HIST/MARS 2P08
COLONIAL LATIN AMERICA

Instructor: Jason Dyck – jdyck3@brocku.ca
Lecture Hall: TH257; Lecture Times: Tuesdays, 7:00PM-9:00PM
Office: GL244; Office Hours: Tuesdays, 2:00PM–4:00PM
Telephone: 905-688-5550, ext. 5129

Teaching Assistant: Ken Scholtens – ken.scholtens@gmail.com
Office: GL240; Office Hours: To be determined
Telephone: 905-688-5550, ext. 4268

Seminar 1: Tuesdays, 5:00PM–6:00PM, MCG310 – Jason Dyck
Seminar 2: Tuesdays, 9:00PM–10:00PM, MCG310 – Ken Scholtens

COURSE DETAILS
I. COURSE DESCRIPTION
This course surveys the history of Latin America from the first period of contact between Europeans and indigenous peoples in the late fifteenth century to the wars for independence in the early nineteenth century. Colonialism is presented as a multiethnic conversation, one that was filled with violence and informed by power relations, but one that also saw all ethnic groups participating in the formation of colonial societies and hence to the general shape of Spanish and Portuguese rule. To test this thesis the interactions between Europeans, Amerindians, and Africans will be explored by deconstructing Eurocentric ideas of “discovery” and “conquest.” This multiethnic encounter will also be followed through labour relations, Indian and Spanish acculturation, popular religion, race and gender relations, and the formation of group identities on the eve of the wars for independence.

II. COURSE OBJECTIVES
This course has several objectives that deal specifically with the history of colonial Latin America and the craft of history more generally. After having completed this course you will have learned about some of the general themes of the region’s colonial past. But more importantly, you will have hopefully gained an appreciation and excitement for the cultural creativity of Europeans, Amerindians, and Africans during the viceregal period. During both lectures and seminars you will be listening to the multiplicity of Latin American voices through an analysis of a wide range of sources: histories, hagiographies, letters, indigenous codices, legal documents, travel narratives, engravings, drawings, architecture, and religious and secular paintings. By the end of this course you will have obtained the following set of historical skills:

- the ability to distinguish between primary and secondary sources
- critical reading skills to interpret a wide range of historical documents
- critical viewing skills to interpret a wide range of visual images
III. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every week there are two one-hour lectures. It is extremely important that you attend weekly lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.

2. SEMINARS AND SEMINAR READING/IMAGES

Weekly lectures are accompanied by a one-hour seminar in which you will be responsible for the following:

- viewing and analyzing the assigned images
- reading and reflecting upon the required reading
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

**ATTENDANCE** is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you have more than one unexcused absence you will seriously limit your possibility of a passing grade. Those with perfect attendance will be rewarded accordingly.

**PARTICIPATION** in weekly seminars means reading the required reading, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an automatic zero for his/her participation mark.

3. ESSAY #1: DESCRIBING THE “INDIAN”

i. Description and Purpose

The first assignment of this course will be an essay comparing Bartolomé de las Casas’s (1484–1566) *Apologetic History of the Indies* (ca. 1551) with Bernardo de Vargas Machuca’s (ca. 1555–1622) *Indian Militia and Description of the Indies* (1599). You will carefully and critically read through designated selections from these two texts and compare how their authors described indigenous peoples. The purpose of this assignment is to think about the different ways in which Europeans both understood and described the “other” they encountered in the New World. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors
and how they viewed the world they were experiencing. The essay cited below by Kris Lane is there to provide you with a general sketch of the two authors and the context in which they wrote. Make sure to review the “Guide to Writing an Essay” and “Sample Paper” posted on Sakai before writing your paper.

ii. Important Details
Due Date, Time, and Place: October 2, 7:00PM, TH257
Length: 4 pages (double-spaced, 12-font, Times New Roman)
Sources:

