UNIVERSITY OF WISCONSIN-MADISON
Department of History
Semester I, 1989-90

History 730 SOCIAL HISTORY AND POLITICAL ECONOMY OF COLONIAL LATIN AMERICA (PART I)
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COURSE DESCRIPTION

This graduate seminar highlights landmark books, topics, and debates relevant to the social history and political economy of colonial Latin America. Its reading list and assignments provide a sense for the contours of the historiography in these fields, and invite us to share the excitement of recent research.

The instructor begins with four premises:

1. The colonial Latin American experience, while important in its own right, is also an inescapable prerequisite for those seriously interested in the study of post-colonial history. Given the existence of large indigenous populations for whom the "colonial question" remains very much alive, and given the uneven, regionally varied, and often non-linear patterns of change in 19th- and 20th-century Latin America, problems and issues in colonial social history and political economy resonate into the modern era.

2. The distinction between "social history" and "political economy" is a limited one. The actions of social groups, including non-elite people, had an important impact on economic life, and colonial political economy structured social life in crucial ways. From this perspective, therefore, "social history" and "political economy" are not well understood in isolation of one another.

3. Our purpose in seminar is not simply to "cover information," but also to engage debates, explore implications, interpret significances, and sharpen our critical tools as historians. It goes without saying that one cannot do these tasks well without also digesting a considerable amount of empirical information. We also cannot live up to our mandate unless we all approach the seminar as a collective effort requiring everyone's active and sometimes vociferous involvement. This is your seminar.

4. In one semester, it is useless to try to touch on all topics or historiographies relevant to colonial Latin America. In the fields of social history and political economy, our reading list contains glaring omissions. Student papers will undoubtedly compensate for some of these. (Note: We are giving only modest attention to the considerable literature on slavery in part because I offer a Comparative World History seminar on slavery.) In addition, entire fields are slighted. A Latin American historian should know, for example, the rich tradition in intellectual and cultural history associated with Mario Góngora, Lewis Hanke, John Tate Lanning, Irving Leonard, Richard Morse, Edmundo
The field of colonial history is the largest and perhaps the most richly developed in Latin American historiography. Its long-standing historiographical tradition requires that students digest older "classics" that shaped research, debate, and the state of knowledge. At the same time, colonial history is a field bursting with innovative new works, findings, and interpretations. The method we will use to strike a balance between current and older works of importance is the following. We will generally focus on recent works in the assigned readings discussed in class, but students will incorporate older "classics" in their papers and workshop discussions, and the instructor will comment briefly on selected "classics" during the discussion of assigned readings. (For more details on papers and workshops, see "Course Assignments and Grading" below.)

Once in a while, our readings will include works written by the instructor. On these occasions, we will take special measures, including departure of the instructor from the room for an ample period, to facilitate frank and dynamic discussions.

Please note that Part II of this syllabus provides ample bibliographical orientation beyond that provided by the works listed in the schedule below.

**SCHEDULE**

**Week 1.** Introduction. Sept. 8.


Discussion: legacies of the colonial past.

**Week 2.** Foundations of Society (I): The Iberians. Sept. 15.


Comment: José Miranda, "La función económica del encomendero en los orígenes del régimen colonial de Nueva España (1525-1531)," *Anales del Instituto Nacional de Antropologia e Historia*, Vol. 2 (1941-46), 421-462.


NOTE: You may choose to read Lockhart if you have read Díaz del Castillo recently or remember the Díaz chronicle well.


Rdng.: Steve J. Stern, *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640* (Madison, 1982).


**Week 5.** The Mining Economy. Oct. 6.


and

Student papers.
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Suggested topics:

The "Black Legend" Debate Revisited
Competing Paradigms in the Amerindian Core: Mesoamerica and the Andes
Frontiers and Peripheries: Dynamics of Conquest and Resistance
Comparative Approaches to Colonialism: Beyond Latin America


Rdg.:


Gibson, Aztecs, 300-334.


Mario Góngora, Encomenderos y estancieros: estudios acerca de la constitución social aristocrática de Chile después de la conquista, 1580-1660 (Santiago de Chile, 1970). May be skimmed.

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Murdo J. MacLeod, Spanish Central America: A Socioeconomic History, 1520-1720 (Berkeley, 1973).


History 753 syllabus/Francisco Scarano seminar.


Eric R. Wolf, Sons of the Shaking Earth (Chicago, 1959).


and

Student papers.

