

**DEPARTMENT OF HISTORY
UNIVERSITY OF TORONTO**

**HIS 496H
CROSS-CULTURAL ENCOUNTERS IN THE
SPANISH PACIFIC, 1519–1815**

Winter 2016

Instructor: Jason Dyck – jason.dyck@utoronto.ca

Seminar Hall: Bancroft Building 315

Seminar Times: Wednesdays, 10:00AM–12:00PM

Office: Sidney Smith Hall, Room 3111

Office Hours: Wednesdays, 2:00PM–3:00PM (or by appointment)

COURSE DESCRIPTION

This course analyzes a sampling of cross-cultural encounters in the Spanish Pacific, from the early sixteenth-century ‘Magellan Exchange’ to the end of the Manila-Galleon Trade in 1815. During this time Spanish explorers, settlers, and missionaries came into contact with Filipinos, Pacific islanders, sub-Saharan Africans, Asian peoples, mestizos, and Amerindians. To understand these varying cultural interactions, this seminar takes a comparative approach by drawing upon episodes of intercultural exchange from along the Pacific coast of the Americas, the Philippine archipelago, and the islands of Micronesia. The larger goal of weekly discussions is to consider how exploration, conquest, disease, conversion, trade, and slavery shaped Spanish descriptions of difference and the emergence of multiethnic societies in the Pacific Rim. Close attention to regional peculiarities and larger transpacific patterns will illuminate the ways in which local peoples shaped colonial societies in the “Spanish Lake.”

COURSE OBJECTIVES

This course has several objectives that deal with the history of the Spanish Pacific and the craft of history more generally. After having completed this course you will have learned about various aspects of the Spanish empire in the Pacific Rim, specifically cross-cultural encounters in a comparative perspective. But by the end of this course you will have also obtained the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Oral skills to effectively convey your views to others with clarity and accuracy
- Cultural sensitivity to diverse customs and different ways of viewing the world

COURSE FORMAT

I. SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Seminars	Wednesdays	10:00AM–12:00PM	Bancroft Building 315

II. SEMINARS AND SEMINAR READINGS/IMAGES

This is a seminar course, which means that you need to come prepared to class on a weekly basis. Each seminar is two hours long and you are responsible for the following:

- Viewing and analyzing the assigned images
- Reading and reflecting upon the required readings
- Attending weekly seminars
- Preparing responses for the minute round
- Participating generously
- Giving one research presentation
- Pre-circulating one response paper

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

- Attendance
- Minute round
- Participation
- Research presentation
- Pre-circulated response paper

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

MINUTE ROUND is an opening exercise at the beginning of each seminar in which every student will briefly share his/her reactions, questions, problems, and insights into the weekly readings and images. These carefully pre-crafted statements will both prepare and guide the larger group in discussion.

PARTICIPATION in weekly seminars means reading the required readings, 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 a weekly seminar will be assigned an **automatic zero** for his/her participation mark for that specific seminar. For a more detailed description of how your seminar participation is evaluated see the **“Guide to the Spanish Pacific”** posted on Blackboard.

PRE-CIRCULATED RESPONSE PAPERS (2-pages, double-spaced, Times New Roman) are short reflections on the readings for one of the weekly seminars. You are

responsible for writing one response paper throughout the course, which you will send to the instructor by 8:00PM on the Tuesday night before the Wednesday seminar. The instructor will distribute your paper to the rest of the class shortly thereafter, providing all students with the opportunity to reflect upon your engagement with the material. Your response papers should address some of the larger themes in the readings and a few questions you want to tackle together with your fellow students in seminar.

RESEARCH PRESENTATIONS (5 minutes) are a chance for you to briefly share about your research topic with your fellow students. On the same day that your proposal for your research paper is due you will provide a brief overview of your topic, why you chose it, and some of the questions you plan to address in your essay.

III. SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during 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.

COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Seminars	35%	N/A	N/A
Research Presentation	5%	March 2, 2016	BF 315
Pre-Circulated Response Paper	5%	TBD	Email
Rare Book Analysis	10%	February 11, 2016	Blackboard
Proposal/Outline/Annotated Bibliography	10%	March 2, 2016	Blackboard
Research Paper	35%	April 11, 2016	Blackboard

***You need to hand in all writing assignments to receive a passing grade in this course.**

***All writing assignments must have footnotes and a bibliography formatted according to the Chicago Manual of Style.**

I. RARE BOOK ANALYSIS

1. Description and Purpose

The first assignment of this course is an analysis of a rare book dealing with overseas travel in the early modern period. For the first half of Seminar #4 (Exploring the South Sea), David Fernández will guide you through a series of printed works at the Thomas Fisher Rare Book Library. As you carefully handle, inspect, and leaf through these valuable treasures, you need to imagine that you are a European reader with no travel experience outside your local province. Remember that cross-cultural encounters in the Spanish Pacific were primarily communicated to European audiences through books. Your task, then, is not to read the contents of the book but to “read” the book itself. Think about the material of the cover, the type of paper, the style of typography, the organization of the text, how it is bound, and its overall format. What type of information

is being conveyed on the title page? Where was it printed and are there any signs of ownership? Are there any engravings or maps in the book? If so, why were they included? Where would this book have been read and under what conditions? The purpose of this assignment is to think about how books (as physical objects) influenced early modern understandings of cross-cultural encounters.

2. Important Details

Due Date, Time, and Medium: February 11, 2016 before midnight (Blackboard)

Length: 3 pages (double-spaced, 12-font, Times New Roman)

Sources:

- Rare books available for consultation in the Thomas Fisher Rare Book Library

II. PROPOSAL/OUTLINE/ANNOTATED BIBLIOGRAPHY

1. Description and Purpose

The second assignment of this course is a short proposal on a research topic of your choosing together with an outline and annotated bibliography. A proposal, outline, and annotated bibliography are designed to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal (2 pages) should briefly describe your topic and general approach. What are the research questions you hope to address? Why did you choose your topic and why is it important? When you write your outline (1 page), briefly address how you plan to prove your arguments. What is your evidence and what is the best way to deploy it? How do you plan to organize your paper? And when you craft your annotated bibliography, include brief descriptions (2–3 sentences) of all your sources. What is the general argument of the book or article? How is it useful for your research paper? You can modify your topic and add or remove sources from your bibliography after submitting your proposal, but if you make substantial changes you should notify the instructor.

2. Important Details

Due Date, Time, and Medium: March 2, 2016 before midnight (Blackboard)

Length: 3 pages [Please note that this required amount of pages does not include the annotated bibliography.] (double-spaced, 12-font, Times New Roman)

Sources:

- At least 3 primary sources
- At least 12 secondary sources (both journal articles and books)

III. RESEARCH PAPER

1. Description and Purpose

The third assignment of this course is a research paper based upon the theme you chose for your proposal. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills and to refine your historical imagination. 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. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual

interests and academic curiosity. Each essay must include **at least 3 primary sources** and **at least 12 secondary sources**. Beyond e-Books and e-Journals available through the University of Toronto Libraries, 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.

2. Important Details

Due Date, Time, and Medium: April 11, 2016 before midnight (Blackboard)

Length: 15 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 3 primary sources
- At least 12 secondary sources (both journal articles and books)

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

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 academic integrity, you should consult the Office of Student Academic Integrity (OSAI) website at <http://www.artsci.utoronto.ca/osai>. Remember that academic integrity is the foundation of learning and scholarship and essential for a degree from the University of Toronto. If you have questions or concerns about appropriate academic behaviour, research methods, or proper forms of citation, speak with your instructor or visit the following website: <http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html>. You are bound by the University of Toronto’s Code of Behaviour on Academic Matters available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Some of the academic offenses listed in this document are the following:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else’s answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

II. ACCESSIBILITY SERVICES

If you require academic accommodations related to a documented disability, you are encouraged to familiarize yourself with the services available on the Accessibility Services website at <http://www.studentlife.utoronto.ca/as>. The instructor is committed to a respectful and open learning environment, so please discuss any accommodations you might need with the instructor well in advance of due dates and scheduled assessments.

III. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before March 13, 2016. After this deadline a mark is recorded for this course, whether it was completed or not, and calculated into your overall GPA.

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday and students should expect a response within 48 hours (excluding weekends). You may feel free to email the instructor about any questions you may have concerning the course, but every message should indicate in the subject line “HIS 496H” or it may be placed into junk mail. Not only this, but according to the [Policy on Official Correspondence with Students](#) all students must use a current University of Toronto email address.

