

Syllabus HIST150/AAAS150: Colonial Latin American History  
Fall 2020

T/Th (11:50am – 1:05pm)  
Hylan 201

Professor Molly Ball (she, her, hers)  
[mollycball@rochester.edu](mailto:mollycball@rochester.edu)

**Office Hours:**

Zoom office hours: M 1:30-2:30; F 9:30-10:30

Zoom channel: <https://rochester.zoom.us/j/5852767184>

In-person: Mondays from 11:50am – 1:05pm

(you may request an in-person or zoom meeting during our regularly scheduled class time)

Office: Rush Rhees 449

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. You will also get a chance to create your own colonial documents where characters you create will “interact” with the institutions, themes, and major events discussed in the course.

**Required Texts:**

Having access to assigned materials is an essential part of course preparation. While I encourage you to rent or buy physical copies of the required texts, Townsend's *Malintzin's Choices* and Staden's *History of Cannibal Captivity* are available online. Restall and Lane's textbook, however, is not. Please let me know if you have issues getting access to this text so that we can look into alternatives.

- Matthew Restall and Kris Lane, *Latin America in Colonial Times*, 2<sup>nd</sup> ed. (2018) – (if you have a different edition, just make sure that you are reading the same topics)
- Camilla Townsend, *Malintzin's Choices*
- Hans Staden, *History of Cannibal Captivity in Brazil*
- Other assigned materials will be available on blackboard, digitally through the library and/or at Rush Rhees course reserves

**Safety first:** Social distancing and mask wearing will be in effect during our class. On the days that you are in class in-person, you will also be responsible for helping to use the provided materials to wipe down the desks. If you do not feel well, please do not come to class and observe the appropriate guidelines. This class is structured (see below) so that you will be able to fully participate from a distance. If you come to class without a mask or fail to follow appropriate guidelines, I will ask you to leave.

**Hybrid course format:**

This course is designed to maximize flexibility in the event that you, me, or the university needs to revert to a remote format for a limited or extended period of time (see above). Modules 1 and 6 will be completed online and modules 2 through 5 will embrace the hybrid format. To maintain room capacity guidelines, we cannot all meet in our classroom at the same point in time. Students in the

course who can attend in-person classes will thus be divided into two cohorts – cohort A and cohort B. If you are a remote learner, unless otherwise instructed, you will be responsible for all of the remote activities. Lectures will be placed online and we will reserve class time for discussions and in-person activities. In general, the course will follow the bi-weekly structure below.

2-week sample schedule:

Monday1: **All students** watch online lectures (and complete embedded quizzes) by 11:59pm EST

Wednesday1: **Cohort A** meets in person during scheduled class time; **Cohort B and remote learners** complete assigned activity by 11:59pm EST

Friday1: **All students** submit assigned weekly activities and additional lectures by 11:59pm EST

Monday2: **All students** watch online lectures (and complete embedded quizzes) by 11:59pm EST

Wednesday2: **Cohort B** meets in person during scheduled class time; **Cohort A and remote learners** complete assigned activity by 11:59pm EST

Friday2: **All students** submit assigned weekly activities and additional lectures by 11:59pm EST

### **Communication:**

Email correspondence is the most reliable and efficient way to reach me to ask questions, schedule office hours appointments, alert me to a change in attendance (remote vs. in-person). You are also responsible for reading emails or announcements sent from me directly or from blackboard. Any immediate changes to the schedule will be communicated via blackboard announcements. More significant scheduling changes will then be incorporated into the appropriate module changes.

### **Rubric:**

- Participation – 35%  
(Lecture quizzes – 10%; virtual/in-class discussions/activities & submissions – 25%)
- Avatar – 30% (includes entries, 20%; final research assignment, 10%)
- Midterms – 20% (10% each)
- Final – 15%

### **‘Avatar’:**

Starting in week three, you will begin developing a progression of colonial characters. Over the course of the semester, you will submit journal entries related to these personalities. Four will be created and contextualized documents due in weeks 4, 7, 10, 13. The personality you create will be fictional, but your development should utilize course readings, documents and class discussion to create a representative portrayal of the period. As the colonial period progresses, your character will age, and eventually die. At this point, you will begin developing a related character. You will be responsible for five entries over the course of the semester.

A final assignment, due during finals week, will ask you to use primary and secondary sources to rework and contextualize one of your documentary entries. You will revise one of your colonial documents from the avatar assignment along with a 5- to 6-page, double-spaced paper contextualizing the historical choices and framing that you chose and explaining how you improved on your original entry. Your choices should be thoughtful and reflect serious consultation into relevant secondary and primary sources. You should footnote your paper using Chicago-style documentation and allow for ample time to analyze resources and revise your writing.

I strongly encourage you to visit the resources offered by the Writing, Speaking and Argument Program. In addition to individual consultations (ranging from topic explorations to revisions), you can enroll in a writing group to help set goals and keep you on track for the semester. In this semester there will be online zoom consultations, as well as virtual writing groups and write-ons.

