

Indians, Blacks, Whites: Family Relations (HILA 117)
T/TH 11:00–12:20 /Spring 2013
Peterson 104

Instructor: Dr. Dana Velasco Murillo
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Course Overview:

This course examines connections between race, class, and gender in colonial Latin America. (c.1490-1825). It focuses on how both Iberian and precontact indigenous notions of these social constructs influenced the roles, experiences, and behaviors of elite and common men and women of all ethnicities. Yet it also considers how prescriptive behaviors outlined in laws and other texts did not often reflect social realities. Topics include ethnicity and identity, interethnic relations and tensions, elite preoccupations, urban society, prescriptive gender roles, family, marriage, children, sexuality, and witchcraft. By the end of the course students will recognize the interplay between these categories of analysis and their impact on daily life in early modern Latin America and to question the extent to which the ideologies of the dominant cultural group influenced the practices of the non-elite.

Required Texts and Readings:

1. Laura Lewis. *Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico* (Duke University Press, 2003).
2. Martha Few. *Women Who Live Evil Lives: Gender, Religion, and the Politics of Power in Colonial Guatemala, 1650-1750* (University of Texas Press, 2002).
3. João José Reis. *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia* (John Hopkins University Press, 1995).
4. José Joaquín Fernández de Lizardi. *The Mangy Parrot* (Hackett Publishing Co, 2005).
5. Alida Metcalf. *Family and Frontier in Colonial Brazil: Santana de Parnaíba* (University of Texas Press 2005).
6. Journal articles listed on course overview (available through TED or UCSD Library).

Required (on reserve):

Richard Boyer and Geoffrey Spurling. *Colonial Lives: Documents on Latin American History, 1550-1850* (Oxford University Press, 2000). **Please do not purchase this book.**

Course Requirements:

Mid-term exam—essay, matching, and multiple choice, in class	35% of grade
Final exam—essay, matching, and multiple choice, in class	25% of grade
Analytical research paper—10 pages in length on a course theme	35% of grade
Primary source summary—one-page summary of a primary source	5% of grade

Class Schedule and Reading Assignments:

(Readings should be completed by the indicated date)

Week 1:

April 2 Overview/Assignments

April 4 **NO CLASS; Primary source selection**

Readings: Choose 3 or 4 chapters from *Colonial Lives* (chapters 6-22)
Select a primary source. Write a one-page summary of the source

Week 2

April 9 Race, ethnicity, and Limpieza de Sangre
Readings: Martínez “The Black Blood of New Spain” (TED)
Poole “The Politic of Limpieza de Sangre” (TED)
Due: One-page source summary

April 11 Indigenous Identities
Readings: Villella “Pure and Noble Indians” (TED)

Week 3

April 16 The African Presence
Readings: Alberro “Juan de Moraga” (TED)

April 18 The Sistema de Castas
Readings: Lewis, *Hall of Mirrors*, Intro-ch.3

Week 4

April 23 Interethnic Tensions
Readings: Lewis, *Hall of Mirrors*, chs. 4-7
Due: Submit paper topic in class (hard copy)

April 25 Interethnic Relations
Readings: Velasco Murillo and Sierra Silva, “Mine Workers and Weavers” (TED)

Week 5

April 30 Caste or Class?
Readings: Schwartz, “Class” (TED)

May 2 Midterm

Week 6

May 7 Slavery
Readings: Reis, *Slave Rebellion*, chs. 1-5

May 9 Crime and Rebellion
Readings: Reis, *Slave Rebellion*, ch. 6- epilogue

Week 7

May 14 Children and Orphans
Readings: Lizardi, *Mangy Parrot*, ch. 1-26

May 16 Outsiders and the Urban Poor
Readings: Lizardi, *Mangy Parrot*, ch. 27-conclusion

Week 8

May 21 Gender roles in prequest mesoamerica
Readings: Kellogg, “From Parallel and Equivalent” (TED)

Sousa, "Women and Crime" (TED)

May 23 Gender roles in Spanish America
Readings: Twinam, "Honor, Sexuality, and Illegitimacy" (TED)

Week 9

May 28 Marriage
Readings: Metcalf, *Family and Frontier*, 1-119

May 30 Family
Readings: Metcalf, *Family and Frontier*, 120-205

Week 10

June 4 Sexuality
Readings: Few, *Women Who Lead Evil Lives*, 1-68

June 6 Witchcraft
Readings: Few, *Women Who Lead Evil Lives*, 69-conclusion

June 11 Final Exam @ 11:30
Research Papers due at start of exam.

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: June 11 at start of final exam

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 an analytical research essay of about ten-pages (no longer than 12) on some aspect of race, class, and gender in colonial Latin America. You will strive to make an original contribution to the study of early modern Latin America through the use of a primary and several (at least 3) secondary sources. You will explain how your primary source offers a case study of a larger theme raised in class and what insight it offers into race, class, and gender in colonial Latin America. **This is your argument and contribution.** The paper should have two sections. The first part of your paper is the **research section**. In this section you will synthesize current and traditional scholarly discussions on your topic. This section should include references to at least three secondary sources (books or articles). The next section asks you to analyze a primary source document from *Colonial Lives* in light of this information. You should include a summary of the document, but the goal here is to analyze the document. How does your document reflect concepts and themes raised in class lectures and the secondary scholarship? **This is the analytical section.** How does your analysis of the document complement or disagree with current scholarship? **This is your contribution.**

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. Websites do not count as secondary sources. Please submit a topic to me in class by April 23rd. I encourage everyone to attend office hours to discuss topics 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. 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 a significant amount of information. For the purposes of this course we focus particularly on some key features in the texts. *I suggest* (not required) that you 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.*