

HIST 2140 A01  
COLONIAL LATIN AMERICA

Fall 2020

Remote Learning

M-W-F, 11:30 -12:20

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Office Hours: M, F  
1:30 - 2:30 pm



–“Q[VE] EL COREG[ID]OR CONBIDA en su mesa a comer a gente vaja, yndio mitayo, a mestizo, mulato y le honrra”  
[The royal administrator and his low-status dinner guests: the mestizo, the mulatto, and the tributary Indian.]

Source: Felipe Huaman Poma de Ayala, *New Chronicle and Good Government* (1615), in Der Kongelike Bliibliotek, <http://www5.kb.dk/permalink/2006/poma/509/en/text/?open=idm46287306066032>

Satisfies "Written English Requirement"

### I- Course description

This course provides an overview of the social, political, and economic development of Latin America under Iberian imperialism. Organized along chronological lines, the course first explores the period 1492-1550, which covers Indigenous and European societies before Columbus,

the arrival of the Europeans to the Americas, and the conquest of America by Spain and Portugal. It then focuses on 1550-1700, dealing with the political, economic, labour, and social structures set up by the colonial powers, Spain and Portugal, in America. Finally, the course covers the years 1700-1824, analyzing the reforms and crisis of the Iberian empires in America and the independence of Latin American countries.

In exploring these periods, we will discuss scholarly works, primary documents, and films, focusing on some major issues and problems:

- How Spain and Portugal built the first overseas empires and, in doing so, brought together Europeans, indigenous peoples, and Africans in new multiracial societies.
- The conflictual relationship between imperial goals and structures, their actual consequences, and the reactions they generated in different social groups.
- The intrinsic relationship of the colonies to the international political and economic system.
- The role of religion and the Catholic Church in the colonial experience.

## **II-Remote learning, assignments, and evaluation**

This course will be taught through synchronous remote learning. This means that lectures and discussions will be held at the course's allocated days and times, in the same manner as if it were taught in the classroom. The virtual online platform that will be used is WebEx. Students will join through the course's UMLearn folder—follow the instructions sent separately—; the session will be open 10 minutes before the beginning of the class to allow students enough time to join it. Accommodations will be made whenever possible, however, students will need a computer with audio and video – or at least, audio or phone access to connect to the session – in order to be able to actively participate in lectures and discussions.

For each of the course's periods/themes, two or three sessions will be devoted to lectures. They will be followed by another session, in which the whole class will discuss material – textbook, documents, and articles – specifically assigned and related to the themes and periods discussed in lectures. ***Active participation is expected and attendance for discussion sessions is mandatory.*** Make sure to carefully read and follow the schedule of meetings and assignments indicated below in order to find out when lectures and discussions are going to be held. **Please note** that due to holidays, events, and specific topics to be discussed as noted in the schedule, discussions will now always happen on a particular day.

Students' overall performance in the course will be evaluated as follows:

- Three short papers (minimum 1000 words and no longer than 4 double-spaced pages each), worth 48% of the final mark (16% each)
- A final exam, worth 37% of the final mark.
- Attendance and participation, worth 15% of the final mark.

**Important:** Since this is a course that meets the University Senate's W (written) requirement, **students must complete all essay assignments (the three short papers) with a passing grade (D or above) to pass the course.**

Please note that **late papers will not be accepted**, unless very specific circumstances that will be discussed and considered case by case. As stated by the University of Manitoba's Provost, students who are unable to meet a course requirement due to medical circumstances are currently not required to submit medical notes. However, students are required to contact their instructor or academic advisor by email to inform of the missed work and to make arrangements for extensions, deferrals, or make-up assignments. Please follow these guidelines if you are unable to meet an academic requirement for your courses.

- Contact your instructor for term work such as a class, quiz, midterm/test, assignment, lab;
- Contact an advisor in your faculty/college/school of registration for a missed final exam (scheduled in the final examination period);
- Inform your instructor/advisor as soon as possible do not delay. Note for final exams, students must contact within 48 hours of the date of the final exam; and
- Email your instructor/advisor from a U of M email address, and include your full name, student number, course number, and academic work that was missed.