II. BLACKBOARD

The syllabus, seminar readings, important handouts, and internet links will all be available for consultation on Blackboard.

III. SUBMISSION AND LATE POLICY

All assignments must be word documents submitted via Blackboard before the established due date. Assignments that are handed in late without the instructor’s permission will be penalized 5% of the assignment’s worth per day after the due date (including weekends). When an assignment is more than five days overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a [Verification of Student Illness or Injury](#) form and establish a new due date in consultation with the instructor.

IV. ACADEMIC ASSISTANCE

There are several services available at the University of Toronto to help you with essay writing and all matters of academic life. All students are encouraged to familiarize themselves with the resources available on the Academic Success Centre (ASC) website at <http://www.studentlife.utoronto.ca/asc>. Also helpful for writing history papers is the Essay Writing Guide available on the Department of History website at <http://history.utoronto.ca/undergraduate/essays/>.

V. GRADING

To earn a passing grade in this course you must hand in all of the writing assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on how to write an essay and on how they are evaluated see the “**Guide to the Spanish Pacific**” posted on Blackboard. 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 and organized structure
- An intelligent use of sources and signs of original research
- 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)

REQUIRED TEXTS

*All readings and images for this course (whether scans or internet links) are available on Blackboard (with the exception of e-Books and e-Journals available through the University of Toronto Libraries Catalogue).

LECTURE AND SEMINAR SCHEDULE

[Blackboard] = Article/book chapter available on Blackboard

[e-Book] = Book available through the University of Toronto Libraries Catalogue

[e-Journal] = Journal article available through the University of Toronto Libraries Catalogue

[Library Reserves] = Book is available in the library reserves of the Robarts Library

[Google Books] = Book is available for viewing on Google Books

SEMINAR I: INTRODUCTION

(JANUARY 13)

OCEANS, LAKES, AND BEACHES

SEMINAR II: THE OTHER SIDE OF THE BEACH

(JANUARY 20)

REQUIRED READING

- Bentley, Jerry H., “Cultural Exchanges in World History.” In *The Oxford Handbook of World History*, ed. Jerry H. Bentley (Oxford: Oxford University Press, 2011): 343–360.
[e-Book]

- Bentley, Jerry H. “Cross-Cultural Contacts and Exchanges” and “Toward a New World Order.” In *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (Oxford: Oxford University Press, 1993): 1–28, 176–184. [e-Book]
- Clendinnen, Inga. “Introduction” and “Dancing with Strangers.” In *Dancing with Strangers: Europeans and Australians at First Contact* (Cambridge: Cambridge University Press, 2005): 1–11. [e-Book]
- Denning, Greg. “Beginning.” In *Beach Crossings: Voyaging Across Times, Cultures, and Self* (Philadelphia: University of Pennsylvania Press, 2004): 11–22. [Blackboard]
- Stuart B. Schwartz. “Introduction.” In *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters between Europeans and Other Peoples in the Early Modern Era* (Cambridge: Cambridge University Press, 1994): 1–9. [Blackboard]

SEMINAR III: CHARTING THE SPANISH LAKE (JANUARY 27)

REQUIRED READING

- Waldseemüller, Martin. *Universalis Cosmographia Secundum Ptholomaei Traditionem et Americi Vespucii Alior[um]que Lustrationes* (St. Dié, France, 1507). [<http://www.loc.gov/rr/geogmap/waldexh.html>]
- Ortelius, Abraham. “Maris Pacifici,” in *Theatrum orbis terrarum* (Antwerp, 1589). [<http://static.lib.virginia.edu/exhibits/onthemap/index.php/themes/16th-century/copperplate-engraving/>]
- Acosta, José de. “Of the Ocean that Surrounds the Indies and of the Northern and Southern Seas.” In *Natural and Moral History of the Indies*, trans. Frances López-Morillas (Durham: Duke University Press, 2002): 122–125. [e-Book]
- Kamen, Henry. “The Pearl of the Orient.” In *Empire: How Spain Became a World Power, 1492–1763* (New York: Harper Collins Publishers, 2003): 197–237. [Blackboard]
- Padrón, Ricardo. “A Sea of Denial: The Early Modern Spanish Invention of the Pacific Rim.” *Hispanic Review* vol. 77, no. 1 (2009): 1–27. [e-Journal]
- Buschmann, Rainer F., Edward R. Slack Jr. and James B. Tueller. “Introduction: Iberian Pacific Navigations” and “The Lake before the Nineteenth Century.” In *Navigating the Spanish Lake: The Pacific in the Iberian World, 1521–1898* (Honolulu: University of Hawai‘i Press, 2014): 1–36. [Blackboard]