Suggested topics: The Economic System as a Totality: Conceptual Issues and Debates

The Race-Class Debate and the New History of Gender
The Depression Thesis and its Critics
The Political Economy and Social Dynamics of Elite Prosperity

Week 12.  **THANKSGIVING BREAK**  Enjoy! Nov. 24.


Rdng:


John Lynch, *The Spanish-American Revolutions, 1808-1826* (New York, 1973).  Special attention to the studies of Argentina, Venezuela, Peru, and Mexico, and to the opening and concluding chapters.  Feel free to read other chapters as well.


and

Student papers.

Suggested topics: The panel topic as applied to particular regions: the Andes, Argentina, Venezuela, Mexico, Cuba, Brazil, etc.

COURSE ASSIGNMENTS AND GRADING

There are two course assignments: oral participation, and preparation of a review-essay to be discussed in the three student workshops. The review-essays will incorporate considerable extra readings, including older "classics" not in the assigned readings.

The success of the seminar depends on the quality of our weekly discussions and debates. Please think through the issues, arguments, and implications of the readings, and please contribute your thoughts and insights to the discussion. I hope that we will create an atmosphere that is reasonably relaxed, yet animated and articulate. Oral participation will include not only general week-to-week discussion, but also specific roles in the student workshops.

The review-essay (15-25 pages) will analyze a significant problem in the history of colonial Latin America, and draw out explicitly the implications of supplementary readings and paper topics for our understanding of the assigned core readings and topics in the seminar. The main objective is analysis of a historical problem based on more ample readings. A secondary objective is to present clearly the interpretations, findings, and controversies at the heart of major works omitted from our core readings. In other words, we will digest some of the historiography through collaborative research and reading — a division of labor in a collective venture. Extra readings for these papers will normally amount to the equivalent of 5-8 major works, in addition to the assigned core readings.

For some paper topics, the relationship between historical and historiographical analysis may be very closely intertwined. For others, the tension between the two may be great. To alleviate the potential conflict, and to free authors to focus more on history than historiography, authors should append a brief annotated bibliography in which annotations of 2-3 lines suffice to present the gist of a work on its own terms, thereby freeing you to be more selective and decisive in the ways you draw on works in the text of your papers. When the argument of a work (on its own terms) is clear in the text of your essay, your annotation may simply note: "Discussed in text."
For each student workshop, papers to be discussed on Friday will be due the preceding Monday at 3:00 p.m. to give ample time to all students to read them thoughtfully. We will probably organize the discussion around the comments of students serving as discussants of the papers.

All papers must be double-spaced, with the printed or typed letters dark and easy to read. We are all intellectuals, and we read tens of thousands of pages each year. Let us be courteous to our eyes. Draft mode dot matrix print-outs are for drafts, not for final copies of papers! I will return faint or fuzzy print unread.

Grading will be weighted roughly as follows: 50% written work, 50% class discussion.
SUPPLEMENTARY READINGS

Please note that the Cambridge History volumes cited in Part I include essays and bibliographies that serve reasonably well as a guide to literature through the 1970s. I will not cite specific essays in these volumes in Part II. Please also note that works cited more than once in Part II will be cited in short form after the first reference. The lists that follow offer a guide to supplementary readings, but should be considered points of departure, not comprehensive bibliographies. They deliberately mix older works of importance and more recent contributions.

Please note that the following lists are organized by topic, roughly following the sequence of topics listed in Part I.

I. FOUNDATIONS OF SOCIETY: IBERIAN TRANSFER AND TRANSFORMATION.


Elliot, J. H. Imperial Spain, 1469-1716. 1963.


History 730, Part II, page 2.


II. FOUNDATIONS OF SOCIETY: COLONIZED NATIVE AMERICA.

A) General and Comparative:

History 730, Part II, page 3.


B) Mesoamerican Core:


Miranda, José. El tributo indígena en la Nueva España durante el siglo XVI. Mexico City, 1952.

Olivera, Mercedes. Pillis y macehuales: las formaciones sociales y los medios de producción de Tecali del siglo XII al XVI. Mexico City, 1978.


C) Mesoamerican Frontiers:


Clendinnen, *Ambivalent Conquests.*


D) Andean Core:


Barnadas, Josep M.  *Charcas: orígenes históricos de una sociedad colonial.* La Paz, 1973.


Stern, Steve J. *Peru's Indian Peoples and the Challenge of Spanish Conquest: Huamanga to 1640.* Madison, 1982.


