This survey will cover the colonial process resulting from the encounter of the indigenous peoples of the Americas with European, African, and Asian societies, cultures and political systems. Latin America was arguably the site of the most intense and unequal encounter of cultures, technologies, diseases and religions during the late fifteenth and early sixteenth centuries. This course will cover the ensuing three centuries of change, accommodation and negotiation that defined the region up to the Independence movements of 1810. This class emphasizes that to properly understand “Latin America,” we must look past the Spanish-speaking regions to include the history of Haiti and Brazil.

Our course privileges the experiences of common people. Our interest lies not so much in the political projects of the colonial elite (which we will learn about, of course), as in the everyday letters that Spanish and Portuguese carpenters, sailors and musicians wrote to their lovers, cousins and business partners. Many of the assigned readings for this course come from the pens of indigenous people in Peru, Mexico, and Guatemala and explain how native people understood the colonial experience. We will also attempt to reconstruct the voices of enslaved Africans and South Asians by studying freedom letters, marriage papers and the demands of runaway communities. Throughout the course, we will address topics not traditionally associated with the Latin American region, such as the prohibited existence of Jewish and gay communities throughout the colonial period. All of the cases listed above can be studied through primary source materials, which you will learn to analyze throughout the course.

Requirements & Grading

No knowledge of Spanish or Portuguese is needed for this class. All class materials have been written or translated into English. No previous knowledge of the Latin American region is required either.

Thanks to the Humanities Project, this semester our survey will feature an interactive session focusing on the music of colonial South America. On Saturday, October 24, from 2-5 pm, we will visit the Memorial Art Gallery to hear about the influence of Jesuit musicians on the Guaraní people (of modern-day Argentina, Paraguay, Brazil). This event is mandatory.

You will be evaluated at four points during the course. A midterm examination (20%) testing knowledge of colonial processes and key terms will be given during Week 8. A final examination (40%) will consist of multiple-choice and short answer questions in addition to an in-class essay. Attendance (20%) and weekly responses (20%) will account for the remaining grade for the course. Weekly responses will be submitted to a class forum on Blackboard and are designed for you to engage the readings AND your classmates in their understanding of our class materials.

Plagiarism and other forms of academic dishonesty will not be tolerated. When in doubt over proper citation forms please consult the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/resource/747/02/). All assignments and activities associated with this course must be performed in accordance with the University’s Academic Honesty Policy. For more information on this topic, visit www.rochester.edu/college/honesty/.
Required Books


* Supplementary readings will be posted to our Blackboard course page.

Course Schedule

Week 1 – Introduction – Sept. 1-3

- Restall, *Seven Myths of the Spanish Conquest*, 1-43
- *Letters & People*, 2-7

Week 2 - The Iberian Conquest – Sept. 8-10

- Restall, *Seven Myths of the Spanish Conquest*, 44-99
- *Letters & People*, 24-42, 47-52

Week 3 - The Indigenous Response – Sept. 15-17

- Restall, *Seven Myths of the Spanish Conquest*, 100-145

Week 4 – Africans: The Inexplicably (Explicable) Path from Conquerors to Servants – Sept. 22-24

- Lane, *Quito 1599*, 1-5, 12-37, 44-51, 53-82
- Kiddy, *Blacks of the Rosary*, 27-43
- Sandoval, *Treatise on Slavery*, 49-59*

Week 5 – Slavery, Brotherhoods & Colonial Religion – Sept. 29 - Oct. 1

- *Mesoamerican Voices*, 184-195
- Sandoval, *Treatise on Slavery*, 99-116, 178-191*
Week 6 – Roads of Gold, Mountains of Sugar, People of Tribute - Oct. 6-8
- Lane, *Quito 1599*, 115-149, 153-188
- *Mesoamerican Voices*, 130-133
- *Letters & People*, 64-70, 252-255*

Week 7 – Life in the Big City: Conspiracies, Orthodoxy & Punishment - Oct. 13-15
- Silverblatt, *Modern Inquisitions*, 30-100, 117-139, 143-160

Week 8 – Music, Power and the Jesuit Project - Oct. 20-22
- Midterm Examination (Oct. 20 @ 9:30 a.m.)
  - In-Class Exam until 10:45 a.m., bring writing utensils
- Oct. 22, Music, Power and the Jesuit Project
  - Piotr Nawrot, “Teaching of Music,” 73-84*
  - OPTIONAL: Barbara Ganson, “The Guarani under Spanish Rule,” 30-84*

  Humanities Project at Memorial Art Gallery – Saturday October 24th
  - must attend either 2-3:30 pm session or 3:30-5 pm session
  - optional concert on the music of Domenico Zipoli at 7:30 pm

Week 9 – Heavenly Women, Odious Men, and the other Expectations of the Other – Oct. 27-29
- Lane, *Quito 1599*, 85-112
- Silverblatt, *Modern Inquisitions*, 161-185
- In-Class Exercise: *Mesoamerican Voices*, 104-106, 116-117, 137-139, 141-143

Week 10 – Sexuality and Daily Life in Spanish America - Nov. 3-5
- Zeb Tortorici, “Sodemitical Subcultures and Disordered Desire,” 35-67*
- Ward Stavig, “Political ‘Abomination’ and Private Reservation,” 134-151*
- *Mesoamerican Voices*, 202-223

Week 11 – On the Fringes of Empire: Pirates, Protestants and other Others – Nov. 10-12
- Lane, *Quito 1599*, 191-225
- Benerson Little, *The Buccaneer’s Realm*, 171-199*
Week 12 – Enlightened Societies? – Nov. 17-19

- Kiddy, *Blacks of the Rosary*, 103-137
- Evelyn Powell Jennings, “In the Eye of the Storm,” 145-162

Week 13 – Fight the Power! Colonial Music and Social Protest – Nov. 24 (Thanksgiving)

- Sergio Rivera Ayala, “Lewd Songs and Dances,” 27-46 *
- Bernardo Illari, “Music as profession in colonial Buenos Aires,” 186-207*

Week 14 – Doctoring a Docile Population: Medicine, Doctors and Vaccines – Dec. 1-3

- Martha Few, “Guatemalan Doctors, Maya Indians, and Spain’s smallpox vaccination,” 519-537*
- Luz María Hernández Sáenz, “Criollo Nationalism and the Medical Profession,” 33-51*

Week 15 – Crisis and Revolutions, or How to Become “American” – Dec. 9-13

- Diego A. Von Vacano, *The Color of Citizenship*, 56-82*
- Eric Van Young, “Quiet Cities and Violent Countrysides,” 130-155*

Week 16 - Final Exam

Friday, Dec. 18th @ 4 p.m.