EARLY CONTACTS

SEMINAR IV: EXPLORING THE SOUTH SEA (FEBRUARY 3)

NOTE: THIS SEMINAR WILL BE HELD AT THE THOMAS FISHER RARE BOOK LIBRARY

REQUIRED READING

- Anonymous. “Vasco Nunez de Balboa Taking Possession of the Pacific Ocean,” engraving in Antonio de Herrera y Tordesillas, *Historia General*, 1726. [<http://www.loc.gov/pictures/item/2006691881/>]

- Pigafetta, Antonio. *The First Voyage Around the World, 1519–1522: An Account of Magellan's Expedition*, ed. Theodore J. Cachey (Toronto: University of Toronto Press, 2007): 3–4, 30–58. [e-Book]
- Mojares, Resil B. "The Islands According to Pigafetta." In *Waiting for Mariang Makiling: Essays in Philippine Cultural History* (Quezon City: Ateneo de Manila University Press, 2002): 20–51. [Blackboard]
- Spate, O. H. K. "Balboa, Magellan, and the Moluccas." In *The Spanish Lake* (Canberra: The Australian National University Press, 1979): 25–57. [e-Book]

**SEMINAR V: DISEASE AND CONQUEST
(FEBRUARY 10)**

REQUIRED READINGS

- Cieza de León, Pedro de. *The Discovery and Conquest of Peru: Chronicles of the New World Encounter*, ed. and trans. Alexandra Parma Cook and Noble David Cook (Durham: Duke University Press, 1998): 194–214 [chs. XLI–XLV]. [e-Book]
- Diamond, Jared. "Collision at Cajamarca." In *Guns, Germs, and Steel: The Fates of Human Societies* (New York: W. W. Norton & Company, 1999): 67–81. [Blackboard]
- Restall, Matthew and Felipe Fernández-Armesto. *The Conquistadors: A Very Short Introduction* (Oxford: Oxford University Press, 2012): 70–95. [Blackboard]
- Cook, Noble David. "The Deaths of Aztec Cuitláhuac and Inca Huayna Capac: The First New World Pandemics." In *Born to Die: Disease and New World Conquest, 1492–1650* (Cambridge: Cambridge University Press, 1998): 72–83. [Blackboard]
- Newson, Linda A. "Pathogens, Places, and Peoples: Geographical Variations in the Impact of Disease in Early Spanish America and the Philippines." In *Technology, Disease, and Colonial Conquests, Sixteenth to Eighteenth Centuries*, ed. George Raudzens (Leiden: Brill, 2001): 167–210. [e-Book]

*** * * WINTER READING WEEK * * ***

MISSIONARY ENCOUNTERS

**SEMINAR VI: CONVERSION AND TRANSLATION
(FEBRUARY 24)**

NOTE: THIS SEMINAR WILL BE HELD AT THE THOMAS FISHER RARE BOOK LIBRARY

REQUIRED READING

- Chirino, Pedro. "Relation of the Filipinas Island and of what has there Been Accomplished by the Fathers of the Society of Jesus." In *The Philippines Islands, 1493–1803*, eds. Emma Helen Blair and James Alexander Robertson (Cleveland: The Arthur H. Clark Company, 1903): 12:197–202, 235–240, 310–313 [chs. V, XV, XXXV]. [<http://philhist.pbworks.com/w/page/16367055/ThePhilippineIslands>]
- Mojares, Resil B. "The Life of Miguel Ayatumo: A Sixteenth-Century Boholano." *Philippine Studies* vol. 41, no. 4 (1993): 437–458. [e-Journal]

- Rafael, Vicente L. “Introduction: Fishing Out the Past” and “The Politics of Translation.” In *Contracting Colonialism: Translation and Christian Conversion in Tagalog Society under Early Spanish Rule* (Durham: Duke University Press, 1993): 1–54. [e-Book]
- Cushner, Nicholas P. “Missions and Missionaries.” In *Spain in the Philippines: From Conquest to Revolution* (Quezon City: Institute of Philippine Culture, Ateneo de Manila University, 1971): 74–100. [Blackboard]