E) *South American Frontiers:*


Garavaglia, Juan Carlos. *MERCADO INTERNO Y ECONOMÍA COLONIAL (TRES SIGLOS DE HISTORIA DE LA YERBA MATE).* Mexico City, 1983.


III. DEMOGRAPHY. DEPRESSION. AND MINING: EVOLVING DEBATES.

a) Demography and Ecology:


MacLeod, *Spanish Central America.*

Sauer, *The Early Spanish Main.*


**B) Seventeenth-Century Crisis?**


**C) The Mining Economy:**


History 730, Part II, page 8.


Bakewell, *Silver Mining*.


Powell, *Soldiers, Indians and Silver*.


Stern, *Peru’s Indian Peoples*.


IV. LANDED ESTATES AS SOCIAL INSTITUTIONS AND ECONOMIC ENTERPRISES.

A) Spanish America:


B) Plantation Societies: Brazil and the Caribbean:


Florescano, ed., *Haciendas, latifundios y plantaciones.*
History 730, Part II, page 11.


Knight, Franklin W. *Slave Society in Cuba during the Nineteenth Century*. Madison, 1970.


Stein, Stanley J. *Vassouras, A Brazilian Coffee County, 1850-1890....* Cambridge, Ma., 1957.


SEE ALSO HISTORY 753 SYLLABUS.

V. PRICE CYCLES, COMMODITY MARKETS, AND ELITE RESPONSES.

The assigned and supplementary readings for many weeks touch on this topic in numerous ways. See also the following works:

Florescano, *Precios del maíz y crisis agrícolas*.


Larson, Colonialism and Agrarian Transformation.


Romano, R. Una economía colonial: Chile en el siglo XVIII. Buenos Aires, 1965.


VI. STATE, VILLAGE, AND PLEBE: RESISTANT "SUBCULTURES".


Gibson, Aztecs, passim.


Lockhart, James. "Views of Corporate Self and History in Some Valley of Mexico Towns: Late Seventeenth and Eighteenth Centuries," in Collier et al., eds., Inca and Aztec States, 367-393.


Wolf, *Sons of the Shaking Earth*.

**VII. THE STRUCTURES OF GENDER, COLOR, AND CLASS.**


Gutiérrez, Ramón. Forthcoming book on honor and gender in colonial New Mexico, Stanford Univ. Press. An early version was the Ph.D. diss. completed at the University of Wisconsin.


Paz, Octavio. *Sor Juana Inés de la Cruz, o las trampas de la fé*. Mexico City, 1982.
History 730, Part II, page 14.


B) Color-Class Structures in Long-Term Perspective:


Skidmore, Thomas E. **Black into White.** New York, 1974.


**VIII. THE ECONOMIC SYSTEM AS A TOTALITY: CONCEPTUAL ISSUES.**


Carmagnani, Marcello. **Formación y crisis de un sistema feudal.** Mexico City, 1976.


IX. THE BOURBON REFORMS AND THE CRISIS OF THE STATE.

A) State, Society, and Governance in Transition:


History 730, Part II, page 17.


Morse, "The Heritage."

Morse, "Toward a Theory."


NOTE: THE LIST ABOVE OFFERS A LONG-TERM VIEW SPANNING THE HAPSBURG AND BOURBON ERAS. FOR FURTHER MATERIALS ON THE BOURBON ERA, SEE THE SPECIFIC CULTURE REGIONS LISTED BELOW.

B) Independence: General and Comparative:


History 730, Part II, page 18.


NOTE: SEE ALSO THE SPECIFIC CULTURE REGIONS TREATED SEPARATELY BELOW.

C) Nueva Granada and La Plata in the Age of Reform and Independence:


D) The Andes: Civil War, Reaction, Independence:


Burga, Nacimiento de una utopía.


Fisher, J. R. Silver Mines and Silver Miners.


Flores Galindo, Alberto, ed. Túpac Amaru II-1780. Lima, 1976. Includes reprints of earlier classics, including a very important 1954 article by John Rowe.


History 730, Part II, page 20.

E) Mexico: From Imperial Reform to Aborted Social Revolution:


Brading, *Miners and Merchants.*


Hamnett, *Revolución y contrarevolución.*


Jacobson and Puhle, eds., *Economies of Mexico and Peru.*


Ladd, *The Mexican Nobility.*


Morin, *Michoacán.*

