

Latin America–Colonial Transformations (HILA 100D)
T/TH 3:30–4:50 /Winter 2013
York 3050B

Instructor: Dr. Dana Velasco Murillo
Office hours: Tuesdays and Thursdays 2:00–3:00 p.m.
Office: HSS 6071
Phone: 858-822-3575
E-mail: dvmurillo@ucsd.edu (*Please use sparingly*)

Course Overview:

This course surveys the history of colonial Latin America from the period just before the Spanish conquest 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. Catalina de Erauso. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Trans. Stepto and Stepto (Beacon Press, 1996).
3. Matthew Restall. *Seven Myths of The Spanish Conquest* (Oxford University Press, 2003).
4. Matthew Restall, Lisa Sousa, Kevin Terraciano, eds. *Mesoamerican Voices: Native-language Writings from Colonial Mexico, Oaxaca, Yucatan, and Guatemala* (Cambridge University Press, 2005).
5. 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:

Mid-term exam—essay, matching, and short identifications, in class	35% of grade
Final exam—matching, in class	25% of grade
Research Paper—an essay of at least 10 pages in length on a course theme	40% of grade

Class Schedule and Reading Assignments:

(Readings should be completed by the indicated date)

Week 1:

January 8 Overview/Assignments

January 10 The Iberian Legacy

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

Week 2

January 15 Indigenous Social Organization
Readings: Schroeder, “The Mexico that Spain Encountered” (TED)

January 17 Indigenous Social Organization
Readings: *Seven Myths*, ch. 1-4

Week 3

January 22 European Expansion
Readings: *Seven Myths*, ch. 5-epilogue

January 24 Contact and Conquest in Spanish America
Readings: Terraciano, “Three Texts in One: Book XII of the Florentine Codex” (TED)

Week 4

January 29 Emigration and Demographic Change
Readings: Cook, “Starvation and Death in Early Hispaniola” (TED)

January 31 Slavery and Labor in the Americas
Readings: Guitar, “Boiling it Down” (TED)
Haskett, “Our Suffering with the Taxco Tribute” (TED)

Week 5

Feb. 5 Brazil
Readings: Metcalf, “The *Entradas* of Bahia” (TED)

Feb. 7 Midterm

Week 6

Feb. 12 Government and Cities
Readings: Johnson, “Artisans” (TED)
Burkholder, “Bureaucrats” (TED)

Feb. 14 Peripheries and Borderlands
Readings: Deeds, “Mission Villages” (TED)

Week 7

Feb. 19 Church
Readings: Germeten, “Routes to Respectability” (TED)

Feb. 21 Economy
Readings: *Limits of Racial Domination*, Intro.–ch. 4

Week 8

Feb. 26 Colonial Society
Readings: *Limits of Racial Domination*, ch. 5–conclusion

Feb. 28 Gender
Readings: *Lieutenant Nun*

Week 9

March 5 Enlightenment and Rebellion

Readings: Cañizares-Esguerra, "History of Science in the Iberian World" (TED)

March 7 Crisis in Europe and the Move Towards Independence

Readings: Van Young, "Agrarian Rebellion" (TED)

Week 10

March 12 Independence Movements

Readings: Weber, "The Spanish Legacy in North America" (TED)

March 14 Independence Movements

Research Papers Due by 5:00 p.m.

March 19 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: March 14, 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 January 22nd. 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. 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

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 complete 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 week's readings and three sentences in the text that support the argument.*
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>. *Identify three primary and secondary sources for each week's readings.*
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. *Underline three sections that feature descriptive writing and three sections that feature analytical writing.*

Excerpt: Velasco Murillo, Dana and Pablo Miguel Sierra Silva. "Mine Workers and Weavers: Afro-Indigenous Labor Arrangements and Interactions in Puebla and Zacatecas, 1600-1700." In *City Indians in Spain's American Empire: Urban Indigenous Society in Colonial Mesoamerica and Andean South America, 1521-1830*, eds. Dana Velasco Murillo, Mark Lentz, and Margarita R. Ochoa (Brighton, England: Sussex Academic Press, 2012), 104-5.

On 8 June 1693, eighteen-year-old Pedro Juarez and sixteen-year-old Antonia de León entered a petition to marry in Zacatecas, New Spain's largest silver city. Both petitioners lived on the outskirts of Zacatecas in the Indian town of San Josef. Within the handful of nuptial requests from San Josef this was a unique application. Although interethnic unions were not uncommon in New Spain, it was the only marriage petition by an ethnically diverse couple from this native town within a ten-year period (1691-1700).¹ Pedro identified himself as a *mulato* (individual of partial African descent); Antonia declared that she was indigenous.² Other aspects of the local context made this petition unusual. Born to a mother of African descent in one of the city's numerous mining *haciendas* (silver refining plants), Pedro now lived in an Indian pueblo. His residence status in an indigenous community was an uncommon occurrence as throughout the colonial period, Zacatecas's native pueblos effectively excluded non-Indians. However, the presence of three native townsmen (perhaps work associates) as the couple's witnesses further demonstrated Pedro's ties to the indigenous community.³ While urban centers often brought ethnically diverse peoples together, myriad local factors influenced the amount of contact and exchange. This chapter examines some factors that influenced the level of Afro-indigenous interactions in the colonial cities of Zacatecas and Puebla.

Throughout the colonial period, both cities had large and ethnically diverse indigenous communities, alongside expanding European, African, and Asian populations. In Zacatecas, the city's migrant and locally born population of Indians and Africans outnumbered their Spanish counterparts. A similar situation prevailed in Puebla, where by 1681 Indians and *castas* (individuals of diverse ethnic descent) accounted for nearly three-fourths of the city's inhabitants.⁴ Considering the significance and size of the indigenous, African, and casta populations in each city's early history, it is surprising that no study has explicitly considered the extent of Afro-indigenous relations, social, personal, or occupational.

¹ This petition derives from a parish marriage register book. See Archivo Parroquial de Zacatecas (hereafter APZ), box 2, folder 4, f. 31-33, 1693. It is also part of a database of marriage petitions from 1681 to 1780. Judith Medina Reynosa of the city's parochial archive transcribed these petitions and generously gave me permission to organize them in a database for analysis. For the database, see APZ, Matrimonios, Informaciones, Indios, Negros, y Castas, 1681-1700 (hereafter APZ, Marriage Database).

² This chapter uses various terminologies to identify New Spain's non-Spanish population. Many of these terms such as *indio* (Indian), *mulato/pardo* (individual of partial African ancestry), and *negro/moreno* (black) derive directly from archival documents. The term *Indian/indigenous* is used interchangeably to refer to the native colonial population. Other ethno-localized categories such as Afro-Poblano and Afro-Zacatecan are preferred over terms such as Afro-Mexican, which refers to a broad political and territorial entity that did not exist in the colonial period. Furthermore, my examination (Sierra Silva) of parochial and notarial data specifically emphasizes the union of two groups, African and indigenous, along with their descendants, the Afro-indigenous, individuals whose ethnic backgrounds have been effaced through the use of the term *mulato* and its connotation of European and African sexual interactions (both voluntary and involuntary). The specific term for the children of Afro-indigenous unions, *zambaigo*, is virtually nonexistent in the documentation for the period.

³ In marriages between indigenous and non-Indians in Zacatecas, the latter rarely resided in native communities. In addition, interethnic couples usually did not have three indigenous witnesses.

⁴ See Peter Gerhard, "Un censo de la diócesis de Puebla en 1681," *Historia mexicana* 30.4 (1981): 534-35.