([writing.rochester.edu](http://writing.rochester.edu))

### **Participation, Attendance, additional credit hour:**

*Participation:* Both digital and in-person participation will be considered according to your individual circumstances. Simply showing up does not constitute active participation and I encourage you to use active listening during any in-person time (both listening, reflecting and sharing). Unless otherwise stated, small assignments will be graded on the  $\sqrt{}$ ,  $\sqrt{+}$ ,  $\sqrt{-}$  scale.

*Attendance:* In the event that you are unable to attend a scheduled in-person class, but can still complete assignments (for example, due to quarantine or small illness), you will be expected to communicate that absence and to complete assignments remotely. In the event that you are unable to complete assignments due to more serious circumstances or illness, please communicate that so that we can work through the appropriate changes.

*Additional credit hour:* Students are expected to spend an hour related to course content outside of the required readings and assignments. In weeks where avatar entries are due, this can include an hour researching their topic to provide the appropriate background and context. Over the course of the semester, students should also find and ‘attend’ two virtual events related to course topics (take advantage of the high number of virtual global events during the pandemic), and submit a one-page summary of the event to the course event discussion board.

### **Midterms and Final Exam:**

There will be midterms in weeks 5 and 11 and a final during the allotted final exam time. The final exam will concentrate on the latter third of the course; however, it will be cumulative. The exact format of these assessments will ultimately depend on our class size and distancing requirements. Any online components, however, will be timed (during our allotted timeslot – M/W 11:50am – 1:15pm) and will largely be essay and short answer based. Should you anticipate difficulty in accessing these components, you should contact me ahead of time to ensure equitable testing.

### **Course Policies:**

Scheduled classes will begin on time. If you are physically present 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. In the event that you are participating virtually, your attention should also be focused on class. When we have a scheduled virtual meeting, you should attend with cameras on if internet access is sufficiently stable. In the event that you are unable to connect, you should access available content via the blackboard website. Please also review ‘netiquette’ rules and keep these in mind as you post and interact with classmates.

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 (or in the midst of a global pandemic where hybrid learning has been embraced), 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. 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.

This course and the University welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.

The University of Rochester, this course, and I are committed to inclusion and welcome students of all backgrounds and abilities and to providing a quality education to all students, regardless of their race, sex, gender, or immigration status. Some available resources for students with DACA or undocumented status can be accessed at <http://www.rochester.edu/college/ccas/undergraduate/daca/index.html>. Also please reach out to me if there are circumstances affecting your ability to participate in class or your full participation in this course.

### **Email Correspondence:**

When you have a question about the course, please include HIST150 or AAAS150 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 materials for Monday.

You are responsible for making sure that I am able to open assignments you turn in online, via email or on blackboard. You are also responsible for grammar errors made through autocorrect (this is especially relevant if you are posting responses via a smartphone). 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 through blackboard.*

This survey course is designed around 6 largely chronological modules.

Modules:

(First module) Before 1492 (weeks 1 and 2) – REMOTE INSTRUCTION

- Themes: Pre-colonial – slavery, empires, sedentary/semi-sedentary, nomadic; Spain & Portugal – The Church, slavery, urban centers; Africa – significant kingdoms
- Readings:
  - o Week 1: Townsend, chapter 1
  - o Week 2: Townsend, intro & chapter 1 notes; Restall & Lane, chap 1, 2, 3, 5; excerpt from Garcilaso de la Vega's *The Royal Commentaries of the Incas*
- Activities:
  - o Week 1: In class activity, Florentine Codex annotation

- Week 2: “Royal Comentararies of the Incas” discussion

(Second module) Chain of Conquest (weeks 3 – 5) - HYBRID

- Themes: Conquest, old vs. new history, disease & depopulation, slavery, go-betweens, the Church
- Readings:
  - Week 3: Townsend, *Malintzin’s Choices*, chap. 2 – 3; Restall and Lane, chap. 4 & 6; “Requerimento”
  - Week 4: Townsend, *Malintzin’s Choices*, chap. 4 – 6; selected letters from *Letters and People*
  - Week 5: Townsend, *Malintzin’s Choices*, chap. 7 – 8
- Submitted activities:
  - Week 3: Avatar – prepare for meet and greet with avatars (internal motivation); **cohort B** – Avatar Voicethread
  - Week 4: **all students** Write letter from your POV or where your avatar features prominently; **cohort A** – documentary Voicethread
  - Week 5: **cohort B** – Discussion board on *Malintzin’s Choices*
- In class activities:
  - Week 3: **cohort A** – Getting to know your avatar.
  - Week 4: **cohort B** – Primary source discussion (in-class)
  - Week 5: **cohort A** – general discussion of *Malintzin’s Choices*
- Midterm (wk 5) – modality and exact date TBD