4. ESSAY #2: RESEARCH PROPOSAL AND PAPER
i. Description and Purpose
The second assignment of this course will be a research paper on a theme of your choosing from the “Research Essay Topics” available on Sakai. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include at least 1 primary source and at least 5 secondary sources. Using primary and secondary sources from the syllabus is permissible (with a limit of 2), but the course textbook should not be one of the sources in your bibliography. Using primary and secondary sources from the syllabus is permissible (with a limit of 2), but the course textbook should not be one of the sources in your bibliography. Beyond e-Books and e-Journals available through the James A. Gibson Library, online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. All students must email his/her seminar leader a short proposal (1 page, double-spaced, 12-font, Times New Roman) and a bibliography on or before October 16. Make sure to review the “Guide to Writing an Essay,” “Sample Paper,” and “Research Essay Resources” posted on Sakai before beginning your research and writing.

ii. Important Details
Due Date (Proposal): October 16 (email)
Due Date and Place (Paper): November 12 (History Department Drop Box)
Length: 8 pages (double-spaced, 12-font, Times New Roman)
Sources:
- At least 1 primary source
- At least 5 secondary sources (both journal articles and books)
5. TAKE-HOME FINAL EXAM
   i. Description and Purpose
   The take-home final exam will be a series of essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam is a reflection of your own personal engagement with the material covered throughout the course.
   
   ii. Important Details
   Due Date, Time, and Place: December 7 (History Department Drop Box)
   Length: 10 pages (double-spaced, 12-font, Times New Roman)
   Sources:
   - Lecture reading, material, document exercises, and images
   - Seminar readings and images

6. EVALUATION SCHEME
*You need to hand in all assignments to receive a passing grade in this course.
*You need to pass the final exam to receive a passing grade in this course.

<table>
<thead>
<tr>
<th>COMPONENTS OF THE COURSE</th>
<th>PERCENTAGE OF THE FINAL GRADE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>20%</td>
<td>N/A</td>
</tr>
<tr>
<td>Essay #1: Describing the “Indian”</td>
<td>15%</td>
<td>October 2</td>
</tr>
<tr>
<td>Proposal/Bibliography</td>
<td>5%</td>
<td>October 16</td>
</tr>
<tr>
<td>Essay #2: Research Paper</td>
<td>30%</td>
<td>November 12</td>
</tr>
<tr>
<td>Lectures and Take-Home Final Exam</td>
<td>30%</td>
<td>December 7</td>
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IV. COURSE BOOKS
The following course textbooks are available in the campus bookstore:

- The Colonial Latin America HIST/MARS 2P08 D2 course package (all of the material for the course is available in this package with the exception of those sources available online).

ADMINISTRATIVE/ACADEMIC MATTERS
I. EMAIL POLICY
   Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST/MARS 2P08” or it may be placed into junk mail. You may feel free to email the instructor about any questions you may have concerning the course.

II. SAKAI
   The syllabus, important handouts, internet links, photographs, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that weekly lecture outlines will only appear on Sakai
by noon of each week on Tuesday. You are strongly encouraged to print off these lecture
outlines and bring them with you to class as guides. The take-home final exam will be
handed out at the last lecture of the semester, but will only be available on Sakai the
following day.

III. PLAGIARISM

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an
essay found on the internet—is a serious offence and will be treated accordingly. For
further details on plagiarism and academic dishonesty more generally you should consult
the 2012–2013 Brock University Undergraduate Calendar under “Academic Regulations
and University Policies>Academic Misconduct” at http://www.brocku.ca/webcal/2012/
undergrad/areg.html. You can also visit the James A. Gibson Library website under
“Help>Writing and Citing>Plagiarism” at http://www.brocku.ca/library/help/lib/
writing-citing/plagiarism.

IV. SUBMISSION AND LATE POLICY

Under no circumstances will an assignment be handed in electronically (with the
exception of the essay proposal). Assignments that are handed in late without the
instructor’s permission will be penalized 10% of the assignment’s worth per day after the
due date (weekends count as two days) and will not receive written comments. All
extensions must be approved by the instructor and only valid excuses will result in
permission to hand in an assignment late. For more information you can visit Brock’s
Student Health Services website under “Policies>Medical Exemption Policy” at
http://www.brocku.ca/health-services/policies/exemption.

