

HIGR 267
Fall, 2012
HSS 3086

THE HISTORICAL LITERATURE OF COLONIAL LATIN AMERICA:
AN INTRODUCTION

Instructor: Dr. Eric Van Young

Office hours: Tuesday, 3-5 p.m., and by appointment; HSS 5073

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Course requirements:

The major written work of the seminar will be a historiographical essay of **at least 20 pages** in length surveying one of the themes in the seminar reading list, a theme in the extensive supplementary bibliography (to be e-mailed to seminar participants), or another theme of equivalent breadth of the student's choice; the instructor should be consulted **early** regarding choice of theme and approach. An alternative method would be to select a major colonialist scholar (Brazil and the Caribbean are also allowable here, although we are doing no reading on these areas) and examine her/his work in depth. This essay will account for about 80% of the final grade, and is due **without fail** on Wednesday of exam week, 12 December 2012 (coincidentally, the Day of the Virgin of Guadalupe in Mexico). No incompletes will be assigned except for serious medical or other compelling personal reasons; commitments in other courses do not come under the rubric of legitimate excuses. Given the limited holdings of the Central Library and heavy use by undergraduates for research papers, it is **strongly** advised that you pick your books/articles out for this essay well ahead of time and check them out of the library. There will also be due, in the sixth week of the quarter, a prospectus for this essay, of **no less** than three pages in length, with an appended bibliography of **at least** a dozen items that will be part of the final essay. This will be worth about 10% of the final grade.

A full and active participation in seminar discussions is expected of all students; a "fudge factor" for this will be included in the final grade, amounting to about 10%. This participation will include leading or co-leading at least one discussion in the seminar. The lead presentation should consist of a deep analysis of the book being read, of at least 15-20 minutes in length (not including instructor's interventions, which tend to be frequent and lengthy); the presentation should be aimed at stimulating a general discussion. Speculation is okay here once the substance of the book has been addressed; rambling and lots of personal opinion are not. I expect to see people work from notes, not just winging it. There will be more specific indications in seminar about what is expected in these presentations. Seminar members other than the presenter should bring to class some observations on the material under discussion, rather than sit passively by waiting for something interesting to turn up. These will be due each week at the time of the seminar, and should amount to at least a dense and thoughtful typed page. These will not be graded formally,

but if they demonstrate writing problems I will correct them and hand them back with comments.

I do not anticipate any absences from San Diego during the quarter (at least none that impact this class), so we should plan on meeting ten times. You will notice from the reading schedule of the seminar that for nine of the ten meetings there is an article(s) to be read in conjunction with the book of the week. Most of these are from my own recent volume of essays, *Writing Mexican History*, and one is from the *Latin American Research Review* of a few years back. For weeks 2 and 10, there are articles of which I will supply three copies or so; these will be placed in a box in the graduate lounge. The seminar members should coordinate use of these amongst themselves and may of course make copies for their own use. For the three remaining meetings there is no article yet assigned; for these sessions, one member of the seminar will volunteer well ahead of that week's meeting to identify a significant article bearing on the week's theme--a review essay, a historiographical or methodological article, a "think piece" by an established scholar, but in *no case* a monographic study--and make it available to the other seminar members and to me in any fashion that gets the job done; more details on this in seminar. YOU WILL ALSO NOTE that since there is no reading assigned for the first seminar meeting, on 2 October (a short meeting), we will be DOUBLING UP on readings in week 5, reading two books and assigned articles/chapters.

Readings:

All the assigned books should be on sale in the UCSD Bookstore, and I will make an attempt (I have been very busy all summer, so I am a bit late in getting this done) to put all eleven required books on reserve in the Humanities and Social Sciences Library. The books should also be available through Amazon.com, but I would request that you buy them through the Bookstore if possible (no obligation to do this, of course). My advice is that students purchase all of these unless they feel purchase of the books presents an undue financial drain on them; you might consider cooperative purchase and use, although this will require some good organizing. You may also use them through the library, obviously. The rationale for purchase is that you should be building a research library of your own.

N.B.: I know the list leans heavily toward Mexico and the Andean area; there are number of reasons for this, which we can discuss in the seminar. In any case, most if not all of you are thinking of working on one of these areas for your dissertation research. Even if you are contemplating working on another region, getting some solid colonial background seems a good idea.

A general bibliography on colonial Latin America, compiled by me, will be made available to all students via e-mail. This list makes no claim to completeness, concentrates rather heavily on the Anglophone literature (as one graduate student pointed out rather uncharitably some years ago), tends to emphasize Mexico more than some other areas, and has only been sporadically updated over the years, most recently (and not very systematically) in 2008. Still, at least it is a starting point for the development of a reading list for the colonial Latin America minor field examination for non-colonialists among the graduate students, will help those concentrating in the colonial period, as well, and will perhaps serve to suggest some ideas for the final essay.

<u>Meeting of</u>	<u>Reading/discussion topics/calendar</u>
2 October	No reading; short meeting
9 October	<p>Colonial historiography and European perception Jorge Cañizares-Esguerra, <i>How to Write the History of the New World</i> (2001) Chapter by Van Young, “Two Decades of Anglophone Historical Writing,” in <i>Writing Mexican History</i></p>
16 October	<p>Ethnohistory James Lockhart, <i>The Nahuas After the Conquest</i> (1994) Article by Matthew Restall from <i>LARR</i> on native language-based ethnohistory</p>
23 October	<p>Rural history/economic history Eric Van Young, <i>Hacienda and Market in 18th-Century Mexico</i>, 2nd ed. (2006) Chapter by Van Young on rural history in colonial and 19th-century Latin American in <i>Writing Mexican History</i></p>
30 October	<p>History of medicine Adam Warren, <i>Medicine and Politics in Colonial Peru</i> (2010) Article TBA—student volunteer AND Gender, sexuality, family Bianca Premo, <i>Children of the Father King: Youth, Authority and Legal Minority in Colonial Lima</i> (p.b., 2009) Article TBA—student volunteer</p>
6 November	<p>Religious sensibility Pamela Voekel, <i>Alone Before God: The Religious Origins of Modernity in Mexico</i> (2002) Chapter by Van Young on cultural and economic history from <i>Writing Mexican History</i> Paper prospectus due in class</p>
13 November	<p>Forms of resistance and rebellion, I Sinclair Thomson, <i>We Alone Will Rule: Native Andean Politics in the Age of Insurgency</i></p>

Chapter by Van Young, “The Cuautla Lazarus,” from *Writing Mexican History*

20 November

Forms of resistance and rebellion, II

Alberto Flores Galindo, *In Search of an Inca: Identity and Utopia in the Andes* (2010)

Article TBA—student volunteer

27 November

Independence, I

Jeremy Adelman, *Sovereignty and Revolution in the Iberian Atlantic* (2009)

No article; begin reading for the following week

4 December

Independence, II

Eric Van Young, *The Other Rebellion: Popular Violence, Ideology, and the Mexican Struggle for Independence, 1810-1821* (2001)

Article by Alan Knight, response by Eric Van Young;

Chapter by Van Young on historiography of Mexican independence from *Writing Mexican History*

12 December

Essays due by 5 p.m.