

Latin America–Colonial Transformations (HILA 100)  
T/TH 2:00–3:20 /Fall 2013  
Pepper Canyon Hall 120

Instructor: Dr. Dana Velasco Murillo  
Office hours: Tuesdays and Thursdays 12:30–1:30 p.m. and by appointment  
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Course Overview:

This course surveys the history of colonial Latin America from the period just before the Spanish invasion through the Wars of Independence (c.1490-1825), with a special emphasis on social groups such as women, native peoples, and Afro-descent populations. Topics include contact and conquest, transatlantic trade and connections, labor systems, government, religion, society and gender, and enlightenment, revolution, and independence. By the end of the course students will have a greater understanding of how individuals of all ethnicities and socioeconomic levels shaped colonial society, yet how an elite group controlled vast resources and power through and after Independence. We will also consider connections between the colonial legacy and events and trends in contemporary Latin American.

Required Texts and Readings:

1. R. Douglas Cope. *The Limits of Racial Domination: Plebeian Society in Colonial Mexico City, 1660-1720* (University of Wisconsin Press, 1994).
2. Matthew Restall. *Seven Myths of the Spanish Conquest* (Oxford University Press, 2003).
3. James H. Sweet. *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770* (University of North Carolina Press, 2003).
4. Journal articles listed on course overview (available through TED or UCSD Library).

Recommended and on reserve:

1. Peter Bakewell. *History of Latin America* (Wiley-Blackwell, 2010).
2. Robert Conrad. *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Pennsylvania State University Press, 1994).
3. James Lockhart and Enrique Otte, eds. *Letters and People of the Spanish Indies* (Cambridge University Press, 1976).

Course Requirements:

Article Highlighting (See item one, page 5)	10% of grade
Mid-term exam—essay, matching, and short identifications, in class	30% of grade
Final exam—matching, essay, in class	25% of grade
Research Paper—an essay of at least 10 pages in length on a course theme	35% of grade

Class Schedule and Reading Assignments:

(Readings should be completed by the indicated date)

Week 1:

September 26 Overview/Assignments

Week 2

October 1 The Iberian Legacy

Readings: Nader, “The Spain that Encountered Mexico” (TED)

October 3            Indigenous Social Organization  
Readings:        Schroeder, “The Mexico that Spain Encountered” (TED)  
                         Stern, “Precolumbian Landscapes” (TED)

Week 3

October 8            Indigenous Social Organization  
Readings:        Monteiro, “Coastal Brazil in the Sixteenth Century” (TED)

October 10          European Expansion  
Readings:        *Seven Myths*, ch. 1-4

Week 4

October 15          Contact and Conquest in Spanish America  
Readings:        *Seven Myths*, ch. 5-epilogue

October 17          Emigration and Demographic Change  
Readings:        Sweet, *Recreating Africa*, ch. 1-5

Week 5

October 22          Slavery and Labor in the Americas  
Readings:        Sweet, *Recreating Africa*, ch. 6 to conclusion

October 24          Brazil  
Readings:        Metcalf, “The *Entradas* of Bahia” (TED)  
                         Schwartz, “Brazil: Early and Sugar Age (TED)

Week 6

October 29          Midterm

October 31          Government and Cities  
Readings:        Graubart “Creolization” (TED)  
                         Chance, “Urban Indian” (TED)

Week 7

Nov 5                Peripheries and Borderlands  
Readings:        Deeds, “Mission Villages” (TED)  
                         Sarreal, “Daily Life in the Guaraní Missions” (TED)

Nov 7                Church  
Readings:        Germeten, “Routes to Respectability” (TED)  
                         Taylor, “Marian Devotion” (TED)

Week 8

Nov 12              Economy  
Readings:        *Limits of Racial Domination*, Intro.–ch. 4

Week 8  
Nov 14 Colonial Society  
Readings: *Limits of Racial Domination*, ch. 5–conclusion

Week 9  
Nov 19 Gender  
Readings: Twinam, “Honor, Sexuality, and Illegitimacy” (TED)

Nov 21 Enlightenment and Rebellion  
Readings: Cañizares-Esguerra, “Enlightened Reform in Southern Europe” (TED)  
Walker, “Acquisition and Circulation of Medical Knowledge” (TED)

Week 10  
Nov 26 Crisis in Europe and the Move Towards Independence  
Readings: Garrigus “Before Haiti” (TED)  
Burkholder, “From Creole to Peninsular” (TED)

Nov 28 Thanksgiving Holiday

Week 11  
December 3 Independence Movements  
Readings: Van Young, “Islands in the Storm” (TED)  
Wood, “From Colony to Nation” (TED)

December 5 Independence Movements  
Weber, “The Spanish Legacy in North America” (TED)

December 10 Research Papers due by 5:00 p.m. @ my office

December 12 Final Exam @ 3:00

Instructor’s Policies:

Plagiarism and academic honesty:

Please review university policy on plagiarism and academic honesty. You will receive a zero for any plagiarized assignment. Academic writing can be overwhelming. I am here to assist you. Please speak with me or another university representative about your options.

