

Indians of Colonial Latin America (HILA 134)  
T/TH 11:00–12:20 /Winter 2014  
WLH 2209

Instructor: Dr. Dana Velasco Murillo  
Office hours: Tuesdays 12:40–1:40 p.m. and Thursdays 9:45 to 10:45  
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Course Overview:

This course surveys the history of early modern Latin America’s indigenous populations—specifically those of Mexico and of the Andes—focusing primarily on the immediate preconquest period through the early nineteenth century (c. 1450 to 1810). Spaniards often used the generic descriptor “Indians” when referring to the native population. But hundred of diverse ethnic groups inhabited the Americas. This course focuses on the varied responses of these groups to colonial rule. The Spanish invasion and conquest dramatically impacted native peoples, imposing significant changes in governance, religion, society, and social status. Yet in spite of these changes—and cataclysmic demographic loss—native peoples continued to constitute the majority of the colonial population of Spanish America. New scholarship based on native-language alphabetic and pictorial sources also illustrates the persistence of native practices and identities at the local level. This class examines both changes and continuities in indigenous society. Ultimately, we hope to understand how colonial practices and ideologies continue to shape the experiences and opportunities of contemporary native peoples.

Required Texts and Readings:

1. Murillo, Lentz, and Ochoa, *City Indians in Spain’s American Empire* (Sussex University Press, 2014)
2. Restall, Sousa, and Terraciano, *Mesoamerican Voices* (Cambridge University Press, 2008)
3. Schroeder, Haskett, and Wood, *Indian Women of Early Mexico* (University of Oklahoma Press, 1999)
4. Stern, *Peru’s Indian Peoples and the Challenges of Spanish Conquest* (Univ. of Wisconsin Press, 1993)
5. Journal articles listed on course overview (available through TED or UCSD Library)

Recommended and on reserve:

1. Lockhart, *The Nahuas After the Conquest* (Stanford, 1992)
2. Terraciano, *The Mixtecs of Colonial Oaxaca* (Stanford 2001)
3. Restall, *The Maya World* (Stanford, 1997)

Course Requirements:

Article Highlighting (See item one, page 5)	10% of grade
Current Events Report (See page 5)	5% of grade
Mid-term exam—essay, matching, multiple choice	25% of grade
Final exam—matching, essay, multiple choice	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)

MV = *Mesoamerican Voices*

Week 1:

January 7 Overview/Assignments

January 9 Mesoamerican Societies  
Readings: Lockhart, "Indigenous Ways" (TED)  
MV: 8.1, 8.2, 8.3

Week 2

January 14 Andean Societies  
Readings: Rostworowski and Morris, "The Fourfold Domain" (TED)  
De la Vega, "Mestizo Perspective" (TED)

January 16 The Spanish World  
Readings: Lockhart, "Iberian Ways" (TED)  
*Letters and Peoples* (TED)

Week 3

January 21 Ethnic Pluralism in the Iberian World  
Readings: Bumas, "The Cannibal Butcher Shop" (TED)  
Kamen, "Toleration and Dissent" (TED)  
Please visit: <http://www.lehigh.edu/~ejg1/doc/lascasas/casas.htm>

**January 23 Territoriality and the Polis and Early San Diego Exhibit  
(Meeting place to be announced)**

Readings: Stern, *Peru's People*, Intro-chapter 3

Week 4

January 28 Spanish Invasion  
Readings: Stern, *Peru's People*, ch. 4 -183  
MV: pgs. 25-35

January 30 Siege and Disease  
Readings: Connell, "The Restoration," *City Indians*  
Terraciano, "Three Texts in One" (TED)  
MV: pgs. 36-46

Week 5

February 4 Community Organization under Colonial Rule  
Readings: Terraciano, "Mixtec Community" (TED)  
Cahill, "Ethnogenesis in the City" (*City Indians*)  
MV: 4.2, 4.4

February 6 Labor under Colonial Rule  
Readings: Graubart, "Weaving" (TED)  
Velasco Murillo and Sierra Silva, "Mine Workers and Weavers" (*City Indians*)  
Labor Inventories (TED)

Week 6

**February 11 Midterm**

February 13 Land and Household under Colonial Rule  
Readings: Burkhart, "Mexica Women" (*Indian Women*)

Premo, "Mita" (TED)  
MV: 5.1, 5.2

Week 7

February 18 Governance under Colonial Rule  
Readings: Lentz, "Batabs of the Barrio" (*City Indians*)  
Garrett, "In Spite of her Sex"  
MV: 4.7, 4.9

February 23 Gender under Colonial Rule  
Readings: *Indian Women*, chs. 5, 7, 8, & 9  
MV: 6.4, 6.6, 6.7

Week 8

February 25 Urban Indians  
Readings: *City Indians*, chs. Intro., 3, 5, & 7  
MV: 6.10

February 27 Non-Empire Peoples  
Readings: Deeds, "Indian Women in Jesuit Missions" (*Indian Women*)  
O'Toole, "Fitting-in" (*City Indians*)

Week 9

March 4 Rebellions and Resistance  
Readings: Gosner, "Women, Rebellion" (*Indian Women*)  
Campbell, "Women and the Great Rebellion" (TED)  
MV: 7.8

March 6 Indians after Independence  
Readings: Hu-De Hart, "Pacification" (TED)  
Gonzalez, "Neo-colonialism" (TED)

Week 10

March 11 Contemporary Challenges and Concerns  
Readings: Lucero, "Real Indians" (TED)  
Villarreal, "Stratification by Skin Color" (TED)  
Visit: <http://www.iwgia.org/regions/latin-america/indigenous-peoples-in-latin-america>

March 13 No Class.  
Readings: Terraciano, *City Indians*  
"Conclusion," *Indian Women*

March 18 Research Papers Due by 5:00 p.m. @ my office

March 20 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 Paper

Due Date: March 18, 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 one of the themes (chapter headings) from *Mesoamerican Voices*. You need to select three to four primary sources that illustrate the theme and consider what insight those sources offer on indigenous peoples in the colonial period. You then need to gather three secondary sources (journal articles or books) on your topic to substantiate your argument. (Websites do not count as sources as the majority are not peer reviewed.) 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. I encourage everyone to attend my office hours to discuss their topic and sources.

#### 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 double-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.

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 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.

### Current Events Report

Native peoples in Latin America are not just historical figures that disappeared after Iberian colonization. They continue to constitute a significant demographic and cultural presence in Latin American countries. You will choose or be assigned a Latin American nation and provide a short oral (5 minutes) and written report (2 pages) on the current state of indigenous peoples in this nation. Oral presentations begin on week 3 and can include images. Your report should include current demographic estimates (population, ethnic groups), pertinent legislation, civil rights abuses, social attitudes and perceptions, and other points of interest. You can find this information on web sites or from scholarly sources. Please cite these sources in footnotes.