Colonial Latin America:
Introduction to History and Historiography

Books available for purchase at the university bookstore. Note that I am assigning only parts of many of these books. It is not necessary to purchase all of them.


**=Xeroxed articles; articles to be downloaded; or chapters in books, which are required reading.
Photocopies available, also, in the LACC office.

**Recommended historical surveys for use throughout the course.** If you have never taken an adequate survey course in this field, you should definitely get yourself a broad survey so you can digest the factual ‘charque y chuño’ of the field.

The following “text” is the best one, and is available at the Bookstore. Highly recommended for students with little prior background:


Other books on imperial Iberia and the Atlantic world include:
Thomas Benjamin, *Europeans, Africans, and Indians, 1400-1900.*
John Elliott, *Imperial Spain, 1469-1716.*
David Brading, *The First America. Spanish monarchy, creole patriots, and the liberal state, 1492-1856.* (For a literary history.)

**OPTION ONE (designed primarily for PhD and MA students):**
1) two 5-6 page essays on questions or topics I pose, which will be based on some of the required readings that we discuss in class; 2) a short presentation and critique of a book chosen from the Recommended Reading list, to be followed by a 2-3 page critical book review essay on that same book (due the week following your presentation); and 3) a final reflection paper (4-5 pp.) on the “state of the field” of Colonial Latin American History (as you “encountered it” through the selected topics and readings in this course).

Please bring this syllabus to class each week, and familiarize yourself with the list of recommended readings for each topic; I will often to readings on the syllabus, so you should have it at hand.
Also important is your active, well-prepared involvement in class discussion of the assigned readings for each week. Taking notes or outlining main points of the assigned readings before class, as well as posing interpretive questions to raise during the class, are ways to prepare.
If you so choose, this course can be used as a template for one of your Oral Examination fields. If that’s the case, then plan to invest a good deal of time in taking notes on the readings, my in-class presentations, and good parts of the class discussions --- so you already have good resources available when it comes time to prepare for the Orals.

OPTION TWO (designed primarily for the MAT students):
1) one 5-6 page essay on a question or topics I pose, which will be based on selected books that we discuss in class; 2) a 3-4 page “take-home” essay question of historical fact and interpretation, based on the appropriate assigned readings plus the appropriate chapters in the Bakewell textbook, A History of Latin America to 1825; and 3) ~5 page Lesson Plan, to be prepared for teaching some major aspect of Colonial Latin American history for a high school setting. You will choose your topic early on in the semester, and hand in the Lesson Plan on the week following the topic’s discussion.

Course Schedule

Week 1 (1/28)
Introductions. The Field and the Course.

Week 2 (2/4)
Europe’s ‘New World.’ Imperial invention, representation, and possession.

**Patricia Seed, Ceremonies of Possession in Europe’s Conquest of the New World, 1492-1640,
Introduction, chap. 3, and Conclusion. (Copies of book are in the Melville Library; the chapter is also xeroxed and on Reserve, in LACC office.)
**Rolena Adorno, Narratives of Possession, chapter 1. (Xerox in LACC office.)

Required background (for people who need it): Peter Bakewell, A History of Latin America to 1825, skim chapter 2; read chapters 4 and 5.

Recommended Readings:
Anthony Pagden, European Encounters with the New World (1993).
Fred Chiapelli, First Images of America, 2 vols.(1976).

Week 3 (2/11)
Chronicles, causative frameworks, and scholarly controversy: shifting fashions in Conquest historiography.

T. Todorov, The Conquest of America, chapters 1 and 2.

Optional: Bakewell, A History of Latin America to 1825, chap. 6.

Recommended:
Week 4 (2/18)
Colonial rule, haciendas, and peasant resistance: origins of hegemony and ‘longue durée’ in the Andean region.

Steve Stern, *Peru’s Indian Peoples and the Challenge of the Spanish Conquest*, Prologue; Introduction, chapters 4, 5, 6, and Conclusion.


**Recommended:**

Week 5 (2/25).
Imperial power and Catholic Inquisition: origins of bureaucratic rationalism in Peru?

Irene Silverblatt, *Modern Inquisitions*, Prologue, chapters 3, 4, 5, 6, Afterword, and Appendix.


**Recommended:**

Week 6. (3/3) **Classic Readings in Popular Resistance: choose a case study.**

Please come to class prepared to share your impressions and appraisals of one of the following case studies. All of available in the Library or from Amazon.com.

OR
OR

Week 7 (3/10) **No class, no reading assignment. This week is a Writing Break.**

Week 8 (3/17) **SPRING BREAK**

Week 9 (3/24)
**Spanish America’s ciudad letrada. The power of alphabetic writing, colonial law, and creole urban space.**

Angel Rama, *The Lettered City*, Introduction, chapters 1, 2, and 3.


**Recommended:**


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Eric Williams, *Capitalism and Slavery* (1944).

**Week 11 (4/7).**

*Whose Enlightenment? Writing and reason, nature and the native, in 18th century Imperial thinking.*

Mary Louise Pratt, *Imperial Eyes. Travel Writing and Transculturation*, Chapters 1, 2, and 6.


**Recommended:**


**Week 12 (4/14).**

*Crisis of Spanish Colonialism (1). Views from the Andean peasant world.*

Sergio Serulnikov, *Revolution in the Andes. The Age of Tupac Amaru* (due out, Fall 2013).


**Recommended:**

Sinclar Thomson, *’We Alone Will Rule.’ Native Andean Politics in the Age of Insurgency* (2002).

**Week 13 (4/21)**

*Crisis of Spanish Colonialism (2). Views from the Iberian Atlantic.*


**Recommended:**

**Week 14 (4/28)**
*Postcolonial Problems in Latin America’s journey towards nationhood.*

Claudio Lomnitz, *Deep Mexico, Silent Mexico*, chapters 1 and 2.

Recommended:

**Week 15 (5/5)**
*All outstanding papers due in class.*
*Course wrap-up discussions.*

Reminder about PAPER DEADLINES:

**For PhD and MA students:** the book review essay is due in class, one week following your class presentation of the book. The three remaining writing assignments may be handed in to me at any point during the semester. But all outstanding papers are due no later than Thursday, May 5.

**For MAT students:** the Lesson Plan is due the week following our class readings and discussions of the topic you chose for the plan. The critical essay paper may be handed in at any time during the semester, but no later than Thursday, May 5. The History take-home essay, based on Bakewell and appropriate assigned readings, will also be due, by the latest, on Thursday, May 5.

Happy Summer! Marked papers may be picked up in the History Dept. any time after mid-May.)