Also, I will strictly enforce the University's regulations regarding plagiarism, cheating, and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation (online at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)), which reads:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

*The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.*

Evaluation of work will be provided by the voluntary withdrawal (VW) date, November 23, 2020. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Four months from the end of the final examination period, unclaimed student work from that term will become property of the

Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

### **III-Assignment schedule and marking scale**

- First paper: question distributed on Wednesday, September 23<sup>rd</sup>, assignment due on Wednesday, September 30<sup>th</sup>

- Second paper: question distributed on Friday, October 16<sup>th</sup>, assignment due on Friday, October 23<sup>rd</sup>

- Third paper: question distributed on Friday, November 6<sup>th</sup>, assignment due on Friday, November 20<sup>th</sup>

-Final exam: to be scheduled by the university during the final exam period, Dec. 12<sup>th</sup> – Dec. 23<sup>rd</sup>

### **Marking Scale**

A+= 4.1- 4.5

C+ = 2.3- 2.7

A = 3.8- 4

C = 1.6 – 2.2

B+= 3.3 - 3.7

D = 1 - 1.5

B = 2.8 - 3.2

F = 0

### **IV-Readings**

There is one required textbook for this course, available for purchase at the bookstore:

- Mark Burkholder and Lyman Johnson, *Colonial Latin America*. **10<sup>th</sup> edition**. Oxford University Press, 2019.

- Additional material will be available online through UMLearn.

### **V-Schedule of meeting, readings, and assignments**

Wed., Sept. 9: *Introduction*

*America before Columbus*

Lectures on Fri., Sept. 11 and Monday, Sept. 14

Discussion on Wed., Sept. 16

READINGS: Burkholder and Johnson, *Colonial Latin America*, 1-23

UMLearn: “Garcilaso [de la Vega] on the origins of the Incas,” in “*New Iberian World*.” *A Documentary History of the Discovery and Settlement of Latin America to the early 17<sup>th</sup> century*, vol 1, edited by John Parry and Robert Keith [P&K], (New York: Times Books, 1984), pp. 134-139.

*Spain and Portugal before 1492*

Lectures on Fr, Sept. 18 and Monday, Sept. 21,

Discussion on **Wed., Sept. 23 → Assignment 1 distributed today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 23-32.

UMLearn: “The Requirement” (1510), and Francisco González de Oviedo on response to the Requirement (1514) and Juan Ginés de Sepúlveda on Spanish right of conquest (1547), in Cheryl E. Martin and Mark Wasserman, *Readings on Latin American and Its People. Vol 1 to 1830* (Prentice Hall, 2011), pp. 20-22.

*European voyages of exploration- Columbus, 1492*

Lectures on Fr., Sept. 25 and Monday, Sept. 28

Discussion on **Wed., Sept. 30 → Assignment 1 due today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 32-34, 40-49.

UMLearn: Christopher Columbus, *Journal* (selections), in Paul Halsall Mar, *Internet Medieval Source Book*, <https://sourcebooks.fordham.edu/source/columbus1.asp>

*European conquest of America*

Lectures on Fr. Oct. 2 and Monday, Oct. 5

Discussion on Wed., Oct. 7

READINGS: Burkholder and Johnson, *Colonial Latin America*, 50-75.

UMLearn: selections, Bernardino de Sahagún, “General History of the Things of New Spain,” in *The Human Record. Sources of World History. Volume 2: since 1500*, 6<sup>th</sup>, edited by Alfred Andrea and James Overfield (Boston and New York: Houghton Mifflin Company, 2009), pp. 111-15; “Poma de Ayala on Cajamarca,” P&K, vol. 4, pp. 84-86.

*The human and ecological consequences of the European conquest*

Lectures on Fr., Oct. 9 [**Monday, Oct. 12: No classes, Thanksgiving**] and Wed., Oct. 14

Discussion on **Fr., Oct. 16 → Assignment 2 distributed today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 75-87, 119-30

UMLearn: J.R. McNeill, “The Ecological Atlantic,” in *The Oxford Handbook of the Atlantic World, c. 1450- c. 1850*, edited by Nicholas Canny and Philip Morgan (Oxford: Oxford University Press, 2011), pp. 289-304.

*Ruling the empire*

Lectures on Monday, Oct. 19 and Wed., Oct. 21

Discussion on **Fr., Oct., 23 → Assignment 2 due today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 88-118

UMLearn: “Poma de Ayala on Indians and corregidores,” P&K, vol. 4, pp. 326-328; Susan Ramírez, “Don Melchior Caruarayco. A *Kuraka* of Cajamarca in Sixteenth- Century Peru,” in *The Human Tradition in Colonial Latin America*, edited by Kenneth Andrien (Wilmington, Delaware: SR Books, 2002), pp. 22-34.