SEMINAR VII: SANCTITY AND MARTYRDOM (MARCH 2)

REQUIRED READING

- Sanvitores, Diego Luis de. *Mission in the Marianas: An Account of Father Diego Luis de Sanvitores and His Companions, 1669–1670*, trans. Ward Barrett (Minneapolis: University of Minnesota Press, 1975): 13–45. [Blackboard]
- Hezel, Francis X. “From Conversion to Conquest: The Early Spanish Mission in the Marianas.” *The Journal of Pacific History* vol. 17, no. 3 (1982): 115–137. [e-Journal]
- Mojares, Resil B. “The Epiphany of Pedro Calungsod.” In *Waiting for Mariang Makiling: Essays in Philippine Cultural History* (Quezon City: Ateneo de Manila University Press, 2002): 109–139. [Blackboard]
- Conover, Cornelius. “Saintly Biography and the Cult of San Felipe de Jesús in Mexico City, 1597–1697.” *The Americas* vol. 67, no. 4 (2011): 441–466. [e-Journal]

SEMINAR VIII: BEATAS AND DONADAS (MARCH 9)

REQUIRED READING

- Ward, Haruko Nawata. “The Beatas of Manila (1615–1656): Visionaries.” In *Women Religious Leaders in Japan’s Christian Century, 1549–1650* (Farnham: Ashgate, 2009): 83–104. [Blackboard]
- Camacho, Marya Svetlana. “Woman’s Worth: The Concept of Virtue in the Education of Women in Spanish Colonial Philippines.” *Philippine Studies* vol. 55, no. 1 (2007): 53–87. [e-Journal]
- van Deusen, Nancy E. “Defining the Sacred and the Worldly: *Beatas* and *Recogidas* in Late-Seventeenth-Century Lima.” *Colonial Latin American Historical Review* vol. 6, no. 4 (1997): 441–477. [Blackboard]
- van Deusen, Nancy E. “God Lives among the Pots and Pans: Donadas (Religious Servants) in Seventeenth-Century Lima.” In *Africans to Spanish America: New Directions*, eds. Sherwin Bryant, Rachel O’Toole, and Ben Vinson III (University of Illinois Press, 2012): 136–160. [Blackboard]

SEMINAR IX: MISSIONS AND PRESIDIOS (MARCH 16)

REQUIRED READING

- California Missions Resource Center [Browse through the “Key Facts by Mission” and use the “Glossary” as a tool as necessary]. [<http://www.missionscalifornia.com/>]

- Fernández, José María. "Treatment of the Indians at Mission San Francisco." In *Lands of Promise and Despair: Chronicles of Early California, 1535–1846*, eds. Rose Marie Beebe and Robert M. Senkewicz (Norman: University of Oklahoma Press, 2001): 260–265. [Blackboard]
- Argüello, José. "Military Interrogation of San Francisco Indians." In *Lands of Promise and Despair: Chronicles of Early California, 1535–1846*, eds. Rose Marie Beebe and Robert M. Senkewicz (Norman: University of Oklahoma Press, 2001): 266–269. [Blackboard]
- Concepción Horra, Antonio de la and Fermín Francisco de Lasuén. "The Mission System Evaluated and Defended." In *Lands of Promise and Despair: Chronicles of Early California, 1535–1846*, eds. Rose Marie Beebe and Robert M. Senkewicz (Norman: University of Oklahoma Press, 2001): 177–185. [Blackboard]
- Jackson, Robert H. "Introduction." In *The New Latin American Mission History*, eds. Erick Langer and Robert H. Jackson (Lincoln: University of Nebraska Press, 1995): vii–xviii. [Blackboard]
- Lightfoot, Kent G. "Franciscan Missions in Alta California." In *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontier* (Berkeley: University of California Press, 2005): 49–81. [e-Book]
- Haas, Elizabeth. "The Politics of the Image." In *Saints and Citizens: Indigenous Histories of Colonial Missions and Mexican California* (Berkeley: University of California Press, 2014): 83–115. [e-Book]

CROSSING THE PACIFIC

SEMINAR X: THE MANILA GALLEON TRADE (MARCH 23)

