing assignments. However, I will read introductions, conclusions, thesis statements and review outlines if I receive them in a timely manner. Drop by during office hours or email to make a different appointment. If you wish to dispute a grade, you must make a written appeal to me explaining why you believe you deserve a higher grade. This appeal may not reference another student’s work.

**Email Correspondence:**

When you have a question about the course, please include HIS150 in the subject line. This will keep your email from getting lost in my inbox and will help me to answer you in a timely fashion. Also, keep in mind that as a general rule, I do not check emails between Saturday night and Monday morning. Please try to account for this, especially if you have a question pertaining to Monday’s class.

You are responsible for making sure that I am able to open assignments you turn in online, via email or on blackboard. Make sure there are no issues with corrupted files, saving in the wrong format, missing attachments, etc. These will not be valid excuses if something is turned in late.

**Course schedule:** Any changes to course readings will be announced in class and appropriate changes will be made on blackboard.

Pre-colonial / Early Colonial

Week 1: Before the Conquest: Native Empires

1/18

Readings: Restall and Lane, chap 1 & 5

Week 2: Iberia & Portugal before the Conquest

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1/23

Readings: Restall and Lane, chap 2; “Reconquista”; excerpt from Garcilaso de la Vega’s *The Royal Commentaries of the Incas*

1/25

Readings: Restall and Lane, chap 4; *LP* #26, 27, 28; *Mesoamerican Voices*, 3.2 & 3.4

Optional reading: “Up and Out” *RE*

Week 3: Experiences of Conquest

1/30

Readings: Restall and Lane, chap 6; *LP* #2, 7, 8, 22 & 23

2/1

map quiz

Readings: Restall and Lane, chap 7

Optional reading: de la Fuente, intro (chap 1)

Week 4: African origins: 3<sup>a</sup> raíz

2/6

Readings: Restall and Lane, chap 3; de la Fuente, chap 2

2/8

Readings: de la Fuente, chap 3; *LP* #4 & 5

Week 5: Early economies

2/13

Readings: de la Fuente, chap 5; *LP* #14

2/15

Readings: Metcalf, Alida “The *Entradas* of Bahia of the Sixteenth Century” *The Americas* 61 (January 2005) n.3: 373-400.

Week 6:

2/20 midterm

2/22 CLASS CANCELED –

complete library scavenger hunt by 2/26

Colonial Middle

Week 7: Native communities

2/27

Readings: Restall and Lane, chap 8; *Mesoamerican Voices* 5.1, 6.1

3/1

Readings: “Growing up Indian” *RE*; selections from *Mesoamerican Voices*; *LP* #36

Week 8: Black communities

3/6

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Readings: Restall and Lane, chap 9; “Slavery and Childhood” *RE*

3/8

Paper topic chosen – preliminary bibliography submitted

Readings: de la Fuente, chap 6

Week 9:

SPRING BREAK

Week 10: Spheres of Influence (Core/Periphery; Urban/Rural)

3/20

Readings: de la Fuente, chap 4

Optional reading: *LP* #3

3/22

Readings: Restall, chap 12; selection from *COGF* (conquest of Palmares)

Week 11: Gender norms

3/27

Readings: *LP* #3, 17, 21; “Ursula” *RE*; selections from *COGF*; *Mesoamerican Voices*, 6.4, 6.5

3/29 event from *FUJ*

Readings: selection from Lisa Sousa, *The Woman Who Turned into a Jaguar...* (Stanford UP, 2017)

Week 12: Negotiation and its Limits

4/3

Readings: Restall and Lane, chap 10; selections from *COGF*

4/5

Readings: Restall and Lane, chap 11; “Expósitos” *RE*

Late Empire

Week 13: Reforms

4/10

8-page paper due

Readings: Restall and Lane, chap 13

4/12

Readings: “Consuming Interests” *RE*; Soule, chap 2

Optional: Soule, chap 1

Week 14: Rebellion and Revolt

4/17

Readings: Soule, chap 4 & 5

Optional: Soule, chap 3

4/19

Readings: Soule, chap 6

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Week 15: Independence

4/24 Haitian Revolution

Readings: Restall and Lane, chap 14; Carolyn Fick “The Haitian revolution and the limits of freedom: defining citizenship in the revolutionary era” *Social History* (2007)

4/26 Napoleon & Independence (Spanish Empire)

Readings: Restall and Lane, chap 15

Week 16: Napoleon & Brazilian Independence

5/1

FINAL exam during allotted time period (Wednesday, May 9<sup>th</sup> at 4pm)