*The economic structures of the empire*

Lecture on and Monday, Oct. 26 and Wed., Oct. 28

Discussion on Fr., Oct. 30

READINGS: Burkholder and Johnson, *Colonial Latin America*, 151-88

UMLearn: Antonio Vazquez de Espinosa, “Compendium and Description of the West Indies” (1620s), in Andrea and Overfield, *Human Record*, pp. 124-8; “The Evils of Cochineal (Tlaxcala, 1535), in *Colonial Spanish America. A Documentary History*, edited by Kenneth Mills and William Taylor (Wilmington, Del: SR Books, 1998), pp. 90-93.

*Labor in the Empire I: Indigenous Peoples*

Lectures on Monday, Nov. 2 and Wed., Nov 4

Discussion on **Fr., Nov. 6 → Assignment 3 distributed today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 119-31; 210-12

UMLearn: “The Indian town council of Huejotzingo to the King”, P&K, vol. 3, pp. 470-73; Alonso de Zorita, “The Brief and Summary Relation of the Lords of New Spain” (excerpts), in Andrea and Overfield, *Human Record*, pp. 118-124.

**No classes, Monday, Nov. 9 to Friday, Nov. 13: Fall term break**

*Labor in the Empire II: Africans*

Lectures on Monday, Nov. 16 and Wed., Nov. 18

Discussion on **Fr., Nov. 20 → Assignment 3 due today**

READINGS: Burkholder and Johnson, *Colonial Latin America*, 32-40, 139-150; 204-210.

UMLearn: Mary Karasch, “Zumbi of Palmares: Challenging the Portuguese Colonial Order,” in Andrien, *Human Tradition*, pp. 104-120; Father Antônio Vieira, “Children of God’s fire”, in *Children of God’s Fire. A Documentary History of Black Slavery in Brazil*, edited by Robert Conrad (State College, PA: Pennsylvania State University Press, 2000), pp. 163-174;

*The colonial society: castas and gender*

Lectures on **Monday, Nov. 23 (→VW deadline)**, Wed., Nov. 25, and Fr., Nov. 27

Discussion on Monday, Nov. 30

READINGS: Burkholder and Johnson, *Colonial Latin America*, 189-239; see also 246-76

UMLearn: John C. Supper, “Miguel Hernandez, Master of Mule Trains,” pp. 125-131, and Solange Alberro, “Beatriz de Padilla, Mulatta Mistress and Mother,” in Kenneth Mills and William Taylor, eds, *Colonial Spanish America. A documentary history* (Wilmington, Del: SR Books, 1998), pp. 178-184,

*Imperial changes in the 18<sup>th</sup> century: The Bourbon Reforms*

Lecture on Wed, Dec. 2 and Fr., Dec. 4

Discussion on Monday, Dec. 7

READINGS: Burkholder and Johnson, *Colonial Latin America*, 280-336

UMLearn: Alberto Flores Galindo, “The Rebellion of Tupac Amaru” and José Antonio de Areche, “All must die!”, in *The Peru Reader. History, Culture, and Politics*, edited by O. Starn, C. Degregori, and R. Kirk (Durham: Duke University Press, 1995), pp. 147-61.

*American responses: Independence (early 19<sup>th</sup> century)*

Lectures on Wednesday, Dec. 9 and Friday, Dec. 11 (last day of classes)

READINGS: Burkholder and Johnson, *Colonial Latin America*, 337-87

UMLearn: José María Morelos, “Sentiments of a Nation” (1813), in Gilbert k. Joseph and Timothy J. Hendersen, eds, *The Mexican Reader. History, Culture, Politics* (Durham: Duke University Press, 2002), pp. 189-191; Sarah Chambers, “What Independence Meant for Women,” in *Problems in Modern Latin American History*, 5<sup>th</sup> ed., edited by James A. Wood and Anna Rose Alexander (Lanham, Rowman and Littlefield, 2019), pp. 37-41.

**Final exam scheduled by the University during the final exam period, Dec. 12<sup>th</sup> – Dec. 23<sup>rd</sup>**

### **Student Resources**

**\*Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.**

#### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> . The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html> .

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history> . Students who need research assistance can also schedule an appointment with a librarian through the website.

#### Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

#### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our twitter account @UMH\_Undergrad, our instagram account @UMHISA\_Undergrad, or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com)