(Third module) Bandeirantes and Colonial Society (16thC – 1620) – (weeks 6 – 8) - HYBRID

- Themes: Tupi, French Antartique; Gender norms (revisit Malintzin); On the peripheries; institution of slavery
- Readings:
  - Week 6: Staden, *Cannibal Captivity*, intro selection, part 1; Restall and Lane, chap. 7
  - Week 7: Staden, *Cannibal Captivity*, part 2; Metcalf, Alida “The *Entradas* of Bahia of the Sixteenth Century” *The Americas* 61 (January 2005) n.3: 373-400)
  - Week 8: Kris Lane, “Captivity and Redemption: Aspects of Slave Life in Early Colonial Quito and Papayán” *The Americas* 57.2 (2000): 225-246; LP #2, 7; notarial documents selections
- Submitted activities:
  - Week 6: **cohort A** – Voicethread related to
  - Week 8: **all students** – Avatar – write a notarial document where your character is impacted; debate points uploaded and analyzed (wk 6)
- In-class activities:
  - Week 6: **cohort B** – Hans Staden debate
  - Week 7: **cohort A** – Hans Staden debate
  - Week 8: **cohort B** – general discussion

(Fourth module) Colonial Middle (weeks 9 – 11) - HYBRID

- Themes: Iberian Union; Gender Norms; Racial negotiation; urban/rural; Pernambuco; sugar society in Brazil; mercantilism
- Readings:

- Week 9: Restall and Lane, chap 8 – 12; Pablo Miguel Sierra Silva. "From Chains to Chiles: An Elite Afro-Indigenous Couple in Colonial Mexico, 1641-1688." *Ethnohistory* 62, no. 2 (2015)
- Week 10: Assigned Sousa chapter (family, gender, etc.); Conquest of Palmares (*COGF*); court document selections
- Week 11: Sor Juana, "Reply to Sor Philotea", midterm
- Submitted activities:
  - Week 9: **cohort B** – Casta painting and Sierra Silva discussion
  - Week 10: **all students** – Avatar – write a court document where your character is impacted; **cohort A** – discussion of Sousa chapter arguments
  - Week 11: **cohort B** – reaction to *Juana Inés*
- In-class activities:
  - Week 9: **cohort A** – Casta painting and Sierra Silva discussion
  - Week 10: **cohort B** – Sousa breakdown of chapter arguments
  - Week 11: **cohort A** – reaction to *Juana Inés*
- Midterm (wk 11) – modality and exact date TBD

(Fifth module) Enlightenment in the Americas: Pombaline and Bourbon Reforms (wk 12 – 14) - HYBRID

- Themes: Pombaline and Bourbon reforms; Enlightenment in Latin America; Continental Wars and piracy; on the road to Independence
- Readings:
  - Week 12: Restall and Lane, chap. 13, 14
  - Week 13: Dantas, "Picturing Families in Black and White: Race, Family, and Social Mobility in 18<sup>th</sup>-Century Minas Gerais, Brazil," *The Americas* 73:4 (October 2016): 405-426
  - Week 14: chapter 6 from Berquist Soule *Envisioning Peru*
- **Submitted activities:**
  - Week 12: **cohort A:** research scavenger hunt (secondary sources)
  - Week 13: **cohort B:** research scavenger hunt (primary sources); **all students** – Avatar – write a Church document (baptismal record, marriage, death record) where your character is present and explain the choices you made
  - Week 14: **all students** mini-research on an image
- **In-class activities:** *Bishop's Utopia* chapter argument breakdown
  - Week 12: **cohort B** – mini-research tutorial (secondary sources)
  - Week 13: **cohort A** – mini-research tutorial (primary sources)
  - Week 14: (TBD how we will coordinate) viewing of *The Mission* and discussion of Bourbon and Pombaline Reforms

(Sixth module) Toward Independence (wk 15) – REMOTE INSTRUCTION

- Readings: Restall and Lane, chap. 15; Carolyn Fick "The Haitian revolution and the limits of freedom: defining citizenship in the revolutionary era" *Social History* (2007)
- Submitted activities: **All students:** Describe where your avatar is during Independence and what side they are on. You should also be prepared to share this information in small break-out sessions via zoom.

Finals week – Final exam given during allotted time slot. Your final reworked avatar assignment should also be submitted by the beginning of our final exam time.

**Statement of Caregiving Responsibilities:** Please remain mindful that staff and faculty at the University of Rochester are facing considerable challenges with caregiving responsibilities arising from the Covid-19 pandemic. For example, all public K-12 schools in Monroe county will be relying on remote instruction, and few safe alternatives for backup childcare are readily available. In my own household, I will also be managing three children under the age of 9, two in fully remote learning. At the same time, I acknowledge that students, too, may be subject to a host of pressures and difficulties that will make learning this semester especially difficult. It is within that interest of encouraging flexibility that I have restructured the course.