V. GRADING

To earn a passing grade in this course you must hand in all of the given
assignments. All submitted papers that do not have a bibliography and/or are less than the
required length (even a paragraph under) will be returned to you as incomplete and given
a zero. For more information on how to write an essay see the “Guide to Writing an
Essay” and “Sample Paper” available on Sakai. Here are some of the general
characteristics your papers should have:

• A title page with the title of your paper, your name, course code, instructor, and the date
• An introduction clearly stating the theme of your paper and its general argument
• A proper use of sentences, paragraphs, punctuation, spelling, and grammar
• A manageable topic, organized structure, and intelligent use of sources
• A quality of analysis and a general demonstration of effort
• An informative conclusion concisely summing up your paper
• A bibliography and footnotes according to the Chicago Manual of Style
• A format using 12-font and Times New Roman letters on double-spaced pages
• A page number at the top or bottom of every page (excluding the title page)

VI. SEMINAR AND LECTURE CONDUCT

You are expected to treat the instructor, teaching assistant, and your fellow
students with respect. This means arriving to class on time, keeping noise levels to a
minimum, turning off cell phones during both lectures and seminars, and using personal
computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

VII. COURSE WITHDRAWAL
If you wish to withdraw from this course without academic penalty you must do so before November 2.

LECTURES AND SEMINARS
I. LECTURE AND SEMINAR TOPICS, READING, AND IMAGES
[PS] = Primary Source
[SS] = Secondary Source
[JGL] = James A. Gibson Library

WEEK I: INTRODUCTION (SEPTEMBER 11)
LECTURE #1: REVIEW OF COURSE OUTLINE
LECTURE #2: INTRODUCTION
Lecture Reading:

SEMINAR #1: NO SEMINAR

THE EARLY ENCOUNTER

WEEK II: IBERIAN SOCIETIES (SEPTEMBER 18)
LECTURE #3: THE IBERIAN PENINSULA
LECTURE #4: EARLY EXPERIMENTS IN COLONIZATION
Lecture Reading:

SEMINAR #2: INITIAL CONTACT ON HISPANIOLA
Seminar Reading and Images:

WEEK III: INDIGENOUS PEOPLES (SEPTEMBER 25)
LECTURE #5: THE MEXICA EMPIRE
LECTURE #6: THE INCA EMPIRE
Lecture Reading:

SEMINAR #3: EARLY EXPERIMENTS IN ETHNOGRAPHY
Seminar Reading and Images:
- [PS] Go to http://www.latinamericanstudies.org/florentine-codex.htm to view some of the accompanying illustrations of the Florentine Codex.

WEEK IV: AFRICAN CULTURES (OCTOBER 2)
LECTURE #7: COLONIAL EXPERIMENTS IN BRAZIL
LECTURE #8: MASTERS AND SLAVES
Lecture Reading:

SEMINAR #4: SLAVE RESISTANCE IN COLONIAL BRAZIL
Seminar Reading and Images:

CONQUEST AND RESISTANCE

WEEK V: THE INVASION OF AMERICA (OCTOBER 9)
LECTURE #9: THE FALL OF TENOCHTITLÁN AND TAWANTINSUYU
LECTURE #10: THE MYTHS OF CONQUEST
Lecture Reading:
SEMINAR #5: THE VISION OF THE VANQUISHED
Seminar Reading and Images:
- [PS] Go to http://bancroft.berkeley.edu/Exhibits/nativeamericans/25.html to view a few images of the Lienzo de Tlaxcala.

WEEK VI: THE MISSIONARY THEATRE (OCTOBER 16)
LECTURE #11: THE EVANGELIZATION OF NEW SPAIN AND PERU
LECTURE #12: INDIGENOUS RESPONSES TO CHRISTIANITY
Lecture Reading:

SEMINAR #6: FRANCISCAN MISSIONARY ACTIVITY
Seminar Reading and Images:

COLONIAL LIFE AND IDENTITIES

WEEK VII: LABOUR RELATIONS (OCTOBER 23)
LECTURE #13: URBAN LIFE AND LABOUR
LECTURE #14: RURAL LIFE AND LABOUR
Lecture Reading:

SEMINAR #7: SILVER MINING IN POTOSÍ
Seminar Reading and Images:
• [PS] Go to the website http://www.historycambridge.com/default.asp?contentID=890 to view Theodor de Bry’s 1596 engraving of the Potosí mines.


