

Conquest and Empire: the Americas (HILA 100)  
T/TH 2:00–3:20 /Fall 2014  
Center Hall 218

Instructor: Dr. Dana Velasco Murillo  
Office hours: Tuesdays 3:45–4:45 p.m.; Thursdays 12:00-1:00 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-descended 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).
4. Matthew Restall, Lisa Sousa, Kevin Terraciano, eds., *Mesoamerican Voices* (Cambridge, 2003)

Course Requirements:

Map quiz	3% of grade
Primary/Secondary Source Exercise	2% of grade
Mid-term exam	30% of grade
Final exam	30% 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. Primary Sources must be printed and brought to class.**

Week 0:  
October 2 Overview/Assignments

Week 1

October 7      The Iberian Legacy  
Readings:      Nader, “The Spain that Encountered Mexico” (TED)  
Primary Source 1 (TED)

October 9      MAP Quiz and Library Research  
Readings:      Schroeder, “The Mexico that Spain Encountered” (TED)  
Bauer and Covey, “Processes of State Formation” (TED)

Week 2

October 14     Indigenous Social Organization  
Readings:      Monteiro, “Coastal Brazil in the Sixteenth Century” (TED)  
Primary Source 2 (TED)

October 16     European Expansion  
Readings:      *Seven Myths*, ch. 1-4  
Primary Source 3 (TED)

Week 3

October 21     Contact and Conquest in Spanish America  
Readings:      *Seven Myths*, ch. 5-epilogue  
Primary Source 4 (TED)

October 23     Emigration and Demographic Change  
Readings:      Sweet, *Recreating Africa*, ch. 1-5  
Primary Source 5 (TED)

Week 4

October 28     Slavery and Labor in the Americas  
Readings:      Sweet, *Recreating Africa*, ch. 6 to conclusion  
Primary Source 6 (TED)  
**Research Proposal Due (one page; typed)**

October 30     Brazil  
Readings:      Metcalf, “The *Entradas* of Bahia” (TED)  
Schwartz, “Brazil: Sugar Age (TED)  
Primary Source 7 (TED)

Week 5

**November 4    Midterm**

November 6     Government and Cities  
Readings:      Graubart “Creolization” (TED)  
Chance, “Urban Indian” (TED)  
Primary Source 8 (TED)

Week 6

Nov 11          Peripheries and Borderlands  
Readings:      Deeds, “Mission Villages” (TED)  
Sarreal, “Daily Life in the Guaraní Missions” (TED)

Primary Source 9 (TED)

Nov 13 Church  
Readings: Germeten, "Routes to Respectability" (TED)  
Taylor, "Marian Devotion" (TED)  
Primary Source 10 (TED)

Week 7  
Nov 18 Economy  
Readings: *Limits of Racial Domination*, Intro.–ch. 4  
Primary Source 11 (TED)

Nov 20 Colonial Society  
Readings: *Limits of Racial Domination*, ch. 5–conclusion  
Primary Source 12 (TED)

Week 8  
Nov 25 Gender  
Readings: Twinam, "Honor, Sexuality, and Illegitimacy" (TED)  
Primary Source 13 (TED)

Nov 27 Thanksgiving Holiday

Week 9  
Dec 2 Enlightenment and Rebellion  
Readings: Vos, "Curiosities" (TED)  
Walker, "Acquisition and Circulation of Medical Knowledge" (TED)  
**Primary Source 14 (TED)**

Dec 4 Crisis in Europe and the Move Towards Independence  
Readings: Dubois "Haiti" (TED)  
Burkholder, "From Creole to Peninsular" (TED)  
Primary Source 15 (TED)

Week 10  
December 9 Independence Movements  
Readings: Van Young, "Islands in the Storm" (TED)  
Da Costa, "Political Emancipation" (TED)  
Primary Source 16 (TED)

December 11 Independence Movements  
Weber, "The Spanish Legacy in North America" (TED)  
Primary Source 17 (TED)

December 15 Research Papers due by 5:00 p.m. @ my office

December 18 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 15, 2014

### 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 his/her 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 as 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 28th. I encourage everyone to attend my office hours to discuss topics 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. Stunk'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

I draw heavily on the readings when constructing the midterm and final. ***Please bring a copy of all primary source readings to class.***

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.

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.*
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.