REQUIRED READINGS

- Hecht, Johanna. "The Manila Galleon Trade (1565–1815)." In *Heilbrunn Timeline of Art History* (New York: The Metropolitan Museum of Art, 2000) [http://www.metmuseum.org/toah/hd/mgtr/hd_mgtr.htm]
- Gemelli Careri, Giovanni Francesco. *A Voyage to the Philippines* (Manila: Filipiniana Book Guild, 1963): 8–14, 57–61, 131–133, 147, 155–157. [Blackboard]
- Flynn, Dennis O. and Arturo Giráldez. "Born with a 'Silver Spoon': The Origin of World Trade in 1571." *Journal of World History* vol. 6, no. 2 (1995): 201–221. [e-Journal]
- Giráldez, Arturo. "The Galleons." In *The Age of Trade: The Manila Galleons and the Dawn of the Global Economy* (Laham: Rowman & Littlefield, 2015): 119–144. [Blackboard]
- Bjork, Katherine. "The Link That Kept the Philippines Spanish: Mexican Merchant Interests and the Manila Trade, 1571–1815." *Journal of World History* vol. 9, no. 1 (1998): 25–50. [e-Journal]

SEMINAR XI: THE TRANSPACIFIC SLAVE TRADE (MARCH 30)

REQUIRED READING

- Boot, A. *Puerto de Acapulco en el Reino de la Nueva España en el Mar del Sur*, lithograph, 1628, Nettie Lee Benson Library. [<http://www.lib.utexas.edu/benson/historicmaps/maps18.html>]

- Slack Jr., Edward R. “The Chinos in New Spain: A Corrective Lens for a Distorted Image.” *Journal of World History* vol. 20, no. 1 (2009): 35–67. [e-Journal]
- Seijas, Tatiana. “The Diversity and Reach of the Manila Slave Market,” “The Rise and Fall of the Transpacific Slave Trade,” and “Chinos in Mexico City: Slave Labor and Liberty.” In *Asian Slaves in Colonial Mexico: From Chinos to Indians* (Cambridge: Cambridge University Press, 2014): 32–142. [Library Reserves]

**SEMINAR XII: ENLIGHTENED VOYAGES
(APRIL 6)**

REQUIRED READING

- Madulid, Domingo A. “The Philippines in the Year 1792 as Portrayed by the Malaspina Expedition Artists.” *Philippine Quarterly of Culture and Society* vol. 15, no. 3 (1987): 219–254. [e-Journal]
- “Account of the Voyage of the Spanish Schooners *Sutil* and *Mexicana* Dealing with Operations from Nootka Sound, Vancouver Island, to San Blas on the Coast of Nayarit Late August to Late November, 1792.” In *California in 1792: A Spanish Naval Visit*, ed. Donald C. Cutter (Norman: University of Oklahoma Press, 1990): 109–150. [Blackboard]
- David J. Weber. “Savants, Savages, and New Sensibilities.” In *Bárbaros: Spaniards and their Savages in the Age of the Enlightenment* (New Haven: Yale University Press, 2005): 19–51. [e-Book]
- Buschmann, Rainer F., Edward R. Slack Jr. and James B. Tueller. “Defending the Lake: Eighteenth-Century Exploration.” In *Navigating the Spanish Lake: The Pacific in the Iberian World, 1521–1898* (Honolulu: University of Hawai‘i Press, 2014): 37–62. [Blackboard]
- Cutter, Donald C. “Malaspina and the Shrinking Spanish Lake.” In *Science and Exploration in the Pacific: European Voyages to the Southern Oceans in the Eighteenth Century*, ed. Margarette Lincoln (Woodbridge: Boydell Press and the National Maritime Museum, 1998): 73–80. [Blackboard]

SEMINAR OVERVIEW

WEEK	SEMINAR	DATE
1	Introduction	January 13
2	The Other Side of the Beach	January 20
3	Charting the Spanish Lake	January 27
4	Exploring the South Sea	February 3
5	Disease and Conquest	February 10
6	Conversion and Translation	February 24
7	Sanctity and Martyrdom	March 2
8	Beatas and Donadas	March 9
9	Missions and Presidios	March 16
10	The Manila Galleon Trade	March 23
11	The Transpacific Slave Trade	March 30
12	Enlightened Voyages	April 6