Attendance, Incompletes, and Extensions:

Attendance will not be monitored, but students should consider that lectures and exams form the basis of required assignments. Lecture outlines and notes will not be posted online. Incompletes will be given only for compelling personal/medical reasons. Points will be deducted from late papers.

Disability Statement:

Any student with a disability that requires accommodation in the classroom or for any aspect of this class (examinations, etc.) should notify the instructor immediately or contact the staff of the Office for Student

with Disabilities (OSD), University Center, Room 202, (858) 534-4382. All information and documentation of disability is confidential.

Class Etiquette:

Conducive learning environments are free of distractions. Eating, personal communication, tardiness, and frequent entering and exiting of the room are not allowed. Please turn off cell phones before class. Use of laptops during lecture is not permitted. Students who ignore these policies will be asked to leave class.

The instructor reserves the right to make modifications to this course outline.

Guidelines for Research Essay

Due Date: December 10, 2013

Format and Submission:

Papers must be typed and double-spaced. Use standard margins and size 12 font Times New Roman. Only hard copies of papers will be accepted. Every student also must submit their paper to “turnitin” on TED. Papers must be turned in by the due date. I will deduct five points for every day a paper is late. *You will receive a zero for any plagiarized assignments.*

Assignment:

You are required to produce a ten page paper (no longer than 12) on some aspect of the colonial Latin American experience (social, cultural, economic or political). Papers should be well organized and clearly written. They must have a thesis statement (argument), an introduction, a conclusion and footnotes (more on that below). You do not need a title page or a bibliography. Content should be primarily analytical rather than descriptive. The paper must be based on at least three secondary and three primary sources (English or Spanish). Websites do not count as sources and the majority are not peer reviewed.

Themes or topics:

You can choose from the themes below or one of your choice with my approval. Please submit a topic to me in class by October 15th. I encourage everyone to attend my office hours to discuss their topic and sources.

- women, native peoples, and *castas*
- views of conquest
- ethnic identity
- city and countryside
- exploitation in colonial society
- colonial institutions
- interethnic relations
- tensions and conflicts in colonial society
- social spaces and communal rituals
- religion and the church
- labor systems and economic factors
- local forms of governance
- gender roles, family dynamics

Style and Mechanics:

Proper spelling, punctuation, and grammatical correctness are expected and count towards your grade. Please follow the guidelines of the *Chicago Manual of Style* in regards to issues such as citations and style. Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, and William Jr. Strunk’s *The Elements of Style* (New York, 1999) are also useful references for this course and others.

### Citations:

References must be cited in footnote form according to the *Chicago Manual of Style* (see a few examples below). You can find this book in the library and an abridged version is available at <http://www.chicagomanualofstyle.org/home.html>. Footnotes should be single-spaced.

### Books:

Richard H. Collin, *Theodore Roosevelt's Caribbean: the Panama Canal, the Monroe Doctrine, and the Latin American Context* (Baton Rouge, LA, 1990), 126-45.

### Articles:

Stephan Frenkel, "Jungle Stories: North American Representations of Tropical Panama," *Geographical Review*, 86.3 (1996): 336-73.

### Guidelines for Readings

It is critical that you bring the assigned readings to class. In regards to the articles you need to download and print them (plan on spending fifty dollars in printing fees). I draw heavily on the readings when constructing the midterm and final.

The assigned readings cover much information. For the purposes of this course we focus particularly on some key features in the texts. Please consider the following activities for each assigned piece. **You will need to complete the highlighted activity in item one for each article.**

1. Argument—This is the key analytical component of the reading. What position is the author attempting to prove? Key words include—argue, believe, contend. The argument usually appears at the beginning of the piece and repeats throughout the text. Texts will have one main argument (but can have more) and several minor arguments. ***Highlight the argument(s) for each article. Please submit the page at the beginning of class.***
2. Sources—These are the materials that the author uses to construct the text and form the basis of his/her argument(s). Historians draw from a wide range of sources, including primary and secondary. Primary sources are contemporary accounts of the period. Examples of primary sources include letters, reports, wills, and inventories. Secondary sources analyze and describe primary sources. Examples of secondary sources include textbooks, monographs, articles, and encyclopedias. Princeton University offers a concise web page on primary and secondary sources at <http://www.princeton.edu/~refdesk/primary2.html>.
3. Analytical versus descriptive—Texts contain both descriptive and analytical writing. We seek to identify the difference between the two so that we can incorporate both types in our research papers. Descriptive writing presents or describes information. Analytical writing interprets or analyzes the information.