WEEK VIII: INDIAN-SPANISH ACCULTURATION (OCTOBER 30)
LECTURE #15: INDIAN LIFE IN SPANISH AMERICA
LECTURE #16: THE JESUIT MISSIONS OF PARAGUAY
Lecture Reading:

SEMINAR #8: FELIPE GUAMAN POMA DE AYALA
Seminar Reading and Images:


WEEK IX: SANCTITY AND COLONIAL SOCIETY (NOVEMBER 6)
LECTURE #17: COLONIAL “SAINTS” IN PERU
LECTURE #18: MIRACULOUS IMAGES IN NEW SPAIN
Lecture Reading:

SEMINAR #9: SANTA ROSA DE LIMA
Seminar Reading and Images:


**WEEK X: RACE RELATIONS (NOVEMBER 13)**

LECTURE #19: THE COLONIAL SOCIO-RACIAL PYRAMID

LECTURE #20: GENDER IN COLONIAL TIMES

Lecture Reading:

SEMINAR #10: HONOUR AND SEXUALITY

Seminar Reading:

**REFORM AND COLONIAL LEGACIES**

**WEEK XI: THE SECOND CONQUEST OF AMERICA (NOVEMBER 20)**

LECTURE #21: THE BOURBON REFORMS

LECTURE #22: CREOLE PATRIOTISM

Lecture Reading:

SEMINAR #11: CASTA PAINTINGS

Seminar Reading and Images:

**WEEK XII: CONCLUSION (NOVEMBER 27)**

LECTURE #23: CONCLUSION

LECTURE #24: REVIEW OF TAKE-HOME FINAL EXAM

Lecture Reading:
SEMINAR #12: COLONIAL LEGACIES

Seminar Readings and Images:

- [PS] Go to Sakai to view Jason Dyck’s photographs of the Plaza of Three Cultures in Tlatelolco (Mexico City). [Sakai]

II. LECTURE AND SEMINAR SCHEME

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>SEMINAR</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>#1: Review of Course Outline #2: Introduction</td>
<td>#1: No Seminar</td>
<td>September 11</td>
</tr>
<tr>
<td>2</td>
<td>#3: The Iberian Peninsula #4: Early Experiments in Colonization</td>
<td>#2: Initial Contact on Hispaniola</td>
<td>September 18</td>
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<tr>
<td>3</td>
<td>#5: The Mexico Empire #6: The Inca Empire</td>
<td>#3: Early Experiments in Ethnography</td>
<td>September 25</td>
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<tr>
<td>4</td>
<td>#7: Colonial Experiments in Brazil #8: Masters and Slaves</td>
<td>#4: Slave Resistance in Colonial Brazil</td>
<td>October 2</td>
</tr>
<tr>
<td>5</td>
<td>#9: The Fall of Tenochtitlán and Tawantinsuyu #10: The Myths of Conquest</td>
<td>#5: The Vision of the Vanquished</td>
<td>October 9</td>
</tr>
<tr>
<td>6</td>
<td>#11: The Evangelization of New Spain and Peru #12: Indigenous Responses to Christianity</td>
<td>#6: Franciscan Missionary Activity</td>
<td>October 16</td>
</tr>
<tr>
<td>7</td>
<td>#13: Urban Life and Labour #14: Rural Life and Labour</td>
<td>#7: Silver Mining in Potosí</td>
<td>October 23</td>
</tr>
<tr>
<td>8</td>
<td>#15: Indian Life in Spanish America #16: The Jesuit Missions of Paraguay</td>
<td>#8: Felipe Guaman Poma de Ayala</td>
<td>October 30</td>
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<tr>
<td>9</td>
<td>#17: Colonial “Saints” in Peru #18: Miraculous Images in New Spain</td>
<td>#9: Santa Rosa de Lima</td>
<td>November 6</td>
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<tr>
<td>10</td>
<td>#19: The Colonial Socioracial Pyramid #20: Gender in Colonial Times</td>
<td>#10: Honour and Sexuality</td>
<td>November 13</td>
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<tr>
<td>11</td>
<td>#21: The Bourbon Reforms #22: Creole Patriotism</td>
<td>#11: Casta Paintings</td>
<td>November 20</td>
</tr>
<tr>
<td>12</td>
<td>#23: Conclusion #24: Review of Take-Home Final Exam</td>
<td>#12: Colonial Legacies</td>
<td